

AN UNDERGRADUATE THESIS

**THE USE OF HERRINGBONE TECHNIQUE TO INCREASE
THE NARRATIVE PARAGRAPH WRITING ABILITY
AMONG THE EIGHT GRADERS OF THE MTS DAARUL
'ULYA OF METRO**

By:

ELI ISMAYANTI

Student. Number : 1601070082



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

2020/2021

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**THE USE OF HERRINGBONE TECHNIQUE TO INCREASE
THE NARRATIVE PARAGRAPH WRITING ABILITY
AMONG THE EIGHT GRADERS OF THE MTS DAARUL
'ULYA OF METRO**

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

By:
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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1442 H / 2021



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APPROVAL PAGE

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THE NARRATIVE PARAGRAPH WRITING ABILITY THE
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of Eli Ismayanti**

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

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

Wassalamu'alaikum Wr. Wb

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Institut Agama Islam Negeri (IAIN)
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Assalamu'alaikumWr.Wb.

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THE NARRATIVE PARAGRAPH WRITING ABILITY THE
EIGHT GRADERS OF THE MTS DAARUL 'ULYA OF METRO

Sudah kami setujui dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

B - 3046/In.28.1/P/PP.00.9/07/2021

An Undergraduated Thesis entitled: THE USE OF HERRINGBONE TECHNIQUE TO INCREASE THE NARRATIVE PARAGRAPH WRITING ABILITY AMONG THE EIGHT GRADERS OF MTS DAARUL 'ULYA OF METRO. Written by: ELI ISMAYANTI. Student Number 1601070082, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on ,Monday, July 06th 2021 at 10.00 – 12.00 p.m.

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**THE USE OF HERRINGBONE TECHNIQUE TO INCREASE THE
NARRATIVE PARAGRAPH WRITING ABILITY AMONG THE EIGHT
GRADERS OF THE
MTS DAARUL ‘ULYA OF METRO**

ABSTRACT

By:

ELI ISMAYANTI

The objective of this research is to know whether of Herringbone Technique to increase the Narrative Ability in teaching learning process. The object of this research was twenty-six students of eight graders of the MTs Daarul ‘Ulya 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 58.09 and the post-test is 77.24.6. So there is progress 19.4 points. It is clear that based on the result pre-test and post-test, it can be said herringbone technique has positive increase in learning writing narative ability. By using Herringbone as technique, 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 Technique is one of technique can be increase towards the students writing narative ability.

Keywords: Herringbone Technique, Writing, Narrative Paragrap

**PENGGUNAAN TEKNIK HERRINGBONE UNTUK MENINGKATKAN
KEMAMPUAN MENULIS NARATIF
SISWA UNTUK KELAS DELAPAN
MTs DAARUL ‘ULYA METRO**

ABSTRAK

OLEH

ELI ISMAYANTI

Permasalahan dalam penelitian ini adalah untuk mengetahui apakah Technique Herringbone ini dapat meningkatkan kemampuan menulis naratif siswa dalam proses pembelajaran. Objek dalam penelitian ini adalah 25 siswa kelas 8 di MTs DAARUL ‘ULYA 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 58.08 dan tes ahir adalah 77.24. Jadi disana ada peningkatan 17.4 poin. Hal ini jelas bahwa berdasarkan tes awal dan tes ahir dapat dikatakan bahwa teknik heringbone ini memiliki peningkatan yang positif dalam pembelajaran naratif strategi. Dengan menggunakan technique 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 teknik heringbone adalah salah satu teknik yang dapat meningkatkan kemampuan menulis naratif siswa.

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

STATEMENT OF RESEARCH ORIGINALTY

This Undersigned:

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State that this undergraduate thesis is originally the result of the writer research, in expectation of certain parts which are excepted from the bibliographies mentioned.

Metro, July 2021
The writer



Eli Ismayanti
1601070082

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

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

Metro, Juli 2021
Yang membuat pernyataan



Eli Ismayanti
1601070082

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

“Verily, with every difficulty there is relief.”

(Q.S. Al-Insyirah: 6)

“If you don’t want to be limited, don’t make limitation!

We are the only one who should know our limits”.

(Gus Dur)

DEDICATION PAGE

This piece of work is dedicated to:

My beloved Parents Mr. Agustina and Mrs. Khoirani who always gave me support, spirit, motivation and inspiration...

