

AN UNDERGRADUATE THESIS

**THE USE OF HERRINGBONE STRATEGY TO INCREASE
THE NARRATIVE PARAGRAPH WRITING ABILITY
AMONG THE EIGHT GRADERS OF THE
SMP BINA INSANI OF METRO**

By:

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Tarbiyah Faculty

English Education Department



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2019 M**

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AMONG THE EIGHT GRADERS OF THE
SMP BINA INSANI OF METRO**

Presented as a Partial Fulfillment of the Requirement For The Degree of Sarjana
Pendidikan (S.Pd) In English Education Program

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2019 M**

APPROVAL PAGE


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AssalamualaikumWr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya
maka Skripsi yang disusun oleh:

Name : **ANTIKA EVIANA SARI**
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Judul Skripsi : **THE USE OF HERRINGBONE STRATEGY TO
INCREASE THE NARRATIVE PARAGRAPH
WRITING ABILITY AMONG THE EIGHT GRADERS
OF THE SMP IT BINA INSANI OF METRO**

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan. Demikian
harapan kami atas perhatiannya kami terima kasih.

Wassalamu'alaikum Wr.Wb.

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NOTIFICATION LETTER

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Matter : **In order to hold the Munaqosyah of Antika Eviana Sari**

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

Assalamu'alaikum, Wr. Wb

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

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Title : THE USE OF HERRINGBONE STRATEGY TO INCREASE THE NARRATIVE PARAGRAPH WRITING ABILITY AMONG THE EIGHT GRADERS OF THE SMP IT BINA INSANI OF METRO

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.

Wassalmu'alaikum Wr. Wb

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RATIFICATION PAGE

NO. 8 - 2085 / In-28.1 / D / PP - 00 - 9 / 07 / 2019

An Undergraduate thesis entitled: THE USE OF HERRINGBONE STRATEGY TO INCREASE THE NARRATIVE PARAGRAPH WRITING ABILITY AMONG THE EIGHT GRADERS OF THE SMP IT BINA INSANI OF METRO, written by Antika Eviana Sari, Student number 150107002, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, Juni 27th 2019 at 13.00-15.00 a.m.

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The Dean of Tarbiyah and Teaching Training Faculty,



Eka M.Pd

0014061008 200003 2 005

**THE USE OF HERRINGBONE STRATEGY TO INCREASE THE
NARRATIVE PARAGRAPH WRITING ABILITY AMONG THE EIGHT
GRADERS OF THE
SMP BINA INSANI OF METRO**

ABSTRACT

By:

ANTIKA EVIANA SARI

The objective of this research is to know whether of Herringbone Strategy to increase the Narrative Ability in teaching learning process. The object of this research was twenty-six students of eight graders of the SMP IT Bina Insani of Metro. The this research was done in two cycles. Each cycles is done in five meetings. Each cycle is consist of planning, action, observation, and reflection.

In collecting data, the writer uses test, that are pre-test and post-test,, documentation, observation, and interview. The purposes of pre-test and post-test are to know the students writing ability before and being given the treatment.

The result in cycle I showed that the average percentage of active students 60% and in the cycle 2 is 70%. The average of pre-test and post-test show that there is an increase from pre-test and post-test. The average of post-test is higher than Pre-test and post-test show that there is an increase from Pre-test and post-test. The average of post-test is higher than pre-test. The average pre-test is 53.2 and the post-test is 69.6. So there is progress 16.4 points. It is clear that based on the result pre-test and post-test, it can be said herringbone strategi has positive increase in learning writing narative ability. By using Herringbone as strategi, the students are easier and undersand in following the class. So they enjoy doing the task. It also makes them excited in studying the material.

Referring to the analysis of the students score above, it can be said Herringbone Strategi is one of strategi can be increase towards the students writing narative ability.

Keywords: *Herringbone Startegi, Writing, Narrative Paragrap*

PENGUNAAN STRATEGI HERRINGBONE UNTUK MENINGKATKAN KEMAMPUAN MENULIS NARATIF

SISWA UNTUK KELAS DELAPAN

SMP IT BINA INSANI METRO

ABSTRAK

OLEH

ANTIKA EVIANA SARI

Permasalahan dalam penelitian ini adalah untuk mengetahui apakah Strategi Herringbone ini dapat meningkatkan kemampuan menulis naratif siswa dalam proses pembelajaran. Objek dalam penelitian ini adalah 26 siswa kelas 8 di SMP IT BINA INSANI of Metro. Penelitian ini dilakukan dalam 2 tingkatan (siklus). Masing-masing siklus terdiri dari empat tahapan, yaitu perencanaan, pengamatan, dan penerimaan.

Dalam pengumpulan data, penulis menggunakan tes, yaitu tes awal dan tes akhir, dokumentasi, observasi, dan interview. Tujuan dari tes awal dan tes akhir adalah untuk mengetahui kemampuan menulis paragraf naratif siswa sebelum dan sesudah dilaksanakan penelitian tindakan kelas.

Hasil dari siklus 1 menunjukkan bahwa presentasi keaktifan siswa 60% dan pada siklus 2 adalah 70%. Sedangkan nilai rata-rata dari tes awal dan tes akhir menunjukkan bahwa ada peningkatan dari tes awal dan tes akhir. Nilai rata-rata tes awal adalah 53.2 dan tes ahir adalah 69.6. Jadi disana ada peningkatan 16.4 poin. Hal ini jelas bahwa berdasarkan tes awal dan tes ahir dapat dikatakan bahwa strategi heringbone ini memiliki peningkatan yang positif dalam pembelajaran naratif strategi. Dengan menggunakan strategi heringbone siswa lebih mudah dan paham dalam mengikuti proses pembelajaran di kelas. Sehingga mereka lebih tertarik dalam menerima pelajaran.

Berdasarkan hasil analisis siswa di atas dapat disimpulkan bahwa strategi herringbone adalah salah satu startegi yang dapat meningkatkan kemampuan menulis naratif siswa.

Kata Kunci : *Startegi Herringbone, Menulis, Paragraf Naratif.*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

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

Metro, Juni 2019

The Writer



Antika Eviana Sari
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ORISINILITAS PENELITIAN

Yang bertanda tangan di bawah ini

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Menyatakan bahwa Skripsi ini adalah asli hasil penelitian saya kecuali bagianbagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Juni 2019
Yang Menyatakan



Antika Eviana Sari
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

"Indeed, there are difficulties in addition to ease of"

(Q.S. Al-Insyirah:5)

"You can do anything if you believe you can do it"

(Writer)

DEDICATION PAGE

“I highly dedicate this undergraduate thesis to my beloved parents and all whom I love.

Furthermore, to my almamater, State Institute for Islamic Studies of Metro”

ACKNOWLEDGEMENTS

Praise be to Allah SWT For his Mercy and Blessing that the writer is able to accomplish and complete this undergraduate thesis. This thesis entitled "The use of herringbone strategy to increase the narrative paragraph writing ability among the eight graders of the Smp Bina Insani of Metro, is presented to fulfill one of the requirements in accomplishing the S-1 Degree at State Institute for Islamic Studies of Metro.

First of all, the researcher would like to express this thank fullness to the Sponsor Mr. Dr. Mahrus Asad, M.Ag and Co-Sponsor Mr. Ahmad Subhan, M.Pd. May Allah SWT give them better reward for their spending time to support and guide during research writing process. The researcher also gives her thanks to all of her family and friends who have given support and spirit, so the researcher could finish this a research.

The researcher do apologizes for all mistakes that she has made in writing and presentation items. All suggestions and criticizes are really welcomed to lighten up the quality of this a research. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, Juni 2019

The Writer



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As human being who constantly have faith to Allah the Almighty, let us continuously offered our praise to Him for all abundant blessing, especially the precious health to the writer that he can accomplish this Undergraduate Thesis. Sholawat and Salam be upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In this occasion, the researcher would like to express her greatest appreciation, honor and gratitude to his beloved parents (Mr. Suparudin and Mrs. Sriwahyuni), for all their valuable supports and moral encouragement in motivating the researcher to finish his research.

The researcher also would like to express his deepest gratitude to his sponsor and co-sponsor, Dr Mahrus As'ad, M.Ag and Ahmad Subhan M.Pd for their advice, guidance, correction, and suggestion in finishing this undergraduate thesis. Her gratitude also goes to:

1. Prof. Dr. Enizar, M.Ag, the Rector of State Institute for Islamic Studies of Metro (IAIN Metro).
2. Dr. Akla, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty.
3. Ahmad Subhan Roza, M.Pd, the Head of English Education Department.
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The researcher feels that it is really pleasure for her to receive criticisms and suggestions to make this undergraduate thesis better. She also hopes that this undergraduate thesis would be beneficial, particularly for her and for those who are interested in it.

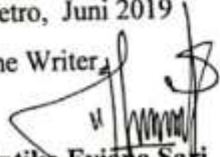
Metro, Juni 2019
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CHAPTER I

INTRODUCTION

A. Background of The Study

Education is important in our life and inseparable from daily life. Improvement a country based on the improvement of education in that country. Since English is thought to be a compulsory subject in Indonesia, the students are expected to learn English well and the teacher is required to be able to teach it well, too English function as a means of developing students knowledge in science, technology arts and culture.

Meanwhile, in this case, language has an important role in our life because of the function to communicate in our life. It makes us able to communicate with information about something that we need. English, as we know, is one of the most important foreign language every school including in Junior High School. In teaching in a foreign language, we deal with language skill and components.

Moreover, one of English as communication language play a great role in human activities, the students must be able to master English in order to face the development of science and technology. That is why the government of Indonesia decided English is the first foreign language that must be taught in elementary school, junior high school, senior high school, and university. It is hoped that the graduate of each will be able to master

English well. One of the reasons why English is taught in Elementary School is to make the students interested in learning it and to have basic skills for the next level of education. Basic local curriculum 2013 for Junior High School stated that the function of English in Junior High School is to make the students interested in English which will support the success of learning English in higher level Senior high school.

Furthermore, English as one of an international language to communication and Many people communication use English language and many books written in English. Many people transferring the information through in writing, because through in writing the information can read more than one times by the recipient. The writer give a knowledge about writing ability narrative paragraph. In the students have good ability in writing English paragraph.

“Basically, a paragraph is a group of words put together to form a group that is usually longer than a sentence. Paragraphs are often made up of several sentences. There are usually between three and eight sentences. Paragraphs can begin with an indentation (about five spaces), or by missing a line out, and then starting again. This makes it easier to see when one paragraph ends and another begins.¹

In this paper, the writer is interest in the study of the ability in writing Narrative paragraph by using Herringbone Strategy at Eight Class of

¹ Three as Donald et. Writing Clear Sentences book (newyork : writing group,1987)
p.280

SMP IT BINA INSANI of Metro, because they have some problems about it. On the other hands in the National Examination (UAN) every question use English paragraph.

Based on the pre-survey data, the writer found that most of the eighth-grade students of SMP IT BINA INSANI of METRO have difficulties in writing ability, especially writing a paragraph are: first The students can not make Narrative Paragraph correctly, second The students don't know Narrative Paragraph, Third The students don't know the main idea in Narrative Paragraph. It can be seen from the average score of the students' daily test that was less than 60.

Furthermore, the problem above can be solve if the students have a motivation to know what is the Narrative paragraph, on the other hands the teacher teaching the English Paragraph with good method, so the students will not be boring, If they can do it well, the result can get well at the end of the teaching-learning process, this strategy which is use by teachers less interest, because the students feel afraid a make narrative paragraph.

Therefore, the writer chooses herringbone strategy to increase narrative paragraph because of teaching in the junior school different from teaching English in elementary school or pra elementary school, the writer must grow their motivation in order to easy study. Increasing writing ability through herringbone strategy to help the students understand to make a narrative paragraph with this strategy, students are supposed to be able to

know about writing. By using this strategy and giving drills to the new knowledge to help the students in remembering them, the writer assumes that the teaching-learning process in the classroom can be interesting and enjoyable.

Moreover, in this research, the writer will use the strategy for teaching writing. The strategy is called "herringbone". Herringbone is strategy to differences main idea, body and conclusion this is easier to make it writing ability like a narrative paragraph. This strategy is easy to be taking to the class and Herringbone can be used as a strategy to transfer the knowledge of the narrative paragraph.

Meanwhile, in teaching English, the writer also has to improve her teaching ability by implementing a suitable strategy. It is done because of the teacher weakness strategy in teaching narrative paragraph. Besides that, the condition of a teaching-learning process in there still done traditionally. The teacher only gave the students an explanation and gave the test, So, the students felt bored, it is caused the students to need the new strategy and low motivation. By improving the teacher's teaching skill, it is expected that the students writing ability will increase.

Table 1
The pre-survey data of daily test on November 05, 2018 at the first semester
of the eighth grader of junior high school Bina Insani of Metro.

No	Name	Score Grade
1	A1	34
2	A2	54
3	A3	66
4	A4	46
5	A5	58
6	A6	54
7	A7	60
8	A8	56
9	A9	70
10	A10	68
11	A11	76
12	A12	40
13	A13	52
14	A14	32
15	A15	50
	Average Score	54
	Highest score	76
	Lowest Score	32
	Creteria Minimum Learning	60

Source: The score of the students' ability in writing an narrative pragraph on November 05th, 2018.²

The strategy is one way that is use by the teacher in a teaching-learning process. There are many strategies that can be used to teach or to increase students narrative paragraph, such as contextual learning, and teaching, etc. it makes the students interested in learning English and to be able to communicate" English, the teacher must create a good atmosphere in the classroom, select relevant materials and apply a suitable strategy in order to make the teaching-learning process run well.

The statements above indicate that most of the students often find difficult in studying English. They found difficult to make what a narrative paragraph because they do not know to easy write. In this research, the writer uses herringbone strategy as an alternative strategy in teaching English to increase the students' writing ability. Based on the statement to inspired to know in detail through narrative paragraph the students can increase their writing ability. Besides that, the students will be more interest' in learning English, especially in learning writing. The writer research about: "the use of herringbone strategy to increase the students' narrative paragraph writing ability among the eighth graders of the SMP IT BINA INSANI of METRO.

² Documentation SMP IT BINA INSANI of METRO November 05, 2018

B. Problem Identification

Referring to the background above, the problems of this research can be identified as follows:

1. The students have not ability to writing in narrative paragraph
2. The students have low motivation to writing subject
3. The students are lack vocabulary to writing in narrative paragraph
4. The students don't know the structure of the writing , especially an narrative paragraph.
5. The students have low interest in learning process
6. The students have not an idea of the narrative paragraph

C. Problem Limitation

Based on the problem identification in number one and four, the researcher limits the problem to: The student have not ability to write in narrative paragraph and student dont know the structure in narrative paragraph.

D. Problem Formulation

The writer uses Herringbone strategy as teaching narrative text which one for teaching writing focus on the problem, as follow: "can

Herringbone strategy increase the student writing ability at the eighth graders of the SMP IT BINA INSANI of METRO.

E. Objective of The Research

Based on the problem formulation above, objective of the research is to know whether herringbone strategy can be use to increase the narrative paragraph writing ability among the eight grders of the SMP IT BINA INSANI of Metro .

F. Benefits of the Study

In every research, they will be aims and purposes. At the end of this research, the writer hopes that will have some advantages to broaden teaching and learning process. Besides that, this research will give a contribution to the lectures, students and writer his self.

1. The Teacher

The teacher will improve their experience in giving herringbone strategy to the students. The teacher can solve the problem of teaching and learning process by giving attention to the students' ability in narrative paragraph writing. By using herringbone strategy, The result of this study will be an input for the teacher to improve and develop the teaching-learning process in herringbone strategy toward the students' narrative paragraph writing ability.

2. For The Students

The students can understand narrative paragraph writing. They will get an easy method to increase ability narrative paragraph writing by using herringbone strategy.

3. For The Writer

The writer will know the students' ability in narrative paragraph writing by using herringbone strategy. And the writer can improve his knowledge and also the writer will get some experiences in controlling teaching and learning situation.

4. For the institution, it can be used as information to improve learning English activity in the future.

G. Prior Research

The researcher has found three prior researches which are related to this research:

The first is taken from Zulkifli's research which entitled "The Use of herringbone strategy to Increase writing ability of the Second Year Student at SMAN 2 Bangko"³. In this research, Zulkifli uses herringbone strategy to increase the students' writing ability. This research consists of one cycle of classroom treatment. The proficiency test (Pre- and Post-tests) is used for measurement, and also a set of observation sheets and field notes were

³ Zulkifli Mahdum Jismulatif, "The Use of Herringbone startegy to Increase writing ability of the Second Year Student at SMAN 2 Bangko", Academic Journal, (Riau: Riau University)

used to gain the record of the classroom activity. The results show that the level of students' ability at the post test is better than the pre-test. It means that there is increase achieved by students after they are taught the use of herringbone strategy to increase the students' writing ability. It means that the research is successful to help the students increasing their ability in writing ability by using herringbone strategy.

The second research is taken from Iswardati's research which entitled "The Implementation of herringbone strategy to Increase the Students' writing Skill".⁴ This research is to know how herringbone strategy increase the student's participation in writing of second grade students of SMA 2 Samarinda, and what the obstacles are in the implementation of herringbone strategy. The instruments use to collect the data are observation, checklist, field-note, and speaking test. After the implementation of herringbone strategy through two cycles, the research is known that herringbone strategy can increase the students' speaking ability.

The third, the prior research is taken from Mayasari which have similar focus on this research. The title of Mayasari's research is "The Use of herringbone strategy to Increase Students' Ability in Writing Skill on Recount Text".⁵ The aims of Mayasari's research is to investigate the implementation of herringbone strategy to increase students' writing organization of Recount text and to what extent is the increase of students'

⁴ Iswardati, "The Implementation of Herringbone strategy to Increase the Students' Speaking Skill", *Dinamika Ilmu*, (Samarinda: IAIN Samarinda), Vol. 16 (2) / 2016

⁵ Rina Mayasari, "The Use of Herringbone strategy to Increase' Ability in Writing Skill on recount Text", *Encounter*, (Semarang: IAIN Walisongo Semarang), Vol. 3 (2) / 2012

writing organization of Recount text after being taught through herringbone strategy. This research focuses on the students' ability in organizing the recount of the text. The instrument use to collect the data is observation and test. The result shows that the implementation of herringbone strategy is increase of learning tool, motivates students in doing work or jobs.

Based on the prior researches above, it is known that all of prior researches have the similarity with the research that conducted by the researcher. The similarity is known in the use of herringbone strategy. However, the first prior research use herringbone strategy for the increase of the students' writing ability that is contrast from this research which use herringbone strategy in increse students' ability in writing narrative paragraph. Then, the second prior research it is known that the use of herringbone strategy is to improve the students' writing skill. While, the focus of the third prior researches is same as this research in using herringbone strategy to improve the students' ability in writing recount text. Nonetheless, in the third prior researches is focus on the students' ability in organizing the arguments of the narrative paragraph while the researcher focus on the students' ability in mastering the structure of narrative paragraph to make the students be able to write narrative paragraph completely.

CHAPTER II

THEORETICAL REVIEW

A. The concept of Writing

This chapter contains the theories which support the research. It includes the concept of writing, Concept of Paragraph, Concept of Narrative Paragraph, The Concept of Herringbone Strategy, Concept Writing Narrative Paragraph and Herringbone Strategy, The Procedure of teaching narrative paragraph by using herringbone strategy. And the explanations of each sub-topic are as follows:

1. Definition of Writing

Based on Oxford Advanced Learner's Dictionary, writing is the activity of writing, in contrast to reading, speaking.⁶

Writing is a process of communication using conventional graphics to convey a message to the reader. Writing skill deals with the ability to arrange the graphics system such as. Letter, words, and sentences of certain language being used in written communication in order that the reader can understand the message or information. Furthermore, Rimes says that writing is "a skill in which we express ideas, feelings, and

⁶ Rains,ann, *Managing In Teaching Writing Introduction Teaching English Esc Classe*, New York: oxford university press, 1983 p.76

thoughts which are arranged in words, sentences, and paragraph using eyes, brain, and hand.⁷”

Thus, writing is basically the process of expressing ideas and organization, vocabulary and mechanic. In order words, teaching writing guides the students not only to write sentences in a paragraph but also ideas in written form.

According to David Nunan, writing is a physical act of committing words or ideas to some medium, whether it is hieroglyphics inked into parchment or an e-mail message typed into a computer on the other hand. writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a leader.⁸

Moreover, Franklin states that writing can be a powerful instrument in social organization, in the maintenance and exercise of authority. It can amplify the ‘voice’ of those who control its contents and dissemination, carrying that voice across huge distance and preserving its resonance every time.⁹ It can help to sustain networks of communication outside the narrow local community, or to accumulate and convey orders and rules, or

⁷ Raimson, *Managing In Teaching Writing Introduction Teaching English Esc Classe*, New York: oxford university press, 1983 p.76

⁸ David Nunan, *Practical English Language Teaching*, (Singapore: McGrawHill, 2003), p.87.