My sponsor Dr. Mahrus As'ad, M. Ag and my co-sponsor Ning Setio Wati, M. Pd (thanks for your guidance).

My lovely brother/Sister Bhakti Rahman, Rahmat Sabidin, Sri Andani, beloved friends, Lili Nur Indah Sari, Linda Agustina, Ulin Nikmah and Scout Movement of Racana Radin Inten II and Puteri Kandang Rarang, who always support me with their moral values and good advice.

All my lecturers in IAIN Metro and all of the teachers in Mts. Daarul'Ulya of Metro, thank you.

Everyone who always asked me, "how's your thesis going?", "when are you going to graduate?"

My beloved Almamater.

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In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the words whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this undergraduate thesis entitles “The Use Of Herringbone Technique To Increase The Narrative Paragraph Writing Ability Among The Eight Graders Of The MTs Daarul ‘Ulya Of Metro”.

In ther occasion, the researcher would like to express her greatest appreciation, honor and gratitude to her beloved mother who always gave valuable supports and moral encouragement.

The researcher also would like to express her deepest gratitude to her sponsor and co-sponsor, Dr. Mahrus As’ad, M.Ag and Ning Seto Wati, M.Pd, for their advice, guidance, correction, and suggestion in finishing ther undergraduate thesis. Her gratitude also goes to:

1. Dr. Siti Nurjanah, M.Ag, the Rector of State Institute for Islamic Studies of Metro (IAIN Metro).
2. Dr. Zuhairi, M.Pd the Dean of Tarbiyah and Teacher Training Faculty.
3. Andianto, M.Pd, the Head of English Education Department.
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8. Any other person who cannot be mentioned one by one for their cntribution to the researcher during finishing her undergraduate thesis. The words are not enough to say any appreciation for their help.

The researcher feels that it is really pleasure for her to receive criticisms and suggestions to make this undergraduate thesis better. The researcher do apologizes for all mistakes she has made in writing and presentation items. She also hopes that this undergraduate thesis would be beneficial, particularly for her and for who are interested in it.

Metro, Juuly 2020

The Researcher



Eli Ismayanti

St. N. 1601070082

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CHAPTER I

INTRODUCTION

A. Background of The Study

Writing is one of the essential skills for the students. Students need to learn for exploring the ideas in writing text. It is a skill that use eyes, brain and hand to convey ideas and thoughts organized in word, phrases and paragraph.¹ The students use their brain to genera to the ideas in addition, they write use for hand, and their eyes use to look at the consequence of writing. Thus writing have to be mastered by the students.

Basically, writing can be started from letter, word, sentence and paragraph. Paragraph is one writing unit expressing one main idea and comprising of two types of sentences; a topic sentence and a series of supporting statements.² A paragraph usually contains between five to eight sentences about that one main idea or topic and concluded with a sentence that reaffirms the principal concept in a different way. All of these supporting detail sentences are supporting the writer's main idea, that is the key concept of the paragraph. The author builds bigger writing units from smaller ones, using words to create sentences, sentences to make paragraphs and paragraphs to make fully structured texts such as letters, reports and university topics.

Moreover, in writing process the students still have many problems. The research find the problems in the pre-survey research. Based on the pre-

¹ Windi Kurniati¹ , M. Sayid Wijaya² , Rohmatillah³. Pedagogy Journal of English Language Teaching (Volume 8, Number 1, June 2020)

² Nuha Abdullah Alsmari English Language Teaching; (Vol. 12, No. 10; 2019)

survey data, the students' problems of MTs Daarul 'Ulya of Metro in writing a paragraph are: having no ideas, lacking of vocabulary and grammar. Having no motivation in writing subject. Thus problems are stated by English teachers of MTs Daarul 'Ulya of Metro.³

In addition, the researcher get the data from the score of writing test in daily activities. There are students who get the test from the teacher the data is as follow in table:

Table 1
The pre-survey data of daily test on July 07, 2020 at the first semester of the eighth grader of Islamic Boarding School 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	60
10	A10	68
11	A11	60
12	A12	40
13	A13	52
14	A14	32
15	A15	50
	Average Score	54
	Highest Score	76
	Lowest Score	32
	Criteria Minimum Learning	70