⁹ Simon Franklin, *Writing Society and Culture in Early Rus, C,950-13001*, (Cambridge: University Press, 2004), p.129.

to fix the memory of individual transactions; it can be stored for the future, and retrieved in cases of dispute.

Mean while, Sharples states that writing is a demanding mental activity, yet some people appear to write without great effort.¹⁰ Writing involves both engagement and reflection and Writing is also analytic, requiring evaluation and problem solving, yet it also a synthetic, productive process.

Furthermore, Mike and David explain that writing is a powerful means of self-and social expression, potentially communicating to an increasingly wide audience through formal or informal publication, easy and quick copying, and information and communication technology.¹¹ Writing is also an important controlling mechanism, a means of achieving orderly discipline in many lessons.

On the other hand, Javed said that writing is one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students.¹² Even native speakers feel difficulty in showing a good command of writing.

Based on the explanation above, it can be concluded that writing is one of the non-verbal communications that requires linguistic skill. It is

¹⁰ Mike Sharples, *How We Write*, (London: Routledge, 1999), p.10.

¹¹ Mike Fleming and David Stevens, *English Teaching In The Secondary School*, (London: Routledge, 2010), p.89.

¹² Muhammad Javed *et Al*, *A study of Students' Assessment in Writing Skills of the English Language*. International Journal of Instruction. Vol.6, (Malaysia: University Sains Malaysia, 2013), p.130.

used by people to share their thoughts, feelings, and ideas with others. It needs a composing process in order that it produces a good product.

Moreover, Davies said that “writing is probably the linguistic skill that is least used most people in their native language”¹³. It means that writing learning process needs a specific skill to be successful in writing such as content, organization, grammar, vocabulary, and mechanic.

As one of four basic skill of language, writing is very important because it constitutes the clarification of someone’s through and feeling. Through this skill, the students can explore their own thinking, a various feeling, and also the concept by using word or papers. In writing indeed, the students can express their ideas, thoughts, and fact in well-formed structure.

According to Davies, “good writing skills usually develop from extensive reading, some specific training, and a good deal of practice. Writing involved the following basic skills: handwriting or typing, spelling, constructing grammatical sentences, punctuating.”¹⁴ The writer aim is the beautiful written need the knowledge which gets from reading, training writing and also the practice of writing itself and it has the basic skill which develops writing, for an instant, the handwriting or typing, spelling, the grammar, punctuation.

¹³ Paul Davies and Eric Pearse, *Success in English Teaching*, Oxford University Press, New York. 2002, p. 96

¹⁴ Paul Davies and Eric Perse, *Success in English Teaching*, Oxford University Press, New York. 2002,

Based on the statement above, it infers that in writing a person can arrange letters, words, sentences, and paragraph by using the knowledge of structure systematically in written forms and hopes the reader understand what he means.

Referring to the previous statement, in writing, a person puts down graphic symbols that have meaning and they should be in the right rules. And here the writer will more focus on narrative paragraph writing.

2. Definition of Writing Ability

Writing is the activity of writing, in contrast to reading, speaking, etc. or a group of particular of writing, especially by a particular person or on a particular subject.¹⁵

According to Oxford Advanced Learner's Dictionary, the ability is the fact that somebody or something is able to do something. And according to Wikipedia "the ability can be defined as the quality or state of being able; power to perform, whether physical, moral, intellectual, conventional, or legal; capacity; skill or competence in doing; sufficiency of strength, skill, resources, etc. in the plural, faculty, and talent".

¹⁵ Oxford Advanced Learner's Dictionary New York: Oxford University Press, 2003, p. 502

3. The Concepts of Writing

Etymologically, the word “writing” is derived from the word “write” and it can be defined as:

- a. Make letters or numbers on a surface, especially with a pen or pencil.
- b. Produce something in written form so that people can read, performs or use it.¹⁶

Moreover, the meaning of “writing” in Oxford Learner’s Pocket Dictionary is:

- a. The activity of writing, for example, books, articles.
- b. Written works of an author.¹⁷

Terminologically, there are so many experts that have different definitions for writing, but here the writer will take several definitions according to the experts as follows:

Crimmon states “writing is an opportunity: to convey something about yourself, to communicate ideas to people beyond your immediate vicinity, to learn something you did not know.¹⁸” It means that writing is a process of communication to convey something to the other people

¹⁶ Oxford University, *Oxford Learner’s Pocket Dictionary*, New York: Oxford University Press, 2003, p. 502

¹⁷ *Ibid.*,

¹⁸ Mc. Crimmon, *Writing with Purpose*, New York: Houghton, 1983, p. 6

about yourself or beyond your environment, moreover to learn what you did not know.

Moreover, Bram states:” in principles, to write means to try to produce or reproduce written messages. Before we write, we need to determine what we write; we should have something meaningful to convey.¹⁹” In another word, to write means to produce a piece of a written text about a topic. It means that before we write, we need to determine what we want to talk about in our writing.

Based on the quotations above, the writer can infer that writing is a process of communication that involves a specific skill since it uses of the graphics system and also the aspects of languages (vocabularies, idiom, and punctuation).

4 Process of Writing

According to Brown, the writing process divided into three stages.²⁰ They are prewriting, while writing (drafting), and post writing (revising).

a. Planning

“Planning is a series of strategies designed to find and produce information in writing.²¹”

¹⁹ Barli Bram, *Write Well*, Yogyakarta: Kanisius, 1995, p. 7

²⁰ H. Douglas Brown, *Teaching by Principles: An Interactive to Language Pedagogy 2nd Edition*, (New York: Addison Wesley Longman, 2001), p.348.

The planning is as the beginning of writing, it has enabled to identify several subjects and encouraged to gathering information on those subjects from different perspectives.

Planning is an essential step in the writing process which doing before the writer is going to write. It puts critical thinking into action. Before start writing, the writer is asserted to find ideas to write about. This way is known as brainstorming. It can help the writers get started when they have no topic to develop. It also can identify information which needed to support the point of view quickly. In other words, brainstorming is one of several different ways to begin writing.

When planning, the writer has to think about three main issues. The first is the purpose of the writing, it includes the type of the text the writer wants to the product, the language the writer use, and the information the writer chooses. The second is the audience, who is the reader of the writing. So the writer must attend the choice of the language informal or formal writing. The last is the content structure that is how to sequence the facts, ideas, or argumentation which the writer decided to include.²²

²¹ Mc. Crimon, *Writing With A Purpose*, Houghton Mifflin, New York, 1983, p. 10

²² Jeremy harmer, *How To Teach Writing*, Pearson Longman, England, 2007, p. 5

b. Drafting

“Drafting is a series of strategies designed to organize and develop a sustained piece of writing.²³”

Drafting is the time when the writers have been writing. It is commonly known as the drafting process. It is started by the write down the objective or the main idea. Ideally, this should be in one sentence. After deciding the main idea then the writers include additional pieces of information they need as the supporting idea. In addition, the writer needs to develop their thought in order that enhances their writing.

The drafting is as the selection of a subject and organizing the information about the subject into meaningful clusters. Also, it is finding the connection among those clusters and discovers the relationship that links the connection.

c. Revising

“Revising is a series of strategies designed to re-examine and evaluated the choices that have created a piece of writing.²⁴”

After that, it completed the preliminary draft, it needs to stand back of the text and decide what action would seem to be most

²³ *Ibid* p. 5

²⁴ Jeremy harmer, *How To Teach Writing* p. 11

productive. It has to begin upon global revision-a complete re-creation of the world of the writing.

Before finishing their writing, the writers need to assess their draft in order that they produce good writing. They accomplish proofreading before. They also make corrections directly in their first draft to make it clearer and more convincing. This step called the process revising. They ought to consider some facets in the text such as content, clarity, form, errors in grammar, and punctuation. The writer might change that order or insert additions to make appropriate revisions.

Based on the explanations above, in this research, the writer focuses her research on the planning of the writing which identifies the several topics and encourages gathering information on the topic from many perspectives in the writing activity by using the technique in descriptive writing.

B. The Concept of Narrative Paragraph

1. Concept of Paragraph

According to Joy M. Reid “, a paragraph is a series of sentences that develop one idea”²⁵. According to Regina L. Smalley and Mary K. Ruetten, a paragraph is a group of sentences and that the first sentence of this group is intended; that is, it begins a little bit more to the right of the

²⁵ Reid, Joy M. *The Process of Composition*. USA: Prentice-Hall, Inc. 1982, p.8

margin than the rest of the sentences in this group and develops one main idea or a topic.²⁶

The paragraph in an Etymologically, the word “paragraph” in Oxford Learner’s Pocket Dictionary can be defined as the division of a piece of writing, started on a new line.²⁷

Terminologically, there are so many experts that have different definitions for a paragraph, but here the writer will take several definitions according to the experts as following:

Furaidah, et al. states “a paragraph is a group of related sentences which develops one main idea or one main topic.”²⁸ In other words, a paragraph is a series of sentences that related one to teach others about the main idea.

Furthermore, Zemach and Islam define “ a paragraph is a group of about 6-12 sentences about one topic.”²⁹ It means that all of the sentences in a paragraph must discuss the same topic. If the writer wants to write the other main topic, he can write in a new paragraph.

²⁶ Smalley, Reginal L. et.al., *Refining Compositon Skills*, New York: Macmillan Publishing Company University of New Orleans, 1986, p.3.

²⁷ Oxford University, *Oxford Learner’s Pocket Dictionary*, New York: Oxford University Press, 2003, p. 309

²⁸ Furaidah et.al, *Advanced Writing*, Jakarta: Universitas Terbuka, 2002, p. 1.26

²⁹ Dorothy E Zemach and Carlos Islam p. 9

In perfectyourenglish.com, paragraph is the smallest unit of prose composition and a group of sentences relating to a single topic, or developing a central idea.³⁰

Based on definitions above we can conclude the definition of a paragraph is a group of sentences or the smallest unit of prose that contain relevant information about one main or central idea and consist of three parts; they are beginning, the body, and the ending.

In English paragraph, there are kinds of the paragraph, such as definition paragraph, classification paragraph, description paragraph, compare and contrast paragraph, sequence paragraph, choice paragraph, explanation paragraph, analysis paragraph, analogy paragraph, and narrative paragraph. In this case the writer focus on the narrative paragraph.

2 The Types of Paragraph

Wishon and M. Burks explain four types or forms of paragraph, such as description, argumentation, narration, and exposition. Furthermore, the explanations of the types or forms of writing as follow:³¹

³⁰ <http://WWW.perfectyourenglish.com/writing/paragraph-writing.htm>(Agustus 15, 2018)

³¹ George E, Wishon and Julia M. Burks, *Let's Write English*, Canada: Van Nostrand Reinhold Ltd, 1980, p. 377

a. Narration

The narration is a type of paragraph that the writer tries to recount an event. It tells the readers what happened in the story according to a natural time sequence.

b. Description

In a description type, uses a lot of visual words, such as the feel, sound, taste, and smell to help the readers see the person, place or thing that the writer is writing about. It tries to make the readers feel that they are there or can visualize in their mind what the writer is describing.

c. Exposition

In exposition paragraph, the writer intends to inform, explain, describe or define their subject in orders the readers believe or disbelieve something.

d. Argumentation

Argumentation is designed to convince or persuade somebody that something is true or should be done.

3 The concept of a Narrative Paragraph

A paragraph is usually about a single topic, part of a larger subject perhaps, but still a self-contained topic by itself. Although a paragraph

may include several ideas about this topic one idea will be more important than the others. This is the main idea. It is sometimes called the central or controlling idea. This main idea is usually stated in the topic sentence. This often, but not necessarily, the first sentence of the paragraph. Where the topic sentence is placed depends upon the kind of pattern the writer chooses to develop his paragraph.

Moreover, Narrative paragraph is a paragraph in which a writer recounts an event to his readers. It can be about biographies, autobiographies, historical events, instructions, and processes. In this case, as a product of writing, the text functions to recount what is being narrated to the readers.

Furthermore, the narrative paragraph usually refers to the telling of a story, the term is used here to describe the relating of an experience. That experience may be in the past (past narration), or it may be a typical experience (what people usually do), or it may be going on now (present narration).³²

4 The Structure of Narrative Paragraph

- a. Orientation : It is about the opening paragraph where the characters of the story are introduced.
- b. Complication : Where the problems in the story developed.

³² Smalley, Regina L., *et.al.*, *Refining Compositon Skills*, New York: Macmillan Publishing Company University of New Orleans, 1986 p.24

- c. Resolution : Where the problems in the story is solved.
- d. Coda / reorientation (optional) – lesson from the story.

5 The Language Feature of Narrative Text:

- a. Past tense (killed, drunk, etc)
- b. Adverb of time (Once upon a time, one day, etc)
- c. Time conjunction (when, then, suddenly, etc)
- d. Specific character. The character of the story is specific, not general.
(Cinderella, Snow White, Alibaba, etc)
- e. Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- f. Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White"). The direct speech uses present tense.

True Friends

Orientation	Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.
Complication	Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground

	breathless and pretended to be a dead man.
Resolution	The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".
Re- Orientation	A true friend in need is a friend indeed.

C. The Concept of Herringbone Strategy

Visual organizer provides students a framework or making the decision about main ideas and important supporting details in material that they are writing, and the students use the information from the paragraph that answers these questions to formulate a sentence that states the main idea. So, Herringbone Strategy will solve the students' problem.

1. Definition of Herringbone Strategy

Therefore, Herringbone Pattern is use to help the students identify the main idea and the related supporting ideas of the lesson, text, or concept. It contains six questions that help students organizes the detail of the text. The visual pattern of the Herringbone creates a framework for students to take notes and sort information. When modeling, teachers should remain the students to look for and identify the answer to the six questions. After all the

six questions have been answered; the information can be used to create a main idea sentence. Stress that the main idea always includes specifically “Who...did what.” Some of the other information may be included.

Moreover, the story grammar strategy is used to brainstorm ideas for writing a story. It involves seven cues Question that help to stimulate the writer’s ideas of things to include in the story.

The Herringbone technique develops comprehension of the main idea through the use of a visual diagram of the fish skeleton. The diagram enables the students to plot WHEN, WHO, WHERE, WHAT, WHY, HOW question.

Using the answers and question, the student writes the main on the diagram. The question is implemented by:

- a. An appropriate reading level expository text is selected.
- b. A visual diagram of the Herringbone is provided below.
- c. The students read to find the answers to the following question and records them on a larger version of the diagram above:
 - 1) WHO is the author talking about?
 - 2) WHAT did they do?
 - 3) WHEN did they do it?
 - 4) WHERE did they do it?

- 5) HOW did they do it?
 - 6) WHY did they do it?
- d. After the students have recorded his answers to the question, he/she uses the information to write a sentence about the main idea. The tutor should guide the students through this process until the students are able to do it independently. Younger students might dictate answers to the tutor who could copy them for the students.
 - e. The diagram is then used as a tool for discussion of the material.

2. Concept Writing Narrative Paragraph and Herringbone Strategy

In writing a paragraph the writer will need to know the difference between a general idea and a specific detail. Between the two many levels may exist. A paragraph can be viewed from its writing process. It is seen from the result of inventing its main topic and controlling idea. Writing a paragraph also involves the invention of some details for the main topic and the controlling idea. Simultaneously it is the result of finding certain words, phrases, clauses and sentences to express the topic with the idea.³³ In addition to that, it is also the result of organizing the sentences in the paragraph. From the viewpoint of the writing process, a paragraph as the production of a written language skill involves some steps to express the main topic and a controlling idea in a piece of writing.

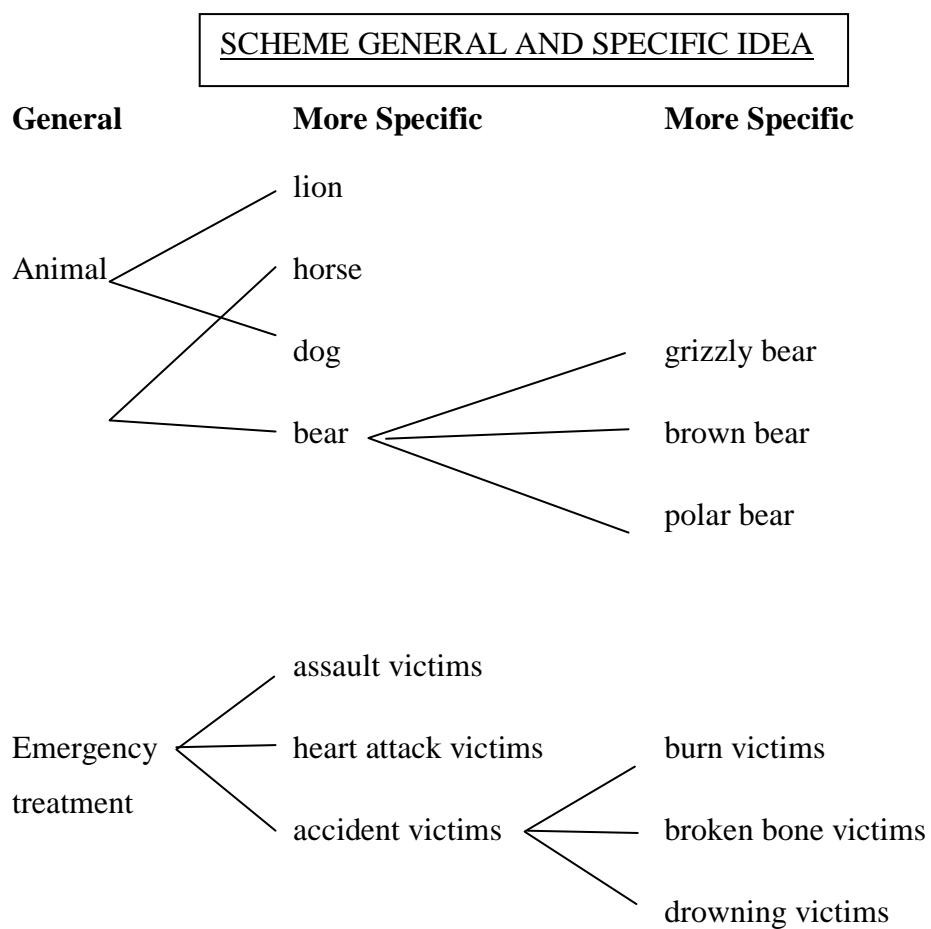
³³ Douglas Brown, *Teaching by Principles: An Interactive to Language Pedagogy* 2nd Edition, p.348.

The paragraph indicates the steps which a writer commonly follows to write a paragraph. First, he or she invents the main topic of the paragraph. He or she can select any topic from the world of his or her experience. It can be a concrete topic, such as a person, an animal, a plant, or an object such as a mountain, a city, a car, a book, a house, etc. It can also be an abstract one, such as a lesson, an idea, a belief, a conflict, a history, an objection, etc. Second, he or she invents the controlling idea of the paragraph by which he or she views his or her main topic of the paragraph.

This idea can be of his or her experience of the exploitation of his or her mind. It is usually the condition of the topic, so the common word used to express the idea is by using an adjective. Third, he or she will formulate the topic sentence of the paragraph. This formulation must be able to signal the overall organization of the paragraph. In addition to that, it can signal the type of support for the topic sentence in elaborating the paragraph. Fourth, he or she collects the supports. Commonly they are called the data of the paragraph. Fifth, he or she formulates the concluding paragraph. Sixth, he or she writes the draft of the paragraph. And last, he or she revises the draft. so writing a paragraph from the viewpoint of its process involves seven steps altogether.³⁴

³⁴ Douglas Brown, *Teaching by Principles: An Interactive to Language Pedagogy* 2nd Edition, p.340.

In the examples below, each general word is followed by several more specific words. All of the more specific words are equally specific that is each is on the same level of generality. This means that each of the more specific words is a coordinate of the word before it. Notice that a more specific word can become a general word.



Each paragraph you write will contain a topic sentence and four to eight sentence that will support the topic sentence.³⁵ These supporting sentences will be more specific than the topic sentence. Notice that the

³⁵ George E. Wishon and Julia M. Burks, *Let's Write English*, Canada: Van Nostrand Reinhold Ltd, 1980, p. 378

more specific ideas are indented. A diagram of a balanced, detail paragraph looks like this:

Topic sentence (Controlling Ideas)

- a. Point number one
- b. Point number two
- c. Point number three

Concluding Sentence

Example:

1. General Topic Sentence → Riding a bicycle is preferable to driving a car.
 - a. Point number one → It's relatively inexpensive.
 - To buy
 - To operate
 - b. Point number two → It's healthier
 - More exercise
 - Less pollution
 - c. Point number three → It's personally satisfying
 - Enjoy the scenery
 - Become part of nature

2. → General Concluding Sentence In all but the most inclement weather,

the bicycle is a pleasurable
means of transportation³⁶

Resulting paragraph:

Riding a bicycle is preferable to driving a car. First of all, a bicycle is relatively inexpensive to buy and to maintain. While a car may cost thousands of dollars to buy and hundreds of dollars annually, a good bicycle will cost only a hundred dollars or so, and its annual maintenance cost is very small. Biking is also healthier, not only does the biker get more physical exercise than the driver but bicycles are nonpolluting. The consequence is a person with strong legs and a strong heart whose bicycle helps the person to get health. The driving bicycle is making personally satisfying. They can enjoy the scenery and become part of nature. In all but the most inclement weather, the bicycle is a pleasurable means of transportation.³⁷

3 The Procedure of Teaching Narrative Paragraph by Using Herringbone Strategy

Based on the explanation that the Herringbone strategy, the teacher must teach the students to get the supporting detail by imagining to find

³⁶ George E. Wishon and Julia M. Burks, *Let's Write English*, Canada: Van Nostrand Reinhold Ltd, 1980, p. 379

³⁷ Oxford University, *Oxford Learner's Pocket Dictionary*, New York: Oxford University Press, 2003, p. 309

out the main idea to make a narrative paragraph. The procedure of teaching narrative paragraph by using herringbone strategy are:

- a. Students must understand about herringbone strategy
- b. Students identify text narrative paragraph by using herringbone strategy.
- c. Students write a narrative paragraph by using herringbone strategy

Understanding the main idea or gist of a piece of text is a sophisticated reading task. Textbook chapters, articles, paragraphs, sentences, or passages all have topics, main ideas, and supporting details. The topic is the broad, general theme, message or what some call the subject. The main idea is the "key concept" being expressed. Details, major or minor, support the main idea by telling how, what, when, where, why, who. Locating the topic, main idea, and supporting details help readers understand the point(s) the writer is attempting to express. Comprehension is increased when a student can identify the relationship between topics, main ideas, and details.

In narrative text, the characters' actions, motives, problems, and personalities all contribute to the overall theme(s) of the story. The main idea often depends on the reader; if the reader has had similar experiences to the character, the reader is more likely to enjoy a richer, more fulfilling reading experience. On the other hand, poems, which use

figurative language, metaphor, and imagery, require the reader to dig deeper for meaning; it may not be what it appears to be on the surface.

Almost every paragraph in the informational text has a key concept or main idea. The main idea is the most important piece of information the author wants the reader to know. Sometimes the author will state the main idea explicitly somewhere in the paragraph either at the beginning of the paragraph, in the middle, or at the end. The sentence in which the main idea is stated is the topic sentence of that paragraph. However, an author, often, will not state his/her main idea explicitly, leaving the reader to infer what the author intended. The invention requires readers to create rather than locate, ideas. A reader relates what is in the text to what is already known about the topic; making connections between significant details and making inferences that go beyond the details explicitly stated in the text

4 The Advantages of Using Herringbone

Putra explains the advantages of using herringbone are:

- a. Herringbone technique facilitates the student a fishbone pattern that makes students active in learning process. By using this learning tool, students are required to find the important information while reading a text. The herringbone technique allows them to take a note and sort information on their paper using herringbone format.

b. Herringbone technique are used to help the students in organizing information of the text. As one of graphic organizer reading strategies, herringbone technique provides the student with a framework for making them easier to arrange their thoughts either in the form of supporting information or main idea of the reading material that they are reading. It can be seen that the advantages of using herringbone are facilitates the student a fishbone pattern that makes students active in learning process because the students are required to find the important information. Then herringbone provides the students with a framework for making them easier to arrange their thought either in the form of supporting information.

5 The Disadvantages of Using Herringbone

While the disadvantages of the herringbone technique is when students learn material with the help of graphic presentation. Note taking will be decreased. As a result, the lack of comprehensive guide the students can refer to when revising material may affect their performance.³⁸

D. Action Hypothesis

Based on the theoretical review above, the researcher formulates the action hypothesis of this research. The action hypothesis of this research is **“The Use Of Herringbone Strategy To Increase The Narrative Paragraph Writing Ability Among The Eight Grader Of The Smp Bina Insani Of Metro”**.

CHAPTER III

RESEARCH METHODOLOGY

A. Setting of The Study

SMP IT BINA INSANI METRO established on 22 March 2015, it is located on 28 Metro Utara of Metro. The total of the teacher here is 35 and the official is 2, the total of students are:

Table 2
The Total of Students in SMP IT BINA INSANI of METRO

No	Class	Students
1	VII	90
2	VIII	70
3	IX	50
	TOTAL	210

Source: Documents SMP IT BINA INSANI of METRO

B. Subject of The Study

The subject of this research is the students of the eight graders of SMP IT BINA INSANI of Metro. The researcher choose this class because all of the students have low score in English lesson especially in writing. They haven't yet pass the minimum mastery criteria at this school. Then, the English teacher of this class is Mrs.Bekti Amanah, S.Pd.

Below, the total students of the eight graders of SMP IT BINA INSNI of Metro, there are 40 students who consist of 20 male and 20 female.

The subject of research is 15 students of class VIII of SMP IT BINA INSANI of METRO. The writer has chosen this class because most of the students are of low ability, especially in writing. They also have difficulties make a narrative paragraph writing ability.

Table 3
The Subject of The Research

No	Class	Sex		Total
		Male	Female	
1	VIII B	20	20	40
Total		20	20	40

C. Classroom Action Research Procedure

Bassey stated that classroom action research as an inquiry to improve educational practice which is carried out in order to understand, to evaluate and then to change.³⁸ Besides that, Macintyre mentioned “ classroom action research then, is recognised and approved way of carrying out sel-appraisal

³⁸ Valsa Koshy, *Action Research for Improving Practice: A Practice Guide*, (London: Paul Chapman Publishing, 2005), p. 8

through evaluating any or all of the activities which make up classroom practice”.³⁹

Furthermore, Johnson said that classroom action research is the systematic inquiry that is done by the teacher for themselves into one’s own practice.⁴⁰ Then, Burns stated “the central idea of the action part of classroom action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice”.⁴¹

Based on several statements above, the researcher concludes that classroom action research is the action from the teachers in the classroom teaching learning practice to evaluate themselves and to find the problem in practice, then to get the improvement in practice.

In this research, the researcher needs a collaborator to help him. The researcher conducts classroom action research to observe the students’ ability in writing. It conducts in more than one cycles. They are including of planning, acting, observing, and reflecting.

Before the researcher does these cycles, it has already done pre- survey. It is aimed for analyzing and identifying the students’ problems.

³⁹ Cristine Macintyre, *The Art of Action Research in the Classroom*, (London: DavidFulton Publisher, 2000), p. xii

⁴⁰ Craig A. Mertler, *Action Research: Teachers as Researchers in the Classroom*, (California: Saga, 2009), p. 4

⁴¹ Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (New York: Routledge, 2010), p. 2

After pre-survey is conducted, the researcher moves on the next step of classroom action research. Here is step of classroom action research designed by Kemmis and Mc Taggart

1. Pre-Survey

Based on the analysis from the daily examination at the eight class, only 17,07% the students who passed for the material of learning writing and 82,5% the students failed with the highest grade 76 and the lowest grade 20 with the minimum mastery criteria (MMC) for English 60.

Table 4
The pre-Survey data of daily test on November 05 2018 at the first semester of the fourth grade of state elementary school.

No	Grade	Explanation	Frequency	Percentage
1.	< 60	Failed	33	82,5%
2.	≥ 60	Passed	7	17,07%
Total			40	100%

Source : *The teacher graded book English at the first semester of Junior High school Bina Insani of Metro.*

2. Action

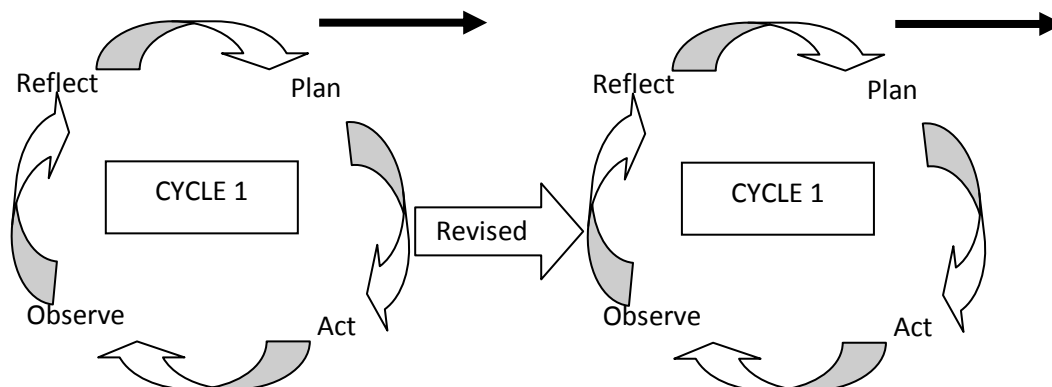
In the classroom action research, the writer would like to hold the research in two cycles. There is a relationship between one and the other.

They are:

- a. Planning
- b. Acting

- c. Observing
- d. Reflecting⁴²

Here is steps classroom action research design:



Kemmis' and MC Taggart Model⁴³

Cycle 1

1. Planning

Planning is the first steps in each activity. Without planning the activity that the writer does will not be a focus. The planning will be a reference in doing action.

Planning is the first step in each activity. Here is the step that the researcher can make in planning.

- a) The writer preparing the lesson plan, the material and the book as media.

⁴² David Kember, *Action Learning and Action Research*, Great Britein Bidler Ltd. Guilford un King's Lynn. 2000. P. 24.

⁴³ Sukardi, *Metodologi Penelitian Pendidikan*, Yogyakarta, Bumi Aksara, 2002, p. 215

- b) The writer plans to give the task and evaluation.
- c) The writer preparing the test (pretest and post-test)
- d) The writer preparing an observation sheet to know the problem in a teaching-learning narrative paragraph.

2. Acting

The second steps in action research are acting. It is the realization of the planning which has made by the writer. Without the action, the planning is just imagination that never is real. The action research will be conducted at the eight graders SMP IT BINA INSANI of Metro, at least for three meetings or more until achieving to criteria. The steps are as follows:

a) Preparing

The Writer observes the students that will be the subjects in my research, the writer wants to know the problems in the process of learning after writer get the problems, the writer will arrange a learning design a media and evaluation.

b) Process of Learning

The writer uses an observation sheet. It is used to make some notes of the activities in the process of learning the narrative paragraph.

c) Evaluation

A pre-test is given to the students to know the early student's ability before treatment and a post-test is used to know the students' ability after they are taught a narrative paragraph. It is aimed to see whether the students scores increase or not.

3. Observing

- a) The observation is the activity of recording the event and action. In this research, the observation will do in a learning process related to the schedule. The observation in the teaching-learning process is recorded by using note. The writer asked the English teacher become observed. The collaborator observes the student activities, in this research the writer acted as a teacher who implemented the strategy in treatment. This is to know how far the students writing ability using herringbone as a strategy.

4. Reflecting

The reflection is the fourth steps that were being done. In this step, the data got from observation in each action. The writer analyzed and discussed observation and test result during the teaching-learning process. It was used to improve in the following cycle. After comparing the score distribution of pre-test and post-test, the writer reviews and reflect the student's attitude and teacher performance whether it is positive or negative. And in cycle 2, is conducted mark up from cycle 1. If from cycle

I, there are some students not successful, so the writer must conduct cycle 2. The result in cycle 1 is for evaluation material and for reflection to the second research. The minimum cycle in Classroom Action Research (CAR) is two cycles. If from cycle 2 all of the students were successful, the cycle able to be stopped until cycle 2 only.

And the procedures of the research are:

- a. Deciding the problem which appears in the subject of research.
- b. Administering the pre-test to knowability of the students before doing the action research.
- c. Selecting materials for the treatment.
- d. Implementing the strategy or the treatment learning narrative paragraph by using the Herringbone strategy.
- e. Administering the post-test to evaluate the result of action research and conducting the assessment for the teacher.
- f. Analyzing the data.
- g. Reflection on the whole cycle.

D. Data Collecting Method

Data is collected by using an instrument as below:

1. Observation

Observation is a process of watching or listening to professional action either while it is happening, or from a taped sequence. Observation is a data collection method by directly observing the object that is examined.

Here, the observation method focused on the entire process of teaching-learning narrative paragraph through herringbone strategy. In this step, the researcher observed the process of teaching-learning by using format observation, and the outlines of observation in this step such as, student's ability in question answer, the teacher's participation in the learning process, writing student's good participant and student's error. The important things in teaching learning process were noted by the observer.

Moreover, writer use observation as data collection method to know how teaching narrative paragraph through herringbone strategy works in the class, how the students respond to the technique or media and they can increase writing ability, and how herringbone strategy can help the students in learning English narrative strategy.

2. Documentation

Documentation is a method that is used to acquire information without using the instrument. The researcher will use documentation to get detail information about the condition the teacher, employers, and organization structure of SMP IT BINA INSANI of Metro. In this research, writer took the data from the documentation of schools such as the total of students, teachers, school history and the condition of the school.

3. Test

Webster's Collegiate said that: " Test is any series questions or exercises or other means of measuring the skill, knowledge, intelligence, capacities of aptitudes or an individual or group"⁴⁴ Tests are valuable measuring instruments for education research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis, which a numeral score can be assigned.

The test is divided into two parts, as follows:

a. Pre-test

The pre-test will be conducted before presenting the treatments to know, how far the student's narrative paragraph. The type of pre-test is an objective test, writer use the objective test in the form of

⁴⁴ Webster's Collegiate, evaluation education, newyork: 2008.

multiple choice by using this test, to be easier to measure. A total number of test items is twenty-five. The items are based on the material that was taught in the class.

b. Post-test

The post-test will be conducted in order to know the progress of students Narrative paragraph by using herringbone strategy after the treatments. The type of post-test is an objective test which consist of twenty-five items.

4. Field Note

Field Note can be used to notification how the students in a class during learning. Fieldnotes refer to qualitative notes recorded by scientists or researchers 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.

E. Data Analysis

Data analysis will be conducted by taking the average score of the pre-test, and post-test. To know students achievement after the actions are conducted and given a test at the early and the last cycles.

The formula:

$$\text{Where: } X = \frac{\sum X}{\sum N}$$

\bar{X} = mean or average score

$\sum N$ = the total number of respondent

$\sum X$ = the number of students.

According to the criteria mastery learning (CML), the class can be successful in achieving the material if 85% of the students in that class get at least 60. So, if 85% of the students in that class get at least 60 in the post-test, it means that the strategy through herringbone can give a positive effect on the students' narrative paragraph. In this research, the reasearch have the target that 85% of students get score 60 or more in learning narrative through herringbone strategy.

CHAPTER IV

RESULT AND DISCUSSION

A. Brief Description SMP IT Bina Insani of Metro

1. History The establishment of SMP IT Bina Insani of Metro

Integrated Islamic School is a school that implements the concept of Islamic education which is based on the Qur'an and Sunnah. The operational concept of Integrated Islamic School is an accumulation of the civilizing process, inheritance and development of the teachings of the Islamic religion, culture and civilization from generation to generation. The term "integrated" in the Integrated Islamic School is intended as a reinforcement of the values of Islam itself. The point is a value-nilai of Islam intact, Integral thorough and not partial. This has become a major passion in da'wah movement in education.

Applications in the interpreted Islamic School as school approaches by combining the implementation of the general education and Islamic education into the fabric of the curriculum. With this approach, all subjects and all school activities can not be separated from the frame's teachings and message of Islamic values. There is no dichotomy, no separation, no "secularization" (where lessons and all loose discussion of values and religious teachings), or "sanctification" where religion is taught out of context the benefit (benefit) of today's life and future. General subjects, such as Mathematics, Science, Social Studies, Language, Physical

Education or Health, and Skills dibingkai with footing, guidance and Islamic guidance. While in religious instruction, the curriculum is enriched with the approach of the present context, the benefit and welfare.

Integrated Islamic School also emphasizes coherence in teaching methods so as to optimize the realm of Cognitive, Affective, and Psychomotor. The implications of this integration of the learning process approach requires the development of a rich, varied, and using media and learning resources that are broad and flexible. The used emphasizes learning methods and approaches that empower optimization trigger and stimulate the left brain and right brain. In this sense, it should be learning in Integrated Islamic School used an approach based on:

- a. Problem solving, which trains students to think critically, systematic, logical and solutions.
- b. Creativity, which trains students to think original, supple (flexible), smooth, and imaginative.
- c. Skills, which trains students to conduct various activities that are beneficial for themselves and their surroundings.

Integrated Islamic School also incorporates aqliyah education, ruhiyah, and jasadiyah. That is, attempts to educate students to become child growing sense and intellectual capabilities, improve the quality of faith and piety to Allah SWT, terbina noble character and also has a wellness, fitness and skills in their daily lives ISAM hari. Sekolah combines active involvement and participation of the learning environment

, namely: school, home and community. Integrated Islamic School seeks to optimize and synchronize the role of teachers, parents, and the community in school management and learning processes that occur constructive synergy in developing the competence and character of students. Parents are actively involved to enrich and give adequate attention in the education process of their children.

Based on the above understanding, it can be taken a common notion that comprehensive that the school ISAM is Islamic School organized by blending in integrative values and teachings of Islam in building curriculum to a learning approach that effectively and Efforts to involve optimal and cooperative between teachers and parents, and communities to build the character and competence of learners.

Hence Foundation The Champion Lampung, trying to present Integrated Islamic School in Metro City with the name Isam First SMP IT Bina Insani. With the motto "The school is the World Champion-Akherat Successful Hunters". This is realized because the Muslims are mentioned in the Qur'an as "Khoiru Ummah" (best Ummah), the people who should have advantages compared with other people, this is what we interpret as a champion in every field.

2. Vision and Mission SMP IT Bina Insani of Metro

Carry so embodiment of the ideals of character development, as mandated in the 1945 Constitution, Pancasila and the opening and address the problems national today, the government has made the development of

the character as one of the priority programs of national development by strengthening the cultivation of character education in all levels of the educational unit.

The spirit was implicitly affirmed in the National Long-Term Development Plan (RPJPN) 2005-2025, in which the characters are placed education as the basis to realize society morals, ethics, culture, and based on the philosophy of Pancasila.

a. Vision SMP IT Bina Insani of Metro

SMP IT Bina Insani of Metro Utara mempunyai Vision:

"Sholeh, Chief, Professional and Successful Entrepreneurship to reach the World-judgment."

The purpose of this vision was to make the students to be the generation that faith and fear of Allah Almighty, have the intelligence of a mind and mastery of technology and information, has a noble character in hanging out and communicate with the environment, and an expert in dealing with the development of technology, Information and Communications, and able to turn challenges into success indicator peluang. Dengan as berikut Siswa graduates:

- 1) Able to memorize and / or add memorizing the Qur'an at least two chapters.
- 2) Accustomed and religious.
- 3) Able won the race academic (subjects) and non-academic (skill, sports and arts and culture).

- 4) Have an average value of the qualifying exam with A (average test scores of more than 7.50).
 - 5) Be accepted at top schools at the next level, at least 75% of the total number of students.
 - 6) Have an attitude of confidence and good at communicating positively with their environment.
 - 7) Behave in a polite and courteous and noble berakhlak in daily life both at school and in the community.
 - 8) Being able to utilize Information and Communication Technology.
 - 9) Having the skills (life skills)
 - 10) Have entrepreneurship (entrepreneurship).
- b. The mission of the SMP IT Bina Insani of Metro

The mission of the school in achieving the vision of the chain is as follows:

- 1) Provide a conducive learning environment, competitive and fun in learning memorize the Qur'an.
- 2) Provide opportunities and facilities to each school community in habituation to worship.
- 3) Providing training to teachers on a regular and continuous basis in the field of teaching skills and deepening the concept of any subject matter.
- 4) Implement active learning, innovative, creative, effective, and fun.

- 5) Nurture a culture of healthy competition in the development of character, potential and competence of every member of school.
- 6) Train educates students to dare to compete and dare to express their opinions in front of the classroom as well as in public.
- 7) Familiarize polite behavior, manners and morals in everyday life.
- 8) Encourage each school community to produce work and appreciate each work.
- 9) Facilitating activities that can improve mental attitude and entrepreneurial every school community.