Source: the score of the students' ability in writing a narrative paragraph on July 07, 2020⁴

³ Interview one of English teacher MTs Darul Ulya Metro, Mrs. Lydia Ningsih, S.Pd

⁴ Documentation MTS DARUL ULYA of Metro December 05, 2019

Furthermore, the problem above are caused of many factors. One of in the factors that influence in teaching writing is teaching technique⁵. Appropriate technique in teaching writing is herringbone technique. Herringbone technique is the graphic organizer supports comprehension of text by providing a framework upon which the who, what, when, why, where, and how questions can be visually organized in relation to be main idea⁶. This leads to the synthesis of all the information in one newly created sentence, which becomes the main idea statement. After implementing the research, there were some advantages of using herringbone technique in the teaching writing comprehension especially narrative paragraph: Herringbone technique helps the students to think quickly, accurately, and creatively, Herringbone technique is fun to be applied in teaching writing comprehension, Students are motivated to learn and do the task by using Herringbone. Therefore, the herringbone technique is effective for teaching writing.

Moreover, the writer some previous research relevant to this research support the theories used in this research. The previous research conducted by Choirin Tria Kartika entitled Improving The Students' Reading Comprehension Through 11 Herringbone Technique of Eighth Grade of SMP N 1 Bergas. The research method in the study is Classroom Action Research (CAR). There were two cycles and every cycle include of two meeting to give the students more opportunities to improve their understanding about how to

⁵ Cut and Halimatus inovish journal, Vol. 1, No. 2, December 2016

⁶ Bouchard, M. 2005. *Comprehension Strategy for English Language, Learners*. USE: Scholastic.

find the main idea and comprehend the passage well and effectively⁷. In addition, previous research conducted by Vania Devi Anggraeni entitled “The effectiveness of Herringbone Technique in Teaching Reading Narrative Text” she used experimental research with quantitative research measurement to find the mean. The experimental group and the control group have no pre-test. But, the two groups are given the different treatments. The research stated that this research was effective in creating a learning community through an on students’ teaching writing⁸. It can be concluded from previous research that the use of the herringbone technique has proven to be effective in influencing and improving students’ writing ability in English.

The statements above indicate that most of the students often find difficult in studying English. They find sentence difficulty to make a narrative paragraph because they do not know role of writing paragraph. In this research, the researcher uses herringbone technique as an alternative technique writing to increase the students’ writing ability. Based on the problems above to the researcher will know effective the using of herringbone technique in teaching narrative paragraph. There for, this proposal has the title: “the use of herringbone technique to increase the students’ narrative paragraph writing ability among the eighth graders of the MTs Daarul ‘Ulya Of Metro.

⁷ Choirin Tria Kartika “*Improving the Students’ Reading Comprehension Through Herringbone technique*” (A Classroom Action Research of Eight Grade of SMP N 1 Bergas, Central Jawa 2015)

⁸ Vania Devi Anggraeni “*The Effectiveness of Herringbone Technique in Teaching Reading Narrative Text*” (An Experimental Research at the Eight Grade Students at Smp Negeri 1 Grobogan in the Academic Year of 2012/2013)

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 technique as teaching narrative text which one for teaching writing focus on the problem, as follow: "can Herringbone technique increase the student writing ability at the eighth graders of the MTs Daarul 'Ulya of Metro.

E. Objective of The Research

Based on the problem formulation above, objective of the research is to know whether herringbone technique can be use to increase the narrative paragraph writing ability among the eight grders of the MTs Daarul ‘Ulya 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 technique 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 technique, The result of this study will be an input for the teacher to improve and develop the teaching-learning process in herringbone technique 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 technique.

3. For The Writer

The writer will know the students' ability in narrative paragraph writing by using herringbone technique. 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, research is taken from Iswadati's research which entitled "The Use of herringbone technique to Increase writing ability of the Second Year Student at SMAN 2 Bangko"⁹. In this research, Iswadati's uses herringbone technique 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 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 technique to increase the students' writing

⁹ Iswadati's, "The Use of Herringbone strategy to Increase writing ability of the Second Year Student at SMAN 2 Bangko", Academic Journal, (Riau: Riau University)

ability. It means that the research is successful to help the students increasing their ability in writing ability by using herringbone technique.