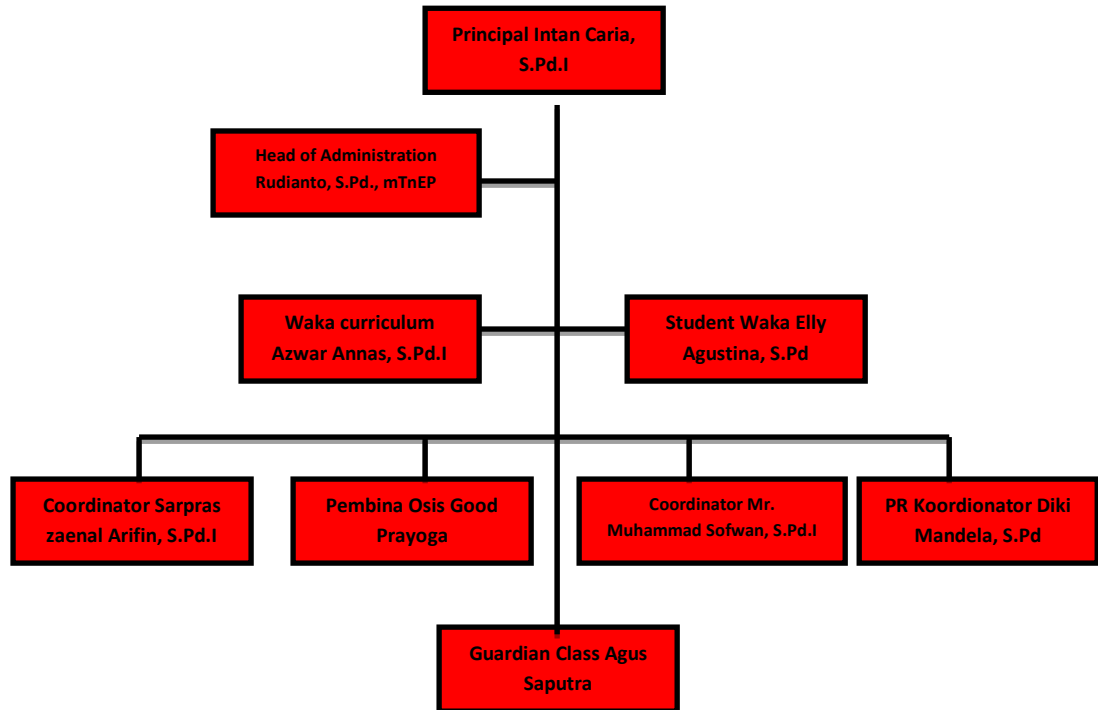
3. Geographical SMP IT Bina Insani of Metro

Land area of 7058 m² own property. The location in a quiet environment away from the noise of the city with access to the highway is in good condition and has many opportunities for growth. The restrictions location with community-owned housing:

- a. North bordering the community-owned housing.
- b. South by highway Dr. Sutomo.
- c. East by the community-owned housing.
- d. West by building SMP Muhammadiyah 4

4. North Metro SMP IT Bina Insani of Metro Organizational Structure

Picture. 1
IT Organizational Structure SMP IT Bina Insani North Metro



Picture. 2
SMP IT Bina Insani Location Map Metro North



5. Infrastructures SMP IT Bina Insani of Metro

Success in implementing the learning activities in schools does not overlap of the availability of the required infrastructure, facilities and infrastructure in education will give a good effect on improving the quality and quality of education at the school.

Facilities and infrastructure available in the SMP IT Bina Insani of Metro sufficient to support the learning process. Facilities and infrastructure owned SMP IT Bina Insani of Metro can be seen in the following table:

Table 5
Facilities and infrastructure SMP IT Bina Insani of Metro

No.	Type	total
1.	Office room	1
2.	BK Lounge	1
3.	Principal's office	1
4.	Teacher's room	1
5.	Classroom	6
6.	Library	1
7.	Mushola	3
8.	WC Teacher	2
9.	WC Learners	6
10.	Administration room	1
	Total	23

6. Teachers and Employees SMP IT Bina Insani of Metro

Table 6
Name Master, Master Class and Class Guardian
SMP IT Bina Insani of Metro

No	Nama Guru	Guru Kelas	Wali Kelas
1.	Agus Supriyanto	Anas, S.P	Zaenal Arifin, S.Pd.I
2.	Ahmad Kuseini	Desti Ratna Sari	Elly Agustina
3.	Andi Setiawan, S.Pd.I	Bagus Prayoga	Diki Mandela
4.	Habthih Masrijah	Bekti Amanah	Eka Tresnawati, S.P.d
5.	Ida Fitriyani	Agus saputra	Fadila Rahmadani
6.	Intan Caria	Rian Puspa Ningrum	Putri Pravitasari, S.P.d
7.	Ismanto		
8.	Lisa Retno Sari, S.P.d		
9.	Muhammad Edwardy Rohim		
10.	Muhammad Sofwan, S.Pd.I		
11.	Ryan Dwi Pusparingga		
12.	Tini Sukmawati		
13.	Dra. Umi Susilowati		
14.	Vita Evi Yanti		
15.	Yuniar Aisyah, S.P.d		
	15 Pendidik	6 Pendidik	6 Pendidik
			Jumlah 27 Pendidik

Number of teachers by 27 educators, it will support successful learning in SMP IT Bina Insani of Metro and those who make differens with other schools here are grade teacher who was always there when the hour classes start to finish, the class teacher always be in the classroom see the state learners as well as teachers tahsin Tahfidz for learners.

7. State Junior High School Students SMP IT Bina Insani of Metro

Table 7
List the number of learners SMPIT Bina Insani
North Metro Academic Year 2018/2019

No.	class VII		class VIII		class IX	
	Brother	Akhwat	Brother	Akhwat	brother	Akhwat
1	30	20	30	26	25	20

B. Description of The Research

This research used classroom action research. In this research, the researcher used of Herringbone strategy to increase the narrative paragraph writing ability. It was conducted in two cycles which comprised of planning, acting, observing, and reflecting for each cycles. Furthermore, the action in cycles I and cycles II were conducted about two meeting and took 2x45 minute for each cycles.

1. Pre-test

The pre-test had been done before the classroom action research. It was conducted on Tuesday, May 14th, 2019. It starts at 08.00 up to 08.45 A.M. There were 26 students of VIII A followed the test. The test was a performance (writing) test. The students were asked to write an Narrative text by choosing one of the themes that was given.

Table 8
The Students' Score of Pre-test

No	Name	Score	Notes
1	Adila Putri Ilham	67	INCOMPLETE
2	Agita Triyas A	56	INCOMPLETE
3	Agustina Novita Sari	60	INCOMPLETE
4	Albita Deswita Rani	78	COMPLETE
5	Alya Khoirunisa T	60	INCOMPLETE
6	Annida Putri Rahma	59	INCOMPLETE
7	Annida Khoirul Adila	59	INCOMPLETE
8	Annisa Rahmadani	34	INCOMPLETE
9	Annisa Rahma Ningrum	57	INCOMPLETE
10	Assifa Dwi Meilani	63	INCOMPLETE
11	Daffa Azka Zhafira	74	INCOMPLETE
12	Devi Kurniawati	73	INCOMPLETE

13	Erda Anggun F	34	INCOMPLETE
14	Fany Indi Aisyafira	78	COMPLETE
15	Fatima Az-Zahra	53	INCOMPLETE
16	Fisca Ramadhani	34	INCOMPLETE
17	Keysa Putri R	37	INCOMPLETE
18	Marsya Aulia	70	INCOMPLETE
19	Nabila Diva H	69	INCOMPLETE
20	Nabila Shofia R	34	INCOMPLETE
21	Nayla Ayu Safitri	65	INCOMPLETE
22	Nikisha Brya P	66	INCOMPLETE
23	Nita Ambarwati	34	INCOMPLETE
24	Ririn Inayatul F	76	COMPLETE
25	Safina Rahadatul A	60	INCOMPLETE
26	Sherly Ayunda P	34	INCOMPLETE
Total		1484	
Average $x = \frac{\sum x}{N}$		57.08	INCOMPLETE

Based on the activity in pre-test, the students' score were low.

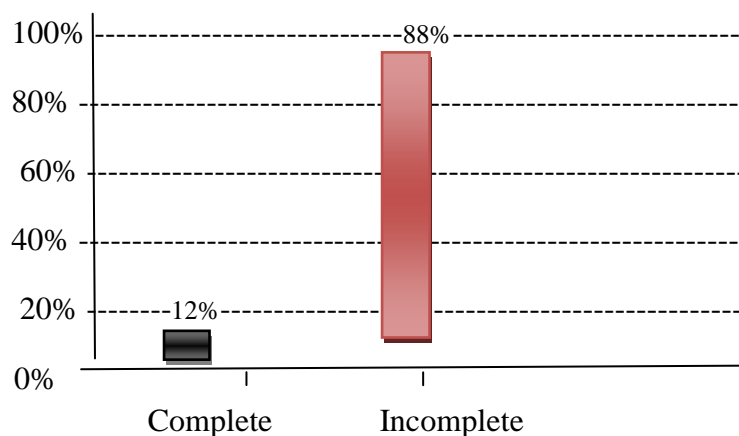
There were only 3 students who passed the minimum mastery criteria. Meanwhile, the others 23 students were below the criteria. Then, the data showed that the average score of pre-test was 57.08. Therefore, the researcher would use the strategy in the treatment to increase the students' writing ability. To know about percentage from the score of pre-test can be seen on the table as follows:

Table 9
Frequency of Students' Mark of Writing Ability Pre-test

No	Mark	Frequency	Percentage	Category
1	≥ 76	3	12 %	COMPLETE
2	≤ 76	23	88 %	INCOMPLETE
Total		26	100 %	

Source: the result of pre-test on May 14th, 2018

Figure 3
Graph of Students' Pre-test SMP IT BINA INSANI OF Metro



Based on the table above, it could be analyzed that there were 3 students (12%) who passed the minimum score and 23 students (88%) who failed the pre-test. The lowest score in pre-test was 34 and the highest score was 78. It could be seen that almost all of VIII A students' ability in writing Narrative Paragraph was still very low. Besides that, it was known that the average score of the students was 57.08 so the researcher used Herringbone as the strategy to increase the students' writing ability.

2 Cycle I

After analyzing and identifying the data from pre-test. The researcher knew the students' difficulties and problems in learning of writing narrative paragraph. Hence, the researcher determined to apply Herringbone strategy in teaching writing of narrative paragraph to overcome those problems. The implementation of the action in cycle I was held from May 14th 2019 up to May 17th, 2019 at VIII A grade of SMP IT

BINA INSANI OF METRO. There were 26 students followed this implementation. In this cycle consists of planning, acting, observing, and reflecting.

a. Planning

Planning was conducted after the researcher finished the pretest. Then, the researcher made lesson plan by selecting narrative paragraph as the material and herringbone as the strategy of teaching and learning English. The material includes the definition, the generic structure, the language features and the example of narrative paragraph. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

b. Acting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 10
The Meeting Schedule of Action in Cycle I

Meeting	Day/Date	Time
1 st	Tuesday, Nov 14 th , 2019	12.15 p.m. – 01.45 p.m.
2 nd	Friday, May 17 th , 2019	12.15 p.m. – 01.45 p.m.

1) The First Meeting

The first meeting was conducted on Tuesday, May 14th, 2019 at 12.15 p.m. – 01.45 p.m. In implementing the acting, the

researcher acted as the English teacher who taught writing narrative paragraph by using herringbone strategy. At the beginning of teaching learning process, the researcher greeted students. After that, he was checking the attendance list. Then, he conveyed learning objectives of this meeting. After he was conveying the learning objectives, he made the students to study in group. The member of the group was choosing by the researcher. Each group consists of 3-5 students. After that, each group was asked to open the material about narrative paragraph on their book and then they were asked to understand the material includes the definition, the generic structure, and the language features of narrative paragraph. Therefore, the researcher gave the example of narrative paragraph to each herringbone. The students were asked to investigate the content of the example that was given. Then, the students wrote all about the result of the investigation about function, generic structure and language feature from the example that was given. In the next step, after the result of the narrative paragraph was collected, the students present the material and shared their knowledge among member of class. The students on the class corrected their result of the investigation based on their writer.

2) The Second Meeting

This meeting was conducted on Friday, 17th May, 2019 at 12.15 p.m. – 01.45 p.m. In this meeting, the researcher did the opening like as in the first meeting. After that, the teaching learning process was continuing from the first meeting. The students studied on herringbone again. Then, they prepared the material or the wrote result to present it. Moreover, the students presented the result of the writer. Furthermore, after all student finished, the researcher evaluated the presentation of all student. Then, the researcher added the material that wasn't discussing on the presentation. After that, at the end of this meeting, the researcher gave post-test 1.

Table 11
The Students' Score of Post-test 1

No	Name	Score	Notes
1	Adila Putri Ilham	76	COMPLETE
2	Agita Triyas A	76	COMPLETE
3	Agustina Novita Sari	77	COMPLETE
4	Albita Deswita Rani	82	COMPLETE
5	Alya Khoirunisa T	56	INCOMPLETE
6	Annida Putri Rahma	76	COMPLETE
7	Annida Khoirul Adila	62	INCOMPLETE
8	Annisa Rahmadani	34	INCOMPLETE
9	Annisa Rahma Ningrum	76	COMPLETE
10	Assifa Dwi Meilani	62	INCOMPLETE
11	Daffa Azka Zhafira	74	COMPLETE
12	Devi Kurniawati	76	COMPLETE
13	Erda Anggun F	53	INCOMPLETE
14	Fany Indi Aisyafira	66	COMPLETE
15	Fatima Az-Zahra	70	INCOMPLETE
16	Fisca Ramadhani	34	INCOMPLETE

17	Keysa Putri R	76	COMPLETE
18	Marsya Aulia	77	COMPLETE
19	Nabila Diva H	77	COMPLETE
20	Nabila Shofia R	34	INCOMPLETE
21	Nayla Ayu Safitri	70	INCOMPLETE
22	Nikisha Brya P	76	COMPLETE
23	Nita Ambarwati	34	INCOMPLETE
24	Ririn Inayatul F	76	COMPLETE
25	Safina Rahadatul A	76	COMPLETE
26	Sherly Ayunda P	59	INCOMPLETE
	Total	1705	
Average	$\bar{x} = \frac{\sum X}{N}$	65.58	INCOMPLETE

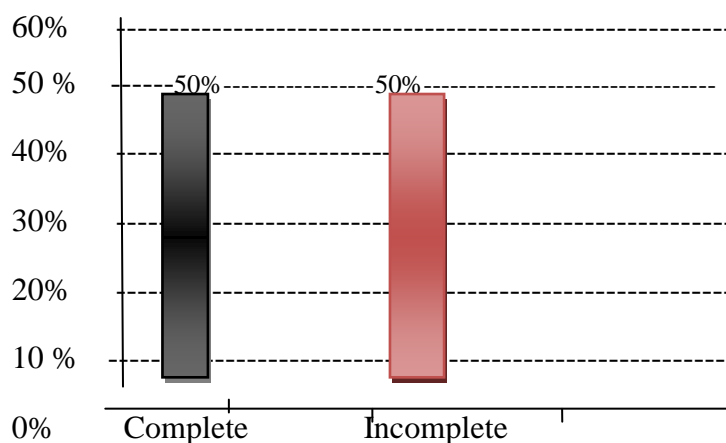
Related to the result of the post-test 1 that was shown on the table of the students' score of post-test 1, the average score was 65.58 in which there were 13 students achieved the minimum mastery criteria and 13 students failed. The following were the table of students' score mark of posttest 1:

Table 12
Frequency of Students' Mark of Writing Ability Post-test 1

No	Mark	Frequency	Percentage	Category
1	≥ 76	13	50 %	COMPLETE
2	≤ 76	13	50 %	INCOMPLETE
	Total	26	100 %	

Source: the result of pre-test on May 14th, 2019

Figure 4
Graph of Students' Post-test 1 of
SMP IT BINA INSANI OF METRO



c Observing

While the treatment has given, observation was also conducted. The researcher was as teacher and the English teacher was as a collaborator who helped the researcher to observe the students' activities during teaching learning process. The observation wrote on the observation sheet. The result of the observation can be seen on the table below:

Table 13
Frequency of Students' Activities in the Cycle I

No	Students' Activitas	Frequency	Percentage
1	The students pay attention of the teacher explanation	17	65 %
2	The students ask/answer the question from the teacher	10	38 %
3	The students were active in building teamwork	13	50 %
4	The students were fluent in writing analytical exposition essay	13	50%
Total Students		26	

The table showed that the frequency of the students who paying attention of the teacher explanation was 17 students (65%). Besides that, there were 10 students (38%) who asked or answered the question from the teacher, 13 students (50%) who active in building team work, and 13 students were fluent in writing narrative paragraph.

Based on the result above, it could be concluded that the learning process of cycle I wasn't successful yet because no one activity passed the indicator or less than 75% students were active in the learning process.

d Reflecting

Based on the result of the students' post-test 1 that showed 50% students who got the score above the minimum mastery criteria and less than 75% students were active in the learning process, the implementation of herringbone strategy had not given satisfactory result yet on the improvement of students' writing ability. Therefore, it needed to be revised before the implementation of the next cycle so that it could achieve the criteria of success of this research. From the result of the observation in cycle I, there were some problems that found, as follows:

- 1) There were some students that were shown unenthusiastic to the teacher's explanation.
- 2) Most of the students didn't ask and answer the teacher's questions.
- 3) Most of the students weren't active in building teamwork.

- 4) Most of the students were not fluent yet in writing analytical exposition essay.

Based on the result the reflecting step, the researcher decided to create some revision for the cycle I. There were some revisions to be applied in cycle II, such as:

- 1) The teacher gave more motivation to the students in order to study harder.
- 2) The teacher gave more detail explanation and questions after explaining the material to control the students' activity.
- 3) The teacher was regrouping the member of group in the learning process that used herringbone strategy.
- 4) The teacher asked the students to create writing narrative paragraph working when in the treatment.

In this research, pre-test and post-test 1 had done individually. It was aimed to know the students' writing ability score before and after treatment. From the result of pre-test and post-test 1, it can be analyzed that there was an improvement from the students' result score. It could be seen from the advantage score in pre-test 57.08 and post-test 1 65.58. Although there was an improvement of the students' achievement, cycle I was not successful yet because only 13 students (50%) who passed in the post-test 1. It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher had to

revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

3 Cycle II

After finding the result from the cycle 1, the result showed that the research should be continued in the next cycle that was cycle II. This cycle was held from May 14th up to Mat 24th, 2019.

a. Planning

In this step, the researcher as the teacher in this learning process gave some additional to the lesson plan that has been made before and revised to be better one. The additions were the teacher gave more motivation to the students in order to study harder, gave more detail explanation and questions after explaining the material to control the students' activity, In this cycle also used observation sheet to observe the students' activity in the learning process and it used test that was like the test in the cycle I by using different themes to be chosen.

b. Acting

Acting is the second step in this research. The researcher also conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 14
The Meeting Schedule of Action in Cycle II

Meeting	Day/Date	Time
1 st	Tuesday, May 21 th , 2019	12.15 p.m. – 01.45 p.m.
2 nd	Friday, May 24 th , 2019	11.15 p.m. – 01.00 p.m.

1) The First Meeting

The first meeting conducted on Tuesday, May 21th, 2019 at 12.15 p.m. – 01.45 p.m. In this meeting, after greeted the students, the teacher motivated the students. After that, the teacher asked the students to study in write narrative paraggraph again. The theme of the write about narrative paraggraph were different from cycle I. The student asked to use the herringbone strategy to write narrative paraggraph. After that, they should discuss and make sure the result of their writing.

2) The Second Meeting

In the second meeting that was conducted on Friday, May 24th, 2019 at 11.15 p.m. – 01.00 p.m. The teacher asked the students to check their wrote result. After the students finished, they asked to show the presentation about their result of writer in front of the class. The other groups paid attention to the presentation. Then, the teacher added the material that on the presentation. After that, at the end of this meeting, the researcher gave post-test 2. It had similarity as the task on the post-test 1 but in this test gave the different themes to be chosen by the students.

The students had to create narrative paragraph by choosing the themes that was given in 45 minutes.

Table 15
The Students' Score of Post-test 2

No	Name	Score	Notes
1	Adila Putri Ilham	76	COMPLETE
2	Agita Triyas A	81	COMPLETE
3	Agustina Novita Sari	82	COMPLETE
4	Albita Deswita Rani	82	COMPLETE
5	Alya Khoirunisa T	78	COMPLETE
6	Annida Putri Rahma	85	COMPLETE
7	Annida Khoirul Adila	76	COMPLETE
8	Annisa Rahmadani	63	INCOMPLETE
9	Annisa Rahma Ningrum	87	COMPLETE
10	Assifa Dwi Meilani	76	COMPLETE
11	Daffa Azka Zhafira	81	COMPLETE
12	Devi Kurniawati	80	COMPLETE
13	Erda Anggun F	77	COMPLETE
14	Fany Indi Aisyafira	84	COMPLETE
15	Fatima Az-Zahra	79	COMPLETE
16	Fisca Ramadhani	60	INCOMPLETE
17	Keysa Putri R	76	COMPLETE
18	Marsya Aulia	84	COMPLETE
19	Nabila Diva H	80	COMPLETE
20	Nabila Shofia R	48	INCOMPLETE
21	Nayla Ayu Safitri	81	COMPLETE
22	Nikisha Brya P	84	COMPLETE
23	Nita Ambarwati	59	INCOMPLETE
24	Ririn Inayatul F	91	COMPLETE
25	Safina Rahadatul A	81	COMPLETE
26	Sherly Ayunda P	65	INCOMPLETE
Total		1996	
Average $\bar{x} = \frac{\sum x}{N}$		76.77	COMPLETE

Related to the result of the post-test 2 that was shown on the table of the students' score of post-test 2, the average score was 76.77 in which there were 21 students achieved minimum mastery criteria and 5 students failed. It mean that cycle II was success.

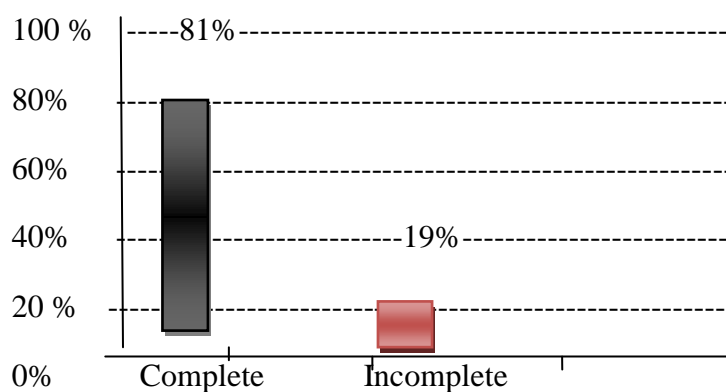
The following were the table of students' score mark of post-test 2:

Table 16
Frequency of Students' Mark of Writing Ability Post-test 2

No	Mark	Frequency	Percentage	Category
1	≥ 76	21	81 %	COMPLETE
2	≤ 76	5	19 %	INCOMPLETE
	Total	26	100 %	

Source: the result of pre-test on May 21th, 2019

Figure 5
Graph of Students' Post-test 2 of SMP IT BINA INSANI OF METRO



c. Observing

While the treatment has given, observation was also conducted in this cycle. The result of the observation can be seen on the table below:

Table 17
Frequency of Students' Activities in the Cycle II

No	Students' Activitas	Frequency	Percentage
1	The students pay attention of the teacher explanation	23	88 %
2	The students ask/answer the question from the teacher	20	77 %
3	The students were active in building teamwork	22	85 %
4	The students were fluent in writing analytical exposition essay	21	81%
	Total Students	26	

The table showed that the frequency of the students who paying attention of the teacher explanation was 23 students (88%). Besides that, there were 20 students (77%) who asked or answered the question from the teacher, 22 students (85%) who active in building team work, and 21 (81%) students were fluent in writing narrative paragraph. Based on the result above, there was more than 75% students were passed the indicator of the activity in the learning process. Therefore it could be inferred that the learning process of cycle II was success.

d. Reflecting

The reflecting of Classroom Action Research was carried out after the teacher getting the score result of the post-test. The researcher felt satisfied with the result. The students could improve their writing ability. There were >75% of students passed the examination. It means that the students' writing ability had increase. From the result above, the researcher concluded that the research

was success and would not be continued to the next cycle. The students score on writing ability from pre-test, posttest 1 and post-test 2.

Table 18
The Students' Score of Pre-test, Post-test 1, and Post-test 2

No	Name	Pre-tes Score	Pre-tes 1 Score	Pre-tes 2 Score	Notes
1	Adila Putri Ilham	67	76	76	IMPROVE
2	Agita Triyas A	56	76	81	IMPROVE
3	Agustina Novita Sari	60	77	82	IMPROVE
4	Albita Deswita Rani	78	82	82	IMPROVE
5	Alya Khoirunisa T	60	56	78	IMPROVE
6	Annida Putri Rahma	59	76	85	IMPROVE
7	Annida Khoirul Adila	59	62	76	IMPROVE
8	Annisa Rahmadani	34	34	63	IMPROVE
9	Annisa Rahma Ningrum	57	76	87	IMPROVE
10	Assifa Dwi Meilani	63	62	76	IMPROVE
11	Daffa Azka Zhafira	74	74	81	IMPROVE
12	Devi Kurniawati	73	76	80	IMPROVE
13	Erda Anggun F	34	53	77	IMPROVE
14	Fany Indi Aisyafira	78	66	84	IMPROVE
15	Fatima Az-Zahra	53	70	79	IMPROVE
16	Fisca Ramadhani	34	34	60	IMPROVE
17	Keysa Putri R	37	76	76	IMPROVE
18	Marsya Aulia	70	77	84	IMPROVE
19	Nabila Diva H	69	77	80	IMPROVE
20	Nabila Shofia R	34	34	48	IMPROVE
21	Nayla Ayu Safitri	65	70	81	IMPROVE
22	Nikisha Brya P	66	76	84	IMPROVE
23	Nita Ambarwati	34	34	59	IMPROVE
24	Ririn Inayatul F	76	76	91	IMPROVE
25	Safina Rahadatul A	60	76	81	IMPROVE
26	Sherly Ayunda P	34	59	65	IMPROVE
	Total	1484	1705	1996	
	Average $\bar{x} = \frac{\sum X}{N}$	57.08	65.58	76.77	IMPROVE

Based on the result above, it could be inferred that herringbone strategy could increase the students' ability in writing narrative paragraph because there was increase from average 57.08 to 65.58, there is increase about 9 point. Then, from cycle II have progress average score from 65.58 to 76.77 there was increase about 11 point. In the cycle II, most of the students could increase their writing ability. It means that cycle II was successful. Therefore, the researcher concluded that the research was successful because the indicator of success had been achieved in this cycle. It means that would be stopped in this cycle. Based on the result of students' activities in cycle I and cycle II, the researcher indicated that learning process in cycle II was successful. This table was described the comparison of the students' activities in cycle I and cycle II.

Table 19
The Students' Activities in the Cycle 1 and Cycle II

No	Students Activities	Cycle 1		Cycle II	
		F	Percentage	F	Percentage
1	The students pay attention of the teacher explanation	17	65 %	23	88 %
2	The students ask/answer the question from the teacher	10	38 %	20	77 %
3	The students were active in building teamwork	13	50 %	22	85 %
4	The students were fluent in writing analytical exposition essay	13	50%	21	81%

Based on the result of the students' activities in cycle I and cycle II was increase. The students pay attention of the teacher explanation from 65% became 88%. After that, the students' ask/answer the question from the teacher 38% became 77%. The students were active in building teamwork from 50% became 85%. The last but not least, the students were fluent in writing narrative paragraph from 50% became 81%.

C. Discussion

The discussion of data after implementing the action consisted of three parts. Those are the discussion of cycle I, cycle II, and the interpretation of the research.

1. Cycle I

In this research, before doing the implementation, the researcher gave the students pre-test individually for the purpose to investigate the students writing ability. After the researcher getting the pre-test score of the students that was only 3 students (12%) could pass the test and the average score in this test was 57.08, so the researcher gave the treatment to the students in cycle I.

The treatment in the cycle I was conducted by teaching the students using herringbone strategy. Furthermore, the researcher also gave the post-test in this cycle that was named post-test 1. Afterwards, by analyzing the result of the post-test 1, the researcher concluded that there were 13 students (50%) who passed the post-test 1 and the average was 65.58.

From the result of the students' score in the pre-test and post-test 1, there was an improvement from the students' result score. It could be seen from average score in pre-test was 57.08 and post-test 1 was 65.58. Although there was an improvement of the students' achievement, cycle I was not successful yet because only 13 or 50% students who passed the test in the post-test 1. It means that cycle I could improve the students ability in writing writing narrative paragraphbut it was not yet successful because the students did not passed yet to the indicator of success.

2. Cycle 2

After analyzing the students' score in the post-test 1, the researcher had to conduct the next cycle because only 13 students (50%) passed the test and got the score that was ≥ 76 .

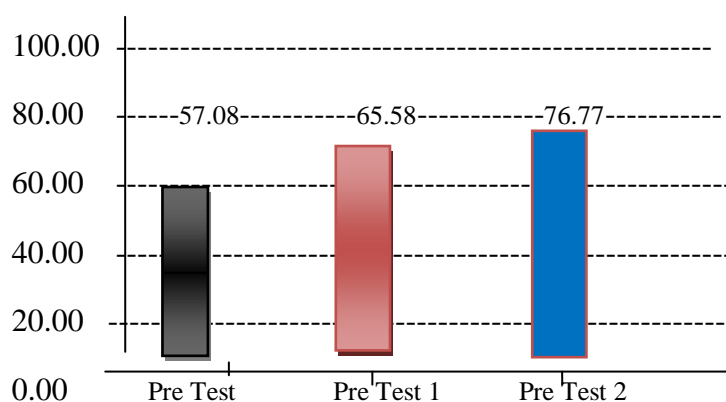
In this cycle, the researcher gave the treatment and then gave post-test 2. Furthermore, the researcher analyzed the result of post-test 2 and inferred that there were 21 students (81%) passed the test because their score was ≥ 76 and the average score was 76.77. From the result of the students' score from post-test 2, it could be concluded that there were score improvement. The improvement score could be seen on the average score. The average score in the post-test 1 and post-test 2 were 65.58 and 76.77. In the pre-test, post-test 1 and post-test 2, the total of students who got the score ≥ 76 were 3, 13, and 21 students. Because the achievement of the students had improved enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

Table 20
The Average of the Test Result

	Test		
	Pre-test	Pre-test 1	Pre-test 2
Total	1484	1705	1996
Average	57.08	65.58	76.77

Moreover, the comparison of the students' average score can be seen on the graph bellow:

Figure 6
Graph of the Average of Students' Pre-test, Post-test 1, and Post test 2



Based on the result of pre-test, post-test 1, and post-test 2, it was showed that there was an improvement of the students' score. It could be seen from the average score from 57.08 to 65.58 became 76.77. Therefore, the researcher conducted that the research was successful because the indicator of success in this research had been achieved.

3. The Interpretation

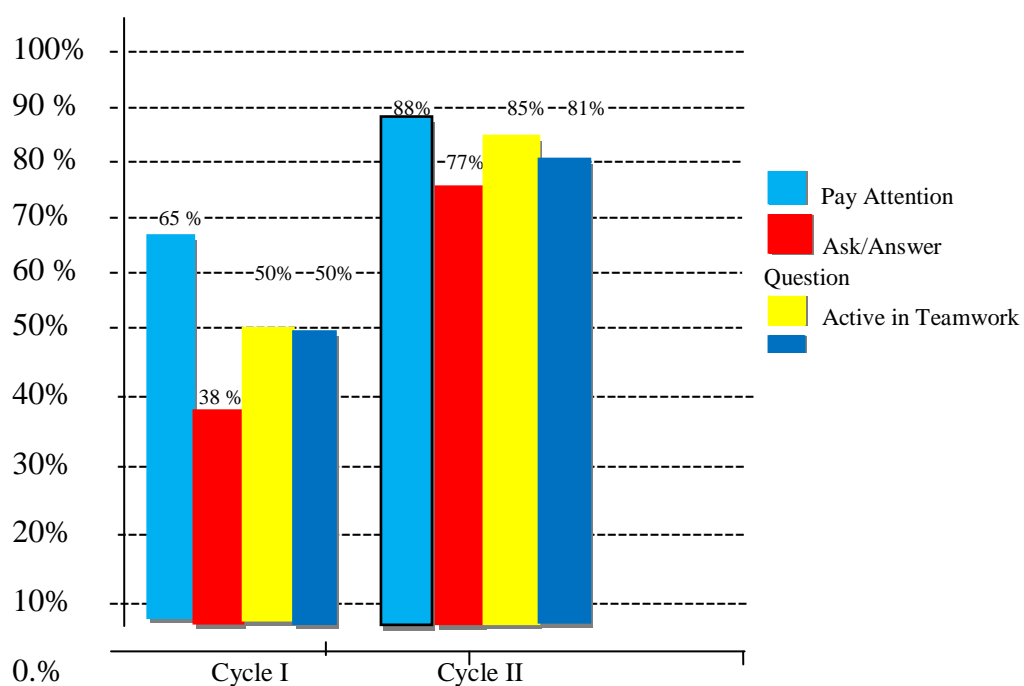
The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of this research, as follows:

Table 21
The Improvement of Students' Activities I in the Cycle 1 and Cycle II

No	Student Activities	Cicle 1	Cicle II	Improvement
1	The students pay attention of the teacher explanation	65 %	88 %	23 %
2	The students ask/answer the question from the teacher	38 %	77 %	38 %
3	The students were active in building teamwork	50 %	85 %	35 %
4	The students were fluent in wiriting analytical exposition essay	50%	81%	31%

Based on the table of the improvement of the students' activities in the cycle I and cycle II, it can be described in the graph as follows:

Figure 7
The Improvement of Students' Activities I in the Cycle 1 and Cycle II



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

a. Pay attention to the teacher's explanation

The students' attention to the teacher's explanation from the cycle I to cycle II was increase.

b. The students ask/answer questions

The activeness of the students in asking/answering the question was increase from the cycle I to cycle II. It showed when in the learning process the students were be able to answer the question from the teacher and when they didn't understand the material they asked to the teacher.

c. The students were active in building teamwork

The students active in building teamwork were increased. It could be seen on the cycle I and cycle II.

d. The students' fluency in writing narrative paragraph

The students' fluency in writing narrative paragraph was increased. It could be seen when the students were asked to do the task for each cycle.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good improvement in learning activities when the teacher used herringbone strategy to increase the students' writing ability in cycle I and cycle II.

Besides that, based on the explanation of cycle I and cycle II, it could be inferred that the use of herringbone strategy could increase the students' writing ability. There was progress average score from pre-test was 57.08, post-test 1 was 65.58 and became 76.77 in post-test 2. It could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test 1, and post-test 2.

In this case, students of SMP IT BINA INSANI OF METRO have low skill in writing. Therefore, the researcher has to be more creative to make students more active in learning process especially in writing. It was the reason why the researcher chooses herringbone strategy to improve the students' writing ability. Herringbone strategy contained some steps that made the students more active in learning. Then, it could improve the students' ability in writing writing narrative paragraph after it was trained continuously.

Moreover, the researcher used herringbone strategy contained of some steps in order to improve the students' ability in writing analytical exposition essay. The researcher made some groups consist of 3-5 students in each groups. The researcher asked the students to discuss the material about writing narrative paragraph. Then, the students were asked to investigate the content of the material. After that, they were asked to write writing narrative paragraph based on their knowledge in the group. Then, they did presentation in front of the class

to show up their discussion result. In the last of learning, the researcher gave the addition if the material that the students got that were not complete. After that, the students were asked to do the task. The students were asked to write an writing narrative paragraphby choosing one of the themes that was given. The students had to create writing narrative paragraphby choosing the themes that was given in 45 minutes. After did the cycle I and cycle II, the students' ability in writing improved because the researcher used herringbone as the strategy in the learning process.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result, it could be concluded that the use of herringbone strategy can increase the students' ability in writing narrative paragraph at the eight graders of SMP IT BINA INSANI OF METRO.

It can be seen that the result of pre-test and post-test on cycle I to cycle II. From the result of pre-test was lower than the result of post-test. The average score of pre-test was 57.08, the average score of post-test 1 in cycle I was 65.58. Then, the cycle II from the post-test 2 the average score was 76.77. Therefore, there was progress from the pre-test. It means that herringbone strategy could increase the students' ability in writing narrative paragraph. Therefore, it can be used as the alternative choice in learning activity.

The implementation of herringbone strategy in writing research in the cycle II was successful. That was known from the students' writing ability result that was more than 75% or 21 students passed the indicator of success. As a result the cycle II could not be conducted to the next cycle.

B. Suggestion

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

1. The students are expected to more active in learning English therefore the students can understand and comprehend the material which teacher has given and increase their knowledge especially in writing so that the students' ability in writing will be increase.
2. It would be better for the English teacher to use herringbone as a strategy to train the students' ability in writing and use to decrease the students' anxiety before the students do write because the benefit of herringbone strategy can increase the students' ability in writing narrative paragraph and also other skill of English.
3. The English teacher is supposed to give more motivation to the students in order to the students can more excite in English learning since many students regard that English is difficult subject to learn. Based on the observation, the students will be more active after the teacher give more motivation and positive stimulus to the students that English is not difficult subject.
4. It is suggested for the headmaster in order to persuade the teachers to use this strategy because it is very effective strategy to be applied for the teacher in teaching and delivering the material.

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APPENDIXES



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-1260 /In.28.1/J/PP.00.9/5/2019
 Lamp : -
 Hal : **BIMBINGAN SKRIPSI**

07 Mei 2019

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Antika Eviana Sari
 NPM : 1501070021
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : The Use Of Herringbone Strategy To Increase The Narratve Paragraph Writing Ability Among The Eight Graders Of The SMP IT Bina Insani Of Metro

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
 NIP. 19750610 2008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-1404/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP IT BINA INSANI
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1403/In.28/D.1/TL.01/05/2019, tanggal 13 Mei 2019 atas nama saudara:

Nama : **ANTIKA EVIANA SARI**
NPM : 1501070021
Semester : 8 (Delapan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP IT BINA INSANI METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF HERRINGBONE STRATEGY TO INCREASE THE NARRATIVE WRITING ABILITY AMONG THE EIGHT GRADERS OF THE SMP IT BINA INSANI OF METRO".

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

Wassalamu'alaikum Wr. Wb.



Metro, 13 Mei 2019
Wakil Dekan I,

[Signature]
Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



JARINGAN SEKOLAH ISLAM TERPADU
SEKOLAH MENENGAH PERTAMA ISLAM TERPADU
SMP IT BINA INSANI METRO



"Sekolahnya Para Juara Pemburu Dunia Akhirat"

Alamat: Jl. Dr. Soetomo Kel. Purwoasri, Kec. Metro Utara. Kota Metro

Email: smpit.binainsani_komet@yahoo.co.id / www.smpitbikomet.wordpress.com

NPSN : 69787371 - Telp (0725) 47379 c.p 085769601014

No. : 173/YPJL/SMPIT-BI/V/2019

Lamp. : -

Perihal : Surat Balasan

Kepada Yth.
Ketua Jurusan Pendidikan Bahasa Inggris
Di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Teriring salam dan do'a semoga Allah SWT senantiasa melimpahkan rahmat serta hidayah-Nya kepada kita semua dalam kehidupan ini. Amin. *Shalawat* dan salam semoga senantiasa dicurahkan atas teladan kita Rasulullah Muhammad SAW.

Berdasarkan surat nomor : B-1404/In.28/D.1/TL.00/05/2019 perihal izin research maka kami berkenan memberikan izin, berikut nama mahasiswa yang akan melaksanakan research:

Nama : ANTIKA EVIANA SARI
NPM : 1501070021
Jurusan : Pendidikan Bahasa Inggris
Judul : "THE USE OF HERRINGBONE STRATEGY TO INCREASE THE NARRATIVE WRITING ABILITY AMONG THE EIGHT GRADERS OF THE SMP IT BINA INSANI OF METRO"

Demikian surat ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuhu.



23/10/2018

Untitled Document



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

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

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

Nomor : B-3282/In.28.1/J/TL.00/10/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP IT BINA INSANI METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **ANTIKA EVIANA SARI**
NPM : 1501070021
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **THE USE OF HERRINGBONE STRATEGY TO INCREASE THE NARRATIVE WRITING ABILITY AMONG THE EIGHT GRADERS OF THE SMP IT BINA INSANI METRO**

untuk melakukan *pra-survey* di SMP IT BINA INSANI METRO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 23 Oktober 2018
Ketua Jurusan
Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
1506102008011014



JARINGAN SEKOLAH ISLAM TERPADU
SEKOLAH MENENGAH PERTAMA ISLAM TERPADU
SMP IT BINA INSANI METRO



"Sekolahnya Para Juara Pemburu Dunia Akhirat"

Alamat: Jl. Dr. Soetomo Kel. Purwoasri, Kec. Metro Utara. Kota Metro

Email: smpit.binginsani_komet@yahoo.co.id / www.smpitbikomet.wordpress.com

NPSN : 69787371 - Telp (0725) 47379 c.p 085769601014

No. : B-3282/In.28.1/J/TL.00/10/2018
Lamp. : -
Perihal : Surat Balasan

Kepada Yth.
Dekan Fakultas Keguruan
dan Ilmu Pendidikan Institut Agama Islam Negeri Metro
Di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Teriring salam dan do'a semoga Allah SWT senantiasa melimpahkan rahmat serta hidayah-Nya kepada kita semua dalam kehidupan ini. Amin. *Shalawat* dan salam semoga senantiasa dicurahkan atas teladan kita Rasulullah Muhammad SAW.

Berdasarkan surat nomor : B-3282/In.28.1/J/TL.00/10/2018 perihal izin pra-survey, maka kami berkenan memberikan izin, berikut nama mahasiswa yang akan melaksanakan pra-survey :

Nama : ANTIKA EVIANA SARI
NPM : 1501070021
Jurusan : Pendidikan Bahasa Inggris
Judul : "THE USE OF HERRINGBONE STRATEGY TO INCREASE THE NARRATIVE WRITING ABILITY AMONG THE EIGHT GRADERS OF THE SMP IT BINA INSANI METRO".

Demikian surat ini kami buat, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuhu.

Metro, 6 November 2018
Kepala Sekolah

SMPIT BINA INSANI METRO
NIP.



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

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

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

Nama : Antika Eviana Sari
 NPM : 1501070021

Jurusan : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.			✓	out line	
2.			✓	acc out line	
3.			✓	Pembinaan Bab I, II, III	
4.					

Mengetahui
 Ketua Jurusan TBI

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

Dosen Pembimbing I

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



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

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

Nama : Antika Eviana Sari
 NPM : 1501070021

Jurusan : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
		✓		Pembinaan Instrument Ctpe	
		✓		Ace Instrument Ctpe	

Mengetahui
 Ketua Jurusan TBI

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Dosen Pembimbing I

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**KEMENTRIAN AGAMA REPUBLIK INDONESIA
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**KARTU KONSULTASI BIMBINGAN SKRIPSI
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**


Nama : Antika Eviana Sari Jurusan/ Fakultas : TBI
NPM : 1501070021 Semester/TA : VIII / 2019

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Selasa 18-06-2019	✓		chapter I II III IV V Abstrack . chapter I chapter II chapter III chapter IV chapter V see to mungasakile	

Mengetahui
Ketua Jurusan FBI


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

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Dr. Mahrus As'Ad, M.Ag
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBİYAH DAN ILMU KEGURUAN

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

Nama : Antika Eviana Sari
 NPM : 1501070021

Jurusan : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat 19/04 2019		✓	out line	
2.	Senin 22/04 2019		✓	Ace out line	
3.	Selasa 23/04 2019		✓	Pembangunan Bab I, II, III	
4.	Selasa 23/04 2019		✓	Ace Bab I, II, III	
5.	Rabu 24/04 2019		✓	Bimbingan Apd	
6.	Kamis 25/04 2019		✓	Ace Apd	

Mengetahui
 Ketua Jurusan TBI

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI
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 IAIN METRO

Nama : Antika Eviana Sari Jurusan/ Fakultas : TBI
 NPM : 1501070021 Semester/TA : VIII/ 2019

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Selas 18/2019 06.		✓	Bab I II	
	Jum'at 21/2019 01.		✓	Bab 1 chapter I 2 chapter II 3 chapter III 4 chapter IV 5 chapter V Abstrak Ace munaqosah	

Mengetahui
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PROFILE THE SCHOOL
PROFIL SEKOLAH
SMP IT BINA INSANI METRO

A. Deskripsi Singkat SMPIT Bina Insani Metro Utara

1. Sejarah Berdirinya SMP IT Bina Insani Metro Utara

Sekolah Islam Terpadu adalah sekolah yang mengimplementasikan konsep pendidikan Islam yang berlandaskan Al-Qur'an dan As-Sunnah. Konsep operasional Sekolah Islam Terpadu merupakan akumulasi dari proses pembudayaan, pewarisan dan pengembangan ajaran agama Islam, budaya dan peradaban Islam dari generasi ke generasi. Istilah “terpadu” dalam Sekolah Islam Terpadu dimaksudkan sebagai penguat dari nilai-nilai Islam itu sendiri. Maksudnya adalah nilai-nilai dari Agama Islam yang utuh, menyeluruh dan Integral bukan parsial. Hal ini menjadi semangat utama dalam gerak da'wah di bidang pendidikan.

Aplikasi di Sekolah Islam Terpadu diartikan sebagai sekolah yang menerapkan pendekatan penyelenggaraan dengan memadukan pendidikan umum dan pendidikan agama Islam menjadi satu jalinan kurikulum. Dengan pendekatan ini, semua mata pelajaran dan semua kegiatan sekolah tidak lepas dari bingkai ajaran dan pesan nilai Islam. Tidak ada dikotomi, tidak ada keterpisahan, tidak ada “sekularisasi” (dimana pelajaran dan semua bahasan lepas dari nilai dan ajaran agama), ataupun “sakralisasi” dimana agama diajarkan lepas dari konteks kemaslahatan (manfaat) kehidupan masa kini dan masa depan. Pelajaran umum, seperti Matematika, IPA, IPS, Bahasa, Pendidikan Jasmani atau Kesehatan, dan

Ketrampilan dibingkai dengan pijakan, pedoman dan panduan Islam. Sementara di pelajaran agama, kurikulum diperkaya dengan pendekatan konteks kekinian, kemanfaatan dan kemaslahatan.

Sekolah Islam Terpadu juga menekankan keterpaduan dalam metode pembelajaran sehingga dapat mengoptimalkan ranah Kognitif, Afektif, dan Psikomotorik. Implikasi dari keterpaduan ini menuntut pengembangan pendekatan proses pembelajaran yang kaya, variatif, dan menggunakan media serta sumber belajar yang luas dan luwes. Metode pembelajaran menekankan penggunaan dan pendekatan yang memicu dan memacu optimalisasi pemberdayaan otak kiri dan otak kanan. Dengan pengertian ini, seharusnya pembelajaran di Sekolah Islam Terpadu dilaksanakan dengan pendekatan berbasis pada :

- d. Problem solving, yang melatih siswa berfikir kritis, sistematis, logis dan solutif.
- e. Kreatifitas, yang melatih siswa untuk berfikir orisinal, luwes (fleksibel), lancar, dan imajinatif.
- f. Ketrampilan, yang melatih siswa untuk melakukan berbagai kegiatan yang bermanfaat untuk diri dan lingkungannya.

Sekolah Islam Terpadu juga memadukan pendidikan aqliyah, ruhiyah, dan jasadiyah. Artinya, berupaya mendidik siswa menjadi anak yang berkembang kemampuan akal dan intelektualnya, meningkatkan kualitas keimanan dan ketakwaannya kepada Allah SWT, terbina akhlak mulia dan juga memiliki kesehatan, kebugaran dan keterampilan dalam kehidupannya sehari-hari. Sekolah Islam Terpadu memadukan keterlibatan

dan partisipasi aktif lingkungan belajar, yaitu : sekolah, rumah dan masyarakat. Sekolah Islam Terpadu berupaya untuk mengoptimalkan dan sinkronisasi peran guru, orang tua, dan masyarakat dalam proses pengelolaan sekolah dan pembelajaran sehingga terjadi sinergi yang konstruktif dalam membangun kompetensi dan karakter siswa. Orang tua dilibatkan secara aktif untuk memperkaya dan memberi perhatian yang memadai dalam proses pendidikan putra-putri mereka. Sementara itu, kegiatan kunjungan ataupun interaksi ke luar sekolah merupakan upaya untuk mendekatkan peserta didik terhadap dunia nyata yang ada di tengah masyarakat.

Berdasarkan pengertian di atas, dapatlah diambil suatu pengertian umum yang komprehensif bahwa Sekolah Islam Terpadu adalah Sekolah Islam yang diselenggarakan dengan memadukan secara integratif nilai dan ajaran Islam dalam bangunan kurikulum dengan pendekatan pembelajaran yang efektif dan upaya pelibatan yang optimal dan koperatif antara guru dan orang tua, serta masyarakat untuk membina karakter dan kompetensi peserta didik.

Oleh karena itu Yayasan Para Juara Lampung, berusaha menghadirkan Sekolah Islam Terpadu di Kota Metro dengan nama Sekolah Menengah Pertama Islam Terpadu Bina Insani. Dengan Motto "Sekolahnya Para Juara Pemburu Sukses Dunia-Akherat". Hal ini disadari karena umat Islam disebutkan dalam Al Qur'an sebagai "Khoiru Ummah" (Umat terbaik), yakni umat yang seharusnya punya keunggulan-

keunggulan dibanding dengan umat lain, inilah yang kami artikan sebagai Juara pada setiap bidang.

2. Visi dan Misi SMPIT Metro Utara

Mendukung perwujudan cita-cita pembangunan karakter sebagaimana diamanatkan dalam pancasila dan pembukaan UUD 1945 serta mengatasi permasalahan kebangsaan saat ini, maka pemerintah menjadikan pembangunan karakter sebagai salah satu program prioritas pembanguan nasional melalui penguatan penanaman pendidikan karakter di semua tingkat satuan pendidikan.

Semangat itu secara implisit ditegaskan dalam Rencana Pembangunan Jangka Panjang Nasional (RPJPN) tahun 2005-2025, dimana pendidikan karakter ditempatkan sebagai landasan untuk mewujudkan masyarakat berakhlak mulia, bermoral, beretika, berbudaya, dan beradab berdasarkan falsafah pancasila.

c. Visi SMPIT Metro Utara

SMP IT Bina Insani Metro Utaramempunyai Visi :

”Sholeh, Pemimpin, Profesional dan Entrepreneurship untuk meraih Sukses Dunia-Akhirat.”

Maksud dari visi ini adalah ingin menjadikan peserta didik menjadi generasi yang beriman dan bertakwa terhadap Allah SWT, mempunyai kecerdasan akal pikiran dan penguasaan teknologi dan Informasi, mempunyai akhlak mulia dalam bergaul dan berkomunikasi dengan lingkungannya, dan ahli dalam menyikapi perkembangan

Teknologi, Informasi dan Komunikasi, serta mampu mengubah tantangan menjadi peluang. Dengan indikator keberhasilannya sebagai berikut Siswa lulusannya :

- 11) Mampu menghafal dan/atau menambah hafalan Al Qur'an minimal dua juz.
 - 12) Terbiasa dan suka beribadah.
 - 13) Mampu meraih juara dalam lomba akademik (mata pelajaran) maupun non akademik (ketrampilan, olah raga dan seni budaya).
 - 14) Mempunyai nilai rata-rata ujian dengan kualifikasi A (rata-rata nilai ujian lebih dari 7,50).
 - 15) Bisa diterima pada sekolah unggulan pada jenjang berikutnya, minimal 75% dari jumlah siswa.
 - 16) Mempunyai sikap percaya diri dan pandai berkomunikasi positif dengan lingkungannya.
 - 17) Berperilaku sopan dan santun serta berakhlak mulia dalam kehidupan sehari-hari baik di sekolah maupun di masyarakat.
 - 18) Mampu memanfaatkan Teknologi Informasi dan Komunikasi.
 - 19) Mempunyai ketrampilan hidup (life skill)
 - 20) Mempunyai jiwa kewirausahaan (entrepreneurship).
- d. Misi SMPIT Metro Utara

Adapun Misi sekolah dalam rangkai pencapaian Visi adalah sebagai berikut :

- 10) Memberikan suasana pembelajaran yang kondusif, kompetitif dan menyenangkan dalam pembelajaran menghafal Al Qur'an.
- 11) Memberikan kesempatan dan fasilitas kepada setiap warga sekolah dalam pembiasaan menjalankan ibadah.
- 12) Mengadakan pelatihan kepada guru secara teratur dan berkesinambungan dalam bidang ketrampilan mengajar dan pendalaman konsep setiap materi pelajaran.
- 13) Melaksanakan pembelajaran yang aktif, inovatif, kreatif, efektif, dan menyenangkan.
- 14) Membiasakan budaya kompetisi yang sehat dalam pengembangan karakter, potensi dan kompetensi setiap warga sekolah.
- 15) Melatih siswa didik untuk berani tampil berkompetisi dan berani mengemukakan pendapat di depan kelas maupun di depan umum.
- 16) Membiasakan perilaku sopan, santun dan berakhlak mulia dalam kehidupan sehari-hari.
- 17) Mendorong setiap warga sekolah untuk menghasilkan karya dan menghargai setiap hasil karya.
- 18) Memfasilitasi kegiatan-kegiatan yang mampu meningkatkan sikap dan mental kewirausahaan setiap warga sekolah.

3. Letak Geografis SMPIT Metro Utara

Luas lahan 7058 m² milik sendiri. Lokasi pada lingkungan yang tenang jauh dari kebisingan kota dengan akses jalan raya dalam kondisi

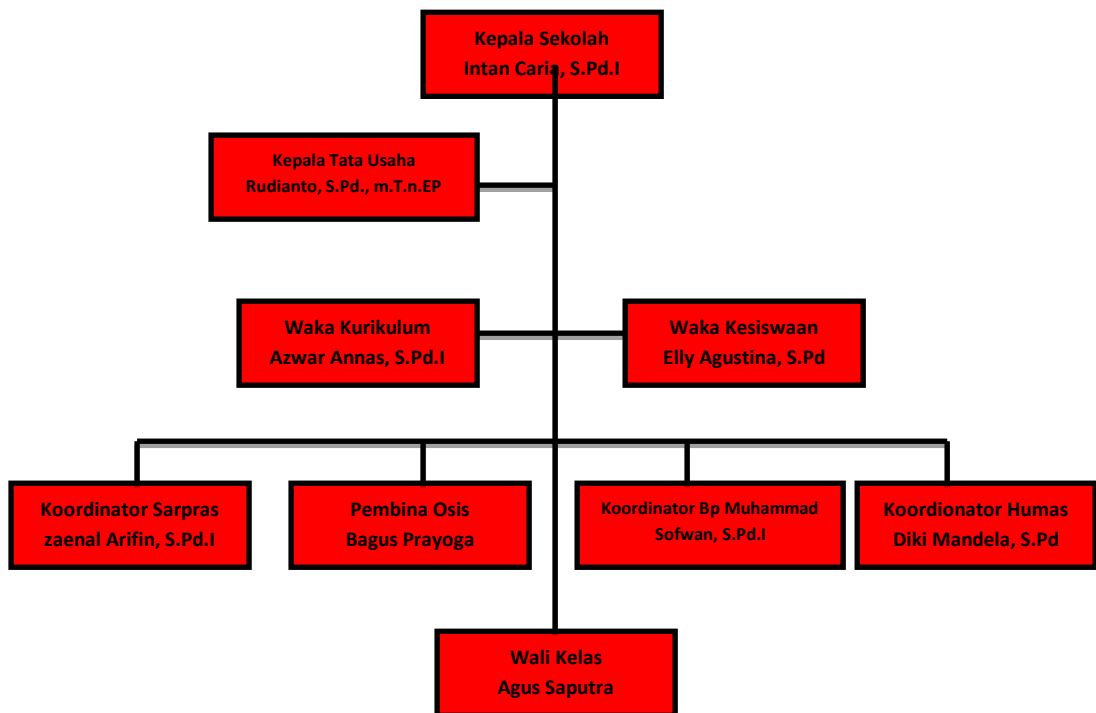
baik serta memiliki banyak peluang untuk berkembang. Adapun batasan-batasan lokasinya dengan perumahan milik masyarakat:

- e. Sebelah utara berbatasan dengan perumahan milik masyarakat.
- f. Sebelah selatan berbatasan dengan jalan raya Dr. Sutomo.
- g. Sebelah timur berbatasan dengan perumahan milik masyarakat.
- h. Sebelah barat berbatasan dengan gedung SMP Muhammadiyah 4

4. Struktur Organisasi SMPIT Metro Utara

Gambar. 01

Struktur Organisasi SMP IT Bina Insani Metro Utara



Gambar. 02

Denah Lokasi SMPIT Bina Insani Metro Utara



5. Keadaan Sarana dan Prasarana SMPIT Metro Utara

Keberhasilan dalam melaksanakan kegiatan pembelajaran di sekolah tidak terlepas dari tersedianya sarana dan prasarana yang dibutuhkan, sarana dan prasarana dalam pendidikan akan memberikan pengaruh baik pada peningkatan mutu serta kualitas pendidikan di sekolah tersebut.

Sarana dan prasarana yang tersedia di SMPIT Bina Insani Metro Utara cukup memadai untuk menunjang kelancaran proses pembelajaran. Sarana dan prasarana yang dimiliki SMPIT Bina Insani Metro Utara dapat dilihat pada tabel berikut:

Tabel 01

Sarana dan prasarana SMPIT Bina Insani Metro Utara

No	Jenis	Jumlah
1.	Ruang Kantor	1
2.	Ruang BK	1
3.	Ruang Kepala Sekolah	1
4.	Ruang Guru	1
5.	Ruang Kelas	6
6.	Perpustakaan	1
7.	Mushola	3
8.	WC Guru	2
9.	WC Peserta didik	6
10.	Ruang Tata Usaha	1
	Total	23

6. Keadaan Guru dan Pegawai SMPIT Metro Utara

Tabel 02

Nama Guru, Guru Kelas dan Wali Kelas
SMPIT Bina Insani Metro Utara

No	Nama Guru	Guru Kelas	Wali Kelas
1.	<u>Agus Supriyanto</u>	<u>Anas, S.P</u>	<u>Zaenal Arifin, S.Pd.I</u>
2.	<u>Ahmad Kuseini</u>	<u>Desti Ratna Sari</u>	<u>Elly Agustina</u>
3.	<u>Andi Setiawan, S.Pd.I</u>	<u>Bagus Pravoga</u>	<u>Diki Mandela</u>
4.	<u>Habthin Masrijah</u>	<u>Bekti Amanah</u>	<u>Eka Tresnawati, S.P.d</u>
5.	<u>Ida Fitriyani</u>	<u>Agus saputra</u>	<u>Fadila Rahmadani</u>
6.	<u>Intan Caria</u>	<u>Rian Puspa Ningrum</u>	<u>Putri Pravitasari, S.P.d</u>
7.	<u>Ismanto</u>		
8.	<u>Lisa Retno Sari, S.P.d</u>		
9.	<u>Muhammad Edwardy Rohim</u>		
10.	<u>Muhammad Sofwan, S.Pd.I</u>		
11.	<u>Ryan Dwi Pusparingga</u>		
12.	<u>Tini Sukmawati</u>		
13.	<u>Dra. Umi Susilowati</u>		
14.	<u>Vita Evi Yanti</u>		
15.	<u>Yuniar Aisyah, S.P.d</u>		
	15 Pendidik	6 Pendidik	6 Pendidik
			Jumlah 27 Pendidik

Jumlah pendidik sebanyak 27 pendidik, hal ini akan sangat menunjang keberhasilan pembelajaran di SMPIT Bina Insani Metro Utara dan yang menjadikan perbedaan dengan sekolah-sekolah lain disini ada guru kelas yang selalu ada ketika jam pelajaran dimulai sampai akhir, guru kelas selalu berada didalam kelas melihat keadaan peserta didik sekaligus sebagai guru tahsin tahfidz bagi peserta didik.

7. Keadaan Siswa SMP IT Bina Insani Metro Utara

Tabel 03

Daftar jumlah peserta didik SMPIT Bina Insani
Metro Utara Tahun Akademik 2018/2019

No	Kelas VII		Kelas VIII		Kelas IX	
	Ikhwan	Akhwat	Ikhwan	Akhwat	Ikhwan	Akhwat
1	30	20	30	26	25	20

SYLLABUS

Mata Pelajaran : BAHASA INGGRIS-WAJIB

Kelas : VIII A

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 dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang	<p>Teks eksposisi analitis</p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab</p> <p><i>Struktur teks</i></p> <p>a. Menyebutkan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh t teks narrative paragraph yang diberikan/ diperdenga 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks narrative paragraph • Ketepatan 	4 x 2 JP	<p>CD/ Audio/ VCD</p> <p><input type="checkbox"/> Koran/ majalah berbahasa Inggris</p> <p><input type="checkbox"/> Sumber dari</p>

<p>diwujudkan dalam semangat belajar</p> <p>2.3</p> <p>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <ul style="list-style-type: none"> 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative paragraph sesuai dengan 	<p>pokok permasalahan terhadap sesuatu yang hangat dibicarakan</p> <p>b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung</p> <p>c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut</p> <p><i>Unsur Kebahasaan:</i></p> <ul style="list-style-type: none"> - Kalimat Simple Present - Conditional Clause - Modals 	<p>arahan guru</p> <ul style="list-style-type: none"> Siswa mengamati fungsi sosial, struktur dan unsur Kebahasannya <p>Siswa belajar</p> <ul style="list-style-type: none"> menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks narrative paragraph <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyak</p>	<p>unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberikan penilaian adalah:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan 	<p>internet:</p> <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/americanenglish/resource_files - http://learnenglish.britishcouncil.org/en/
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<p>konteks penggunaan nya.</p> <ul style="list-style-type: none"> • 4.14 Menangkap makna dalam teks teks narrative paragraph tentang topik yang hangat dibicarakan umum 		<p>an antara lain perbedaan antar berbagai teks narrative paragraph yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</p> <p>Mengeksplorasi</p> <p>Siswa mencari beberapa</p> <ul style="list-style-type: none"> • teks narrative paragraph dari berbagai sumber. 	<p>dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri 		
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		<p>Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</p> <p>Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <p>Siswa membacakan teks eksposisi kepada teman</p>	<p>dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
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		<p>dengan menggunakan unsur kebahasaan yang tepat</p> <p>Mengasosiasi</p> <p>Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</p> <p>Siswa memperoleh balikan (feedback) dari guru dan</p>			
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		<p>teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <p>Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan</p> <p>Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur</p>			
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		<p>dan unsur kebahasaannya . Siswa mempresentasi kannya di kelas Membuat laporan evaluasi diri secara tertulis tentang pengalaman masingmasing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang</p>			
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		dialami. Siswa membuat 'learning journal'			
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Collaborator
Kepala Sekolah



Metro,Mei 2019

Researcher

A handwritten signature in black ink, appearing to read 'Antika Evlana Sari'.

Antika Evlana Sari
NPM 1501070021

PRE-TEST**STUDENT WORKSHEET**



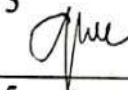

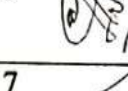

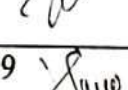
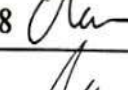
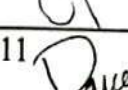
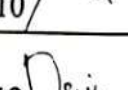
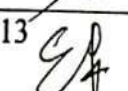
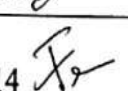

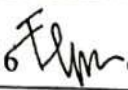
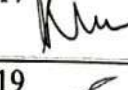

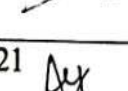
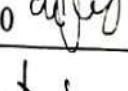
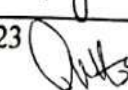

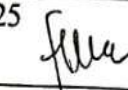





A. Exercise

1. Write your name, class, student number, and the theme that you choose on the top corner of your answer sheet
2. Write an narrative paragraph by choosing one of the themes below:
 - a. Fable**
 - b. Personal Experience**
 - c. Legends**
3. Remember to include the part of an narrative paragraph (generic structure and language feature)
4. Time allocation is 45 minute.
5. Your written an narrative paragraph will be scored on these considerations:
 - a. Content
 - b. Organization (Orientation – Complication - Resolution)
 - c. Vocabulary
 - d. Language use
 - e. Mechanics

ATTENDANCE LIST

CLASS : VIII A

DATE :

No	Students Name	Signature	
1	Adila Putri Ilham	1	
2	Agita Triyas A	2	
3	Agustina Novita Sari	3	
4	Albita Deswita Rani	4	
5	Alya Khoirunisa T	5	
6	Annida Putri Rahma	6	
7	Annida Khoirul Adila	7	
8	Annisa Rahmadani	8	
9	Annisa Rahma Ningrum	9	
10	Assifa Dwi Meilani	10	
11	Daffa Azka Zhafira	11	
12	Devi Kurniawati	12	
13	Erda Anggun F	13	
14	Fany Indi Aisyafira	14	
15	Fatima Az-Zahra	15	
16	Fisca Ramadhani	16	
17	Keysa Putri R	17	
18	Marsya Aulia	18	
19	Nabila Diva H	19	
20	Nabila Shofia R	20	
21	Nayla Ayu Safitri	21	
22	Nikisha Brya P	22	
23	Nita Ambarwati	23	
24	Ririn Inayatul F	24	
25	Safina Rahadatul A	25	
26	Sherly Ayunda P	26	

Thursday.
14 / 25108
05

STUDENT WORKSHEET

Nama : Sherly Ayunda P
Class : VIII A
Student Number : 026
Theme : FABEL

The Rabbit and Snail

The rabbit is one boasting of his speed before the other animals on the forest. And the rabbit arrogantly and give snail challenge to race with him.

13

7

7

5

2

34


**THE ASSESSMENTS OF THE STUDENTS' ABILITY IN WRITING
ANALYTICAL EXPOSITION ESSAY
(PRE-TEST)**

No	Name	ASPECT					Total score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	Adila Putri Ilham	16	14	16	17	4	67
2	Agita Triyas A	16	13	14	10	3	56
3	Agustina Novita Sari	16	9	16	15	4	60
4	Albita Deswita Rani	26	16	14	18	4	78
5	Alya Khoirunisa T	16	13	14	14	3	60
6	Annida Putri Rahma	17	13	14	12	3	59
7	Annida Khoirul Adila	18	14	13	12	2	59
8	Annisa Rahmadani	13	7	7	5	2	34
9	Annisa Rahma Ningrum	17	13	13	11	3	57
10	Assifa Dwi Meilani	21	17	12	11	2	63
11	Daffa Azka Zhafira	21	14	17	18	4	74
12	Devi Kurniawati	21	17	17	15	3	73
13	Erda Anggun F	13	7	7	5	2	34
14	Fany Indi Aisyafira	26	15	16	17	4	78
15	Fatima Az-Zahra	17	12	12	10	2	53
16	Fisca Ramadhani	13	7	7	5	2	34
17	Keysa Putri R	14	8	7	6	2	37
18	Marsya Aulia	21	14	16	15	4	70
19	Nabila Diva H	21	14	14	17	3	69
20	Nabila Shofia R	13	7	7	5	2	34
21	Nayla Ayu Safitri	21	13	13	15	3	65
22	Nikisha Brya P	21	13	15	14	3	66
23	Nita Ambarwati	13	7	7	5	2	34
24	Ririn Inayatul F	25	15	16	16	4	76
25	Safina Rahadatul A	16	13	14	15	2	60
26	Sherly Ayunda P	13	7	7	5	2	34

Collaborator
Kepala Sekolah



Metro,Mei 2019

Researcher

Antika Evlana Sari
NPM 1501070021

LESSON PLAN 1**RENCANA PELAKSANAAN PEMBELAJARAN (RPP) SIKLUS KE-1**

Satuan Pendidikan	: SMP IT BINA INSANI METRO
Kelas/Semester	: VIII A
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Narrative paragraph (writing)
Alokasi Waktu	: 4 x 45 menit (2 x pertemuan)

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 dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar

Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai

- 1.1: bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.3: Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.10: Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks Narrative Paragraph tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.14: Menangkap makna dalam teks Narrative Paragraph tentang topik yang hangat dibicarakan umum.

Indikator

Pertemuan I

Siswa dapat:

1. Memahami materi Narrative Paragraph
2. Memahami fungsi sosial, struktur teks, dan unsure kebahasaan dari Narrative Paragraph
3. Mengidetifikasi atau menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan dari contoh Narrative Paragraph yang diberikan

Pertemuan II

Siswa dapat:

1. Mempresentasikan hasil pemahaman dan analisis contoh dari Narrative Paragraph
2. Menuliskan Narrative Paragraph secara mandiri sesuai dengan fungsi social, struktur teks, unsur kebahasaannya

C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Memahami materi Narrative paragraph
2. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari Narrative paragraph

3. Menuliskan Narrative paragraph sesuai dengan fungsi sosial, struktur teks, dan unsur kebahasaannya.

D. Materi Pembelajaran

Teks Narrative Paragraph

Fungsi Sosial

Berfungsi untuk menghibur khalayak umum

Struktur teks

1. Orientation

Introducing the participants and informing the time and the place. Pada bagian ini kalian akan disuguhkan siapa yang memerankan cerita tersebut atau dalam bahasa lain adalah Character dari cerita dan akan juga disuguhkan tentang latar (dimana, kapan, dan bagaimana cerita tersebut berlangsung)

2. Complication

Describing the rising crises which the participants have to do with Pada bagian ini konflik antar karakter mulai terjadi

3. Resolution

Showing the way of participant to solve the crises, it can be better or worse. Pada bagian ini para tokoh atau karakter dalam cerita Narrative akan berupaya menyelesaikan masalah yang mereka hadapi, kadang dalam menghadapi masalah tersebut para karakter itu menyelesaikannya menjadi lebih baik atau lebih buruk.

Unsur Kebahasaan:

Language Features adalah tata bahasa yang digunakan dalam Narrative Teks, karena Narrative Teks adalah menceritakan sesuatu maka secara otomatis teks ini menggunakan Tenses past tense, atau masih keluarga dengan past tense atau tenses yang menceritakan tentang masa lalu seperti Past Perfect atau Past Continuous.

E. Strategi Pembelajaran

Herringbone Strategy

F. Kegiatan Pembelajaran

Pertemuan I

Kegiatan dan Langkah Pembelajaran	Waktu
<p>A. Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> 1. Greeting (mengucapkan salam dan saling tegur sapa) 2. Mengecek kehadiran siswa 3. Menyampaikan materi yang akan dibahas atau dipelajari <p>B. Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Mengamati (Observing) <ol style="list-style-type: none"> a. Guru mengelompokkan siswa menjadi beberapa kelompok dengan masing-masing kelompok terdiri dari 3-5 siswa. b. Siswa dikondisikan untuk membuka materi Narrative paragraph dan guru membagikan contoh dari Narrative paragraph ke masing-masing kelompok. c. Siswa diminta untuk memahami materi mengenai fungsi sosial, struktur teks, dan unsure kebahasaan Narrative paragraph dengan berdiskusi dalam kelompok d. Siswa diminta untuk menemukan fungsi sosial, struktur teks, dan unsur kebahasaan dari contoh yang dibagikan 2. Menanya (Questioning) <ol style="list-style-type: none"> a. Siswa yang belum paham dengan materi, bertanya kepada teman kelompok yang faham dengan materi yang dipelajari 	<p>10 menit</p> <p>75 menit</p>

<p>3. Mengumpulkan Informasi</p> <ol style="list-style-type: none"> a. Siswa diminta untuk mencatat apa saja pembahasan yang dianggap penting dari materi yang mereka pelajari b. Siswa diminta untuk mencatat hasil temuan mereka mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari contoh yang dibagikan <p>4. Menalar (Associating)</p> <ol style="list-style-type: none"> a. Setelah hasil dari pengumpulan informasi terkumpul, siswa secara bersama dalam kelompok membahas temuannya atau pemahamannya untuk saling dikoreksi oleh teman kelompok b. Siswa dalam kelompok memperbaiki hasil temuannya berdasarkan diskusi yang telah dilakukan <p>C. Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Guru menyampaikan kegiatan pada pertemuan selanjutnya yaitu mempresentasikan hasil diskusi kelompok dan kegiatan individu menuliskan Narrative paragraph 2. Guru menutup pertemuan dengan mengucapkan salam 	5 menit
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Pertemuan II

Kegiatan dan Langkah Pembelajaran	Waktu
<p>A. Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> 1. Greeting (mengucapkan salam dan saling tegur sapa) 	10 menit

<p>2. Menyampaikan materi yang akan dibahas atau dipelajari</p> <p>3. Memberikan motivasi belajar</p>	
<p>B. Kegiatan Inti</p>	
<p>1. Mengomunikasikan (Networking)</p> <p>a. Siswa diminta untuk mempersiapkan hasil diskusi kelompok pada pertemuan sebelumnya</p> <p>b. Kelompok menyampaikan (mempresentasikan) hasil diskusi kelompok yang telah dilakukan di pertemuan sebelumnya</p> <p>c. Guru dan siswa lain mendengarkan dan mengoreksi hasil presentasi kelompok yang maju</p> <p>2. Mencoba (Experimenting)</p> <p>a. Setelah semua selesai mempresentasikan materi hasil diskusi, siswa kembali ke diskusi masing-masing</p> <p>b. Guru mengulas materi yang telah disampaikan siswa dan menambahkan pembahasan materi jika diperlukan</p> <p>c. Setelah semua siswa paham, siswa secara individu diminta untuk membuat Narrative paragraph sesuai fungsi sosial, struktur teks, dan unsur kebahasaannya dengan tema sesuai dengan yang diberikan oleh guru</p>	<p>75 menit</p>
<p>C. Kegiatan Penutup</p>	
<p>1. Siswa diminta mengumpulkan hasil kerja individu untuk diambil penilaian pada siklus pertama</p>	<p>5 menit</p>

2. Guru menutup pertemuan dengan mengucapkan salam	
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G. Alat dan Sumber Belajar

1. Kurikulum Bahasa Inggris K-13
2. Silabus bahasa Inggris kelas VIII SMP
3. Buku bahasa Inggris kelas VIII " When English Ring a Bell"
4. Contoh Narrative paragraph
5. Kertas latihan
6. Papan Tulis
7. Spidol

H. Penilaian Proses dan Hasil Pembelajaran

1. Untuk mengukur KBM penilaian diambil dengan menggunakan field Notes
2. Untuk hasil Performance Test (Students' Writing Ability) atau hasil siswa dalam membuat Narrative paragraph digunakan scoring rubric sebagai berikut:

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic
	26-22	Good to average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail
	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; wellorganized; logical sequencing; cohesive
	17-14	Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; 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 not 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 of 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 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, deminated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or no enough to evaluate

Total Nilai=100

Collaborator
Kepala Sekolah



SMPi Intan Caria, S.Pd.I
NIP.

Metro,Mei 2019

Researcher

 Antika Eviana Sari
 NPM 1501070021

ATTENDANCE LIST

CLASS : VIII A





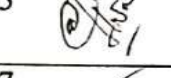

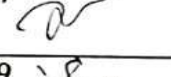


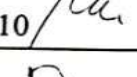
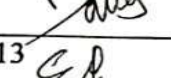
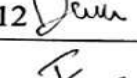
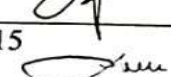
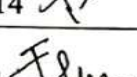
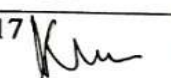
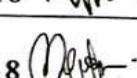

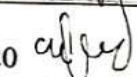


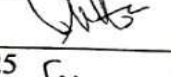

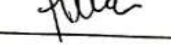
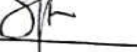


DATE :

No	Students Name	Signature	
1	Adila Putri Ilham	1	
2	Agita Triyas A		2
3	Agustina Novita Sari	3	
4	Albita Deswita Rani		4
5	Alya Khoirunisa T	5	
6	Annida Putri Rahma		6
7	Annida Khoirul Adila	7	
8	Annisa Rahmadani		8
9	Annisa Rahma Ningrum	9	
10	Assifa Dwi Meilani		10
11	Daffa Azka Zhafira	11	
12	Devi Kurniawati		12
13	Erda Anggun F	13	
14	Fany Indi Aisyafira		14
15	Fatima Az-Zahra	15	
16	Fisca Ramadhani		16
17	Keysa Putri R	17	
18	Marsya Aulia		18
19	Nabila Diva H	19	
20	Nabila Shofia R		20
21	Nayla Ayu Safitri	21	
22	Nikisha Brya P		22
23	Nita Ambarwati	23	
24	Ririn Inayatul F		24
25	Safina Rahadatul A	25	
26	Sherly Ayunda P		26

ATTENDANCE LIST

CLASS : VIII A

DATE :

No	Students Name	Signature	
1	Adila Putri Ilham	1	
2	Agita Triyas A	2	
3	Agustina Novita Sari	3	
4	Albita Deswita Rani	4	
5	Alya Khoirunisa T	5	
6	Annida Putri Rahma	6	
7	Annida Khoirul Adila	7	
8	Annisa Rahmadani	8	
9	Annisa Rahma Ningrum	9	
10	Assifa Dwi Meilani	10	
11	Daffa Azka Zhafira	11	
12	Devi Kurniawati	12	
13	Erda Anggun F	13	
14	Fany Indi Aisyafira	14	
15	Fatima Az-Zahra	15	
16	Fisca Ramadhani	16	
17	Keysa Putri R	17	
18	Marsya Aulia	18	
19	Nabila Diva H	19	
20	Nabila Shofia R	20	
21	Nayla Ayu Safitri	21	
22	Nikisha Brya P	22	
23	Nita Ambarwati	23	
24	Ririn Inayatul F	24	
25	Safina Rahadatul A	25	
26	Sherly Ayunda P	26	

POST-TEST I
STUDENT WORKSHEET

A. Exercise

1. Write your name, class, student number, and the theme that you choose on the top corner of your answer sheet
2. Write an Narrative paragraph by choosing one of the themes below:
 - a. Horror stories**
 - b. Personal Experience**
 - c. Science Fiction**
3. Remember to include the part of an Narrative paragraph (generic structure and language feature)
4. Time allocation is 45 minute.
5. Your written an Narrative paragraph will be scored on these considerations:
 - a. Content
 - b. Organization (Orientation – Complication - Resolution)
- c. Vocabulary
 - d. Language use
 - e. Mechanics

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE I

No	STUDENTS NAME	THE STUDENTS' ACTIVITIES			
		1	2	3	4
1	Adila Putri Ilham	√		√	√
2	Agita Triyas A		√		√

3	Agustina Novita Sari	√	√		√
4	Albita Deswita Rani	√	√	√	√
5	Alya Khoirunisa T	√			
6	Annida Putri Rahma			√	√
7	Annida Khoirul Adila				
8	Annisa Rahmadani				
9	Annisa Rahma Ningrum	√	√	√	√
10	Assifa Dwi Meilani			√	
11	Daffa Azka Zhafira	√		√	
12	Devi Kurniawati	√	√		
13	Erda Anggun F	√	√		
14	Fany Indi Aisyafira	√	√	√	
15	Fatima Az-Zahra	√			
16	Fisca Ramadhani				
17	Keysa Putri R			√	√
18	Marsya Aulia	√		√	√
19	Nabila Diva H	√			√
20	Nabila Shofia R				
21	Nayla Ayu Safitri	√	√	√	
22	Nikisha Brya P	√		√	√
23	Nita Ambarwati				
24	Ririn Inayatul F	√	√	√	√
25	Safina Rahadatul A	√	√		√
26	Sherly Ayunda P	√			
	Total	17	10	13	13
	Percentage	65	38	50	50

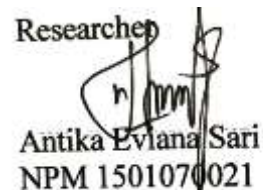
Notes:

- 1 The students pay attention of the teacher explanation
- 2 The students ask/answer the question from the teacher
- 3 The students were active in building teamwork
- 4 The students were fluent in writing Narrative paragraph

Metro,Mei 2019



Researcher



Antika Evlana Sari
NPM 1501070021

STUDENT WORKSHEET

Nama
Class
Student Number
Theme

: ANISA RAHMADANI
: VIII A
: 08
: Personal Experience
My HOLIDAY

Friday
17/2019
/05

I am Happy when I HOLIDAY in YOGYAKARTA.
I like it HOLIDAY.

13

7

7

Σ

 34

STUDENT WORKSHEET

Nama : ALBITA DESWITA RANI
 Class : VIII A
 Student Number : 04
 Theme : Horror stories

Friday
 17/2019
 05

The ghost cut Mouth

- Some day there story about ghost in my village. Some people say that she was the wife of Samurai.
- One day, he had an affair with a man who is younger and more handsome.
- Because wrath, he took his sword and ripping off his wife's mouth from right ear to left ear.
 Some say that the woman is cured to never die.

26

18

17

17

4

82


**THE ASSESSMENTS OF THE STUDENTS' ABILITY IN WRITING
ANALYTICAL EXPOSITION ESSAY
(PRE-TEST I)**

No	Name	ASPECT					Total score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	Adila Putri Ilham	22	16	17	17	4	76
2	Agita Triyas A	24	17	15	17	3	76
3	Agustina Novita Sari	22	16	18	17	4	77
4	Albita Deswita Rani	26	18	17	17	4	82
5	Alya Khoirunisa T	17	13	13	11	2	56
6	Annida Putri Rahma	24	16	16	17	3	76
7	Annida Khoirul Adila	18	15	14	12	3	62
8	Annisa Rahmadani	13	7	7	5	2	34
9	Annisa Rahma Ningrum	26	15	15	16	4	76
10	Assifa Dwi Meilani	20	13	13	13	3	62
11	Daffa Azka Zhafira	21	15	17	17	4	74
12	Devi Kurniawati	25	16	14	17	4	76
13	Erda Anggun F	16	3	10	12	2	53
14	Fany Indi Aisyafira	17	14	14	17	4	66
15	Fatima Az-Zahra	21	14	14	17	4	70
16	Fisca Ramadhani	13	7	7	5	2	34
17	Keysa Putri R	26	15	15	16	4	76
18	Marsya Aulia	22	18	17	16	4	77
19	Nabila Diva H	22	17	17	17	4	77
20	Nabila Shofia R	13	7	7	5	2	34
21	Nayla Ayu Safitri	22	14	14	17	3	70
22	Nikisha Brya P	23	16	17	17	3	76
23	Nita Ambarwati	13	7	7	5	2	34
24	Ririn Inayatul F	25	15	16	16	4	76
25	Safina Rahadatul A	23	16	17	16	4	76
26	Sherly Ayunda P	17	12	13	14	3	59

Collaborator
Kepala Sekolah



Metro,Mei 2019

Researcher

Antika Evlana Sari
NPM 1501070021

LESSON PLAN 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) SIKLUS KE-2

Satuan Pendidikan	: SMP IT BINA INSANI METRO
Kelas/Semester	: VIII A / II
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Narrative paragraph (writing)
Alokasi Waktu	: 4 x 45 menit (2 x pertemuan)

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 dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar

Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai

1.1: bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

2.3: Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.10: Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

4.14: Menangkap makna dalam narrative paragraph tentang topik yang hangat dibicarakan umum.

Indikator

Pertemuan I

Siswa dapat:

1. Memahami materi Narrative paragraph
2. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari Narrative paragraph
3. Menuliskan contoh Narrative paragraph dalam kelompok berdasarkan materi yang dipelajari

Pertemuan II

Siswa dapat:

1. Mempresentasikan hasil pemahaman dan contoh dari Narrative paragraph
2. Menuliskan Narrative paragraph secara mandiri sesuai dengan fungsi social, struktur teks, unsur kebahasaannya

C. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Memahami materi Narrative paragraph

2. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari Narrative paragraph
3. Menuliskan Narrative paragraph sesuai dengan fungsi sosial, struktur teks, dan unsur kebahasaannya.

D. Materi Pembelajaran

Teks Narrative Paragraph

Fungsi Sosial

Berfungsi untuk menghibur khalayak umum

Struktur teks

1. Orientation

Introducing the participants and informing the time and the place. Pada bagian ini kalian akan disuguhkan siapa yang memerankan cerita tersebut atau dalam bahasa lain adalah Character dari cerita dan akan juga disuguhkan tentang latar (dimana, kapan, dan bagaimana cerita tersebut berlangsung)

2. Complication

Describing the rising crises which the participants have to do with Pada bagian ini konflik antar karakter mulai terjadi

3. Resolution

Showing the way of participant to solve the crises, it can be better of worse. Pada bagian ini para tokoh atau karakter dalam cerita Narrative akan berupaya menyelesaikan masalah yang mereka hadapi, kadang dalam menghadapi masalah tersebut para karakter itu menyelesaikannya menjadi lebih baik atau lebih buruk.

Unsur Kebahasaan:

Language Features adalah tata bahasa yang digunakan dalam Narrative Teks, karena Narrative Teks adalah menceritakan sesuatu maka secara otomatis teks ini menggunakan Tenses past tense, atau masih keluarga dengan past tense atau tenses yang menceritakan tentang masa lalu seperti Past Perfect atau Past Continuous.

E. Strategi Pembelajaran

*Herringbone Strategy***F. Kegiatan Pembelajaran****Pertemuan I**

Kegiatan dan Langkah Pembelajaran	Waktu
A. Kegiatan Pendahuluan <ol style="list-style-type: none"> 1. Greeting (mengucapkan salam dan saling tegur sapa) 2. Mereview materi yang telah dibahas dipertemuan sebelumnya 3. Memberikan motivasi belajar 	10 menit
B. Kegiatan Inti <ol style="list-style-type: none"> 1. Mengamati (Observing) <ol style="list-style-type: none"> a. Guru mengelompokkan siswa menjadi beberapa kelompok berdasarkan hasil pada pertemuan sebelumnya dengan masing-masing kelompok terdiri dari 3-5 siswa dan tiap kelompok merupakan campuran dari siswa yang memenuhi KKM dan belum memenuhi KKM pada pertemuan sebelumnya. b. Siswa dikondisikan untuk membuka materi Narrative paragraph c. Siswa diminta untuk memahami materi mengenai fungsi sosial, struktur teks, dan unsur kebahasaan Narrative paragraph dengan berdiskusi dalam kelompok d. Siswa yang memenuhi KKM pada pertemuan siklus pertama diminta membantu teman kelompok yang lain untuk memahami materi 2. Menanya (Questioning) <ol style="list-style-type: none"> a. Siswa yang belum paham dengan materi, bertanya kepada teman kelompok yang faham dengan materi yang dipelajari 3. Mengumpulkan Informasi <ol style="list-style-type: none"> a. Siswa diminta untuk mencatat apa saja pembahasan yang dianggap penting dari materi yang mereka pelajari b. Siswa diminta untuk menuliskan hasil temuan mereka mengenai fungsi sosial, struktur teks, 	75 menit

<p>dan unsur kebahasaan dengan cara mengaplikasikannya dalam pembuatan contoh dari Narrative paragraph secara kelompok</p> <p>4. Menalar (Associating)</p> <p>a. Setelah hasil dari pengumpulan informasi terkumpul, siswa secara bersama dalam kelompok membahas temuannya atau pemahamannya untuk saling dikoreksi oleh teman kelompok.</p> <p>b. Siswa dalam kelompok mengecek ulang hasil contoh yang dibuat secara bersama untuk diperbaiki menjadi tulisan yang lebih baik sesuai dengan fungsi sosial, struktur teks, dan unsur kebahasaannya.</p> <p>C. Kegiatan Penutup</p> <p>1. Guru menyampaikan kegiatan pada pertemuan selanjutnya yaitu mempresentasikan hasil kelompok dalam pembuatan Narrative paragraph dan kegiatan individu menuliskan Narrative paragraph</p> <p>2. Guru menutup pertemuan dengan mengucapkan salam</p>	5 menit
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Pertemuan II

Kegiatan dan Langkah Pembelajaran	Waktu
<p>A. Kegiatan Pendahuluan</p> <p>1. Greeting (mengucapkan salam dan saling tegur sapa)</p> <p>2. Menyampaikan materi yang akan dibahas atau dipelajari</p> <p>3. Memberikan motivasi belajar</p>	10 menit
<p>B. Kegiatan Inti</p> <p>1. Mengomunikasikan (Networking)</p> <p>a. Siswa diminta untuk mempersiapkan hasil diskusi kelompok pada pertemuan sebelumnya</p> <p>b. Kelompok siswa maju untuk menyampaikan (mempresentasikan) materi Narrative paragraph dan hasil tulisan kelompok tentang contoh Narrative paragraph yang telah</p>	75 menit

<p>dilakukan di pertemuan sebelumnya</p> <p>c. Guru dan siswa lain mendengarkan dan mengoreksi hasil presentasi kelompok yang maju</p> <p>2. Mencoba (Experimenting)</p> <p>a. Setelah semua selesai mempresentasikan materi hasil diskusi, siswa kembali ke bangku masingmasing</p> <p>b. Guru mengulas materi yang telah disampaikan siswa dan mengoreksi contoh Narrative paragraph yang dibuat oleh kelompok siswa</p> <p>c. Setelah semua siswa paham, siswa secara individu diminta untuk membuat Narrative paragraph sesuai fungsi sosial, struktur teks, dan unsur kebahasaannya dengan tema sesuai dengan yang diberikan oleh guru</p> <p>C. Kegiatan Penutup</p> <p>1. Siswa diminta mengumpulkan hasil kerja individu untuk diambil penilaian pada siklus kedua</p> <p>2. Guru menutup pertemuan dengan mengucapkan salam</p>	5 menit
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G. Alat dan Sumber Belajar

1. Kurikulum Bahasa Inggris K-13
2. Silabus bahasa Inggris kelas VIII SMP
3. Buku bahasa Inggris kelas VIII " When English Ring a Bell"
4. Kertas latihan
5. Papan Tulis
6. Spidol

H. Penilaian Proses dan Hasil Pembelajaran

- 1 Untuk mengukur KBM penilaian diambil dengan menggunakan field notes
- 2 Untuk hasil Performance Test (Students' Writing Ability) atau hasil siswa dalam membuat Narrative paragraph digunakan scoring rubric sebagai berikut:

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-------	-------	----------

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	21-17	Fair to poor: limited knowledge of subject; little substance; inadequate development of topic
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Organization	20-18	Excellent to very good: fluent expression; ideas clearly stated/supported; succinct; wellorganized; logical sequencing; cohesive
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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 of 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 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, deminated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or no enough to evaluate

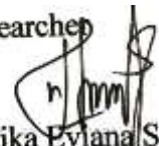
Total Nilai=100

Collaborator
Kepala Sekolah



SMPI Intan Caria, S.Pd.I
NIP.

Metro,Mei 2019

Researcher

Antika Evlana Sari
NPM 1501070021

ATTENDANCE LIST

CLASS : VIII A

DATE :

No	Students Name	Signature	
1	Adila Putri Ilham	1	
2	Agita Triyas A		2
3	Agustina Novita Sari	3	
4	Albita Deswita Rani		4
5	Alya Khoirunisa T	5	
6	Annida Putri Rahma		6
7	Annida Khoirul Adila	7	
8	Annisa Rahmadani		8
9	Annisa Rahma Ningrum	9	
10	Assifa Dwi Meilani		10
11	Daffa Azka Zhafira	11	
12	Devi Kurniawati		12
13	Erda Anggun F	13	
14	Fany Indi Aisyafira		14
15	Fatima Az-Zahra	15	
16	Fisca Ramadhani		16
17	Keysa Putri R	17	
18	Marsya Aulia		18
19	Nabila Diva H	19	
20	Nabila Shofia R		20
21	Nayla Ayu Safitri	21	
22	Nikisha Brya P		22
23	Nita Ambarwati	23	
24	Ririn Inayatul F		24
25	Safina Rahadatul A	25	
26	Sherly Ayunda P		26

ATTENDANCE LIST

CLASS : VIII A

DATE :

No	Students Name	Signature	
1	Adila Putri Ilham	1	
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3	Agustina Novita Sari	3	
4	Albita Deswita Rani		4
5	Alya Khoirunisa T	5	
6	Annida Putri Rahma		6
7	Annida Khoirul Adila	7	
8	Annisa Rahmadani		8
9	Annisa Rahma Ningrum	9	
10	Assifa Dwi Meilani		10
11	Daffa Azka Zhafira	11	
12	Devi Kurniawati		12
13	Erda Anggun F	13	
14	Fany Indi Aisyafira		14
15	Fatima Az-Zahra	15	
16	Fisca Ramadhani		16
17	Keysa Putri R	17	
18	Marsya Aulia		18
19	Nabila Diva H	19	
20	Nabila Shofia R		20
21	Nayla Ayu Safitri	21	
22	Nikisha Brya P		22
23	Nita Ambarwati	23	
24	Ririn Inayatul F		24
25	Safina Rahadatul A	25	
26	Sherly Ayunda P		26

POST-TEST II

STUDENT WORKSHEET

A. Exercise

1. Write your name, class, student number, and the theme that you choose on the top corner of your answer sheet
2. Write an Narrative paragraph by choosing one of the themes below:
 - a. Slice of Life
 - b. Historical Narratives
 - c. Adventure Stories
3. Remember to include the part of an Narrative paragraph (generic structure and language feature)
4. Time allocation is 45 minute.
5. Your written an Narrative paragraph will be scored on these considerations:
 - a. Content
 - b. Organization (Orientation – Complication - Resolution)
 - c. Vocabulary
 - d. Language use
 - e. Mechanics

STUDENT WORKSHEET

Nama : NITA AMBARWATI
 Class : VIII A
 Student Number : 023
 Theme : Historical stories ^{Naratif}

TELAGA WARNA

TELAGA WARNA is one of the famous lake in Indonesia.

The lake famous its beautiful water.

I like this place.

16

9

16

15

3

 59

STUDENT WORKSHEET

Nama : Ririn Inayatul A
 Class : VIIA
 Student Number : 024
 Theme : Historical Narrative

Mermaid

Orientation.

Long time ago there was a princess
 who was suffer of the _____ witch's magic.
 Actually, the princess was very beautiful and
 kind person.

Complication.

One day, the sister ordered a _____ witch
 to change the princess' apperance into an
 ugly one.

After that princess eaten something and
 she had leg. she walked until she reached
 a forest and she so tired and a back
 reached a beach.

Resolution

Princess meet prince and than she can't
 go back a beach and the last she married
 with prince.

27

19

18

22

5

91

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE II

No	STUDENTS NAME	THE STUDENTS' ACTIVITIES			
		1	2	3	4
1	Adila Putri Ilham	√	√	√	√
2	Agita Triyas A	√	√	√	√
3	Agustina Novita Sari	√	√	√	√
4	Albita Deswita Rani	√	√	√	√
5	Alya Khoirunisa T	√	√	√	√
6	Annida Putri Rahma	√	√	√	√
7	Annida Khoirul Adila	√			√
8	Annisa Rahmadani		√	√	
9	Annisa Rahma Ningrum	√	√	√	√
10	Assifa Dwi Meilani	√		√	√
11	Daffa Azka Zhafira	√	√	√	√
12	Devi Kurniawati	√	√	√	√
13	Erda Anggun F	√	√	√	√
14	Fany Indi Aisyafira	√	√	√	√
15	Fatima Az-Zahra	√	√		√
16	Fisca Ramadhanani			√	
17	Keysa Putri R	√		√	√
18	Marsya Aulia	√	√	√	√
19	Nabila Diva H	√	√	√	√
20	Nabila Shofia R			√	
21	Nayla Ayu Safitri	√	√	√	√
22	Nikisha Brya P	√	√	√	√
23	Nita Ambarwati	√			
24	Ririn Inayatul F	√	√	√	√
25	Safina Rahadatul A	√	√	√	√
26	Sherly Ayunda P	√		√	
	Total	23	20	22	21
	Percentage	88	77	85	81

Notes:

- 1 The students pay attention of the teacher explanation
- 2 The students ask/answer the question from the teacher
- 3 The students were active in building teamwork
- 4 The students were fluent in writing Narrative paragraph

Collaborator
Kepala Sekolah



Metro,Mei 2019

Researcher

Antika Evlana Sari
NPM 1501070021

**THE ASSESSMENTS OF THE STUDENTS' ABILITY IN WRITING
ANALYTICAL EXPOSITION ESSAY
(PRE-TEST 2)**

No	Name	ASPECT					Total score
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	Adila Putri Ilham	22	16	17	17	4	76
2	Agita Triyas A	26	17	17	17	4	81
3	Agustina Novita Sari	25	17	18	18	4	82
4	Albita Deswita Rani	26	18	17	17	4	82
5	Alya Khoirunisa T	24	16	16	18	4	78
6	Annida Putri Rahma	26	18	18	18	5	85
7	Annida Khoirul Adila	24	15	16	17	4	76
8	Annisa Rahmadani	17	14	14	15	3	63
9	Annisa Rahma Ningrum	27	17	18	21	4	87
10	Assifa Dwi Meilani	24	16	15	17	4	76
11	Daffa Azka Zhafira	25	17	17	18	4	81
12	Devi Kurniawati	26	18	14	18	4	80
13	Erda Anggun F	25	16	15	17	4	77
14	Fany Indi Aisyafira	28	17	17	17	5	84
15	Fatima Az-Zahra	26	17	15	17	4	79
16	Fisca Ramadhani	18	13	14	12	3	60
17	Keysa Putri R	26	15	15	16	4	76
18	Marsya Aulia	26	18	18	18	4	84
19	Nabila Diva H	25	17	17	17	4	80
20	Nabila Shofia R	17	10	11	7	3	48
21	Nayla Ayu Safitri	14	18	18	17	4	81
22	Nikisha Brya P	27	18	17	18	4	84
23	Nita Ambarwati	16	9	16	15	3	59
24	Ririn Inayatul F	27	19	18	22	5	91
25	Safina Rahadatul A	26	17	16	18	4	81
26	Sherly Ayunda P	19	13	13	17	3	65

Collaborator
Kepala Sekolah



Metro,Mei 2019

Researcher
Antika Evlana Sari
NPM 1501070021

FIELD NOTES

Cycles/Meeting : Pre - Test
 Class : VIII / A
 Day/Date : Monday, _____
 Time : 08.00 - 08.45

No	Notes
1.	In pre-test, The researcher come to the class - firstly, the researcher introduced himself and explained his purpose. Furthermore, the researcher gave a test to the students to make analytical exposition essay . Narrative
2.	In this activity, students had not shown their understanding. Many students were still confused in understanding the material.
3.	When doing the test, the students still discussed each other. Many students, just did the test briefly. Then collecting the worksheet. After that, many students prefer to talk with friends.
4.	Finally, the researcher closed the pre-test activity.

paragraph

FIELD NOTES

Cycles/Meeting : cycle 1 (first meeting)
 Class : VIII A
 Day/Date : Tuesday /
 Time : 12.15 - 13.45

No	Notes
1.	In this meeting, the researcher told the result of the pre-test to student. After that the researcher explained the essence of the material. Furthermore, the process to understand the material would be carried out by students.
2.	Students were formed in group ^{Herring bone strategy} to understand the material from the sources that they have and investigated the example that given by researcher.
3.	The student Ask about material and have caused.

FIELD NOTES

Cycles/Meeting : cycle I / second meeting and post test I
 Class : VIII A
 Day/Date : Monday / _____
 Time : 08.00 - 08.45

No	Notes
1.	In the second meeting, students presented the findings and understanding of the Herringbone strategy.
2.	At the stage, the researcher used 45 minutes to give a post test I. It was seen that some students were serious when taking the test and focusing on the assignment and e-dictionary. However, there were still many students who did not care about the task and kept submitting the task without focusing on the structure and content of the task.

FIELD NOTES

Cycles/Meeting : Cycle II / Second meeting - post test
 Class : VIII A
 Day/Date : Thursday / May . 21
 Time : 13.00 - 13.45

No	Notes
1.	In this meeting, student presented the findings and example that they made. They explained it more about narrative paragraph that they made.
2.	In the presentation of cycle II, each students had the roles so the students were more active and there was a many question on very active
3.	student more confident presented about narrative paragraph that they made.

FIELD NOTES

Cycles/Meeting : Cycle II / first meeting
 Class : VIII A
 Day/Date : Monday / _____
 Time : 08.00 ~~08.00~~ 08.45

No	Notes
1.	After knowing post-Test I result, the researcher continued into cycle II because the research was not considered complete.
2.	In this activity, the researcher make a easy to learn narrative paragraph with herringbone strategy.
3.	The student understand about material make a herringbone strategy.

DOCUMENTATION



Pre-Test



Pre-Test



Treatment Cycle I (First Meeting)



Treatment Cycle I (First Meeting)



Treatment Cycle I (Second Meeting)



Post- Test I



Treatment Cycle II (First Meeting)



Treatment Cycle II (First Meeting)



Treatment Cycle II (Second Meeting)



Treatment Cycle II (Second Meeting)



Post- Test 2



Post- Test 2

CURRICULUM VITAE



The writer was born in Endang Rejo, on Oktober 28, 1997. She is the daughter of happy family of Mr. Suparudin and Mrs. Sri Wahyuni. She lives in Endang Rejo, Seputih Agung Central Lampung.

She began her study at kinder garden at TK LKMD on 2002 – 2003 She took her Elementary School at SD N 03 Endang Rejo, on 2004-2009 and Junior High School at SMP N 1 Seputih Agung, on 2010-2012. And then, in period of 2013-2015 she continued her study at Senior High School at SMA N 1 Seputih Agung.

After she graduated from Senior High School, she choose IAIN Metro to continue her education. She was registered as student of S1 English Education Study Program of State Institute for Islamic Studies Metro (2019).