The second, is taken from Roma Nur Asnita research entitled “Using Herringbone Technique to Improve the Reading Comprehension Ability of the Students of SMU Bhakti Ibu 1 Palembang”.¹⁰ The method used was experimental method. The instrument for collecting the data was a reading comprehension test. It was given to subjects before and after the experiment. The subjects chosen for this study were 40 eighth year students of SMU Bhakti Ibu 1 Palembang. Based on the findings, the results of t-test and interpretations, the following conclusions were drawn: (1) Herringbone technique was applicable to improve students’ ability in reading comprehension, and (2) there was a significant difference between reading comprehension ability of students who were taught by using Herringbone technique.

The third, research is taken from Ningrum research which entitled “Improving Students’ Reading Comprehension Skill Using Herringbone Technique at MTs Al-Fatah Badas”.¹¹ The objective of the research is implementing herringbone technique to improve students reading comprehension in narrative text. Classroom Action Research (CAR) was carried out in this study. There were only 66, 7% (8 out of 24 students) who passed the criteria of success. So, the researchers revised the plan and

¹⁰ Asnita, R.N. 2013. entitled Using Herringbone Technique to Improve the Reading Comprehension Ability of the Students of SMU Bhakti Ibu 1 Palembang. A journal.

¹¹ Ningrum, A.S.B, et. al. 2015. entitled Improving Students’ Reading Comprehension Skill Using Herringbone Technique at MTs Al-Fatah Badas. A journal

continued to the next cycle. In cycle 2, the average score of students was improving.

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 technique. However, the first prior research use herringbone technique for the increase of the students' writing ability that is contrast from this research which use herringbone technique in increase students' ability in writing narrative paragraph. Then, the second prior research it is known that the Using Herringbone Technique to Improve the Reading Comprehension Ability. While, the focus of the third prior researches implementing herringbone technique to improve students reading comprehension in narrative 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 technique, the procedure of teaching narrative paragraph by using herringbone technique. And the explanations of each sub-topic are as follows:

1. Definition of Writing

Writing is a process of communication using conventional graphics to convey a message to the reader¹². 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 thoughts which are arranged in words, sentences, and paragraph using eyes, brain, and hand.¹³ Thus, writing is basically the process of expressing ideas and organization, vocabulary. In order words, teaching writing guides the students not only to write sentences in a paragraph but also ideas in written form.

¹² Hyland, Ken. 2004. *Genre and Second Language Writing*. The United State of America: The University of Michigan Press.

¹³ Raims,ann, *Managing In Teaching Writing Introduction Teaching English Esc Classe*, New York: oxford university press, 1983 p.76

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.¹⁴ The students experienced 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 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 explain that writing is probably the linguistic skill that is least used most people in native language. It means that writing learning process needs a specific skill to be successful in writing such as content, organization, grammar, vocabulary. Therefore writing is one of the skills in language learning that should be mastered by students.

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. writing is one of the non-verbal communications that requires linguistic skill. 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.

¹⁴ 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.

2. Definition of Writing Ability

Writing ability is the ability to express the ideas and thought in writing clearly that must be mastered by the writer. This definition shows that the ability to write is the ability that must be mastered by author to express ideas and thought in writing into sentences.¹⁵ In short from the explanation of writing ability, concludes that writing ability is the ability of a person to express ideas, feelings, and thoughts into words or sentences that well be conveyed to the reader

3. Process of Writing

Process of writing is one of the effects of have writing product. Brown divided, the writing process into three stages. They are prewriting (planning), while writing (drafting), and post writing (revising).¹⁶

a. Planning

Planning is an essential step in the writing process which doing before the writer is going to write.¹⁷ 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

¹⁵ Janah, K. R. (2016). *The Influence Of Using Mind Mapping Technique Towards Students' Descriptive Text Writing Ability At The First Semester Of The Eight Grade Of Mtsn 2 Bandar Lampung In The Academic Year Of 2016/2017*

¹⁶ H. Douglas Brown, *Teaching by Principles: An Interactive to Language Pedagogy* 2nd Edition, (New York: Addison Weasley Longman, 2001), p.348

¹⁷ Mc. Crimon, *Writing With A Purpose*, Houhton Miffin, New York, 1983, p. 10

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.¹⁸

b. Drafting

Drafting is a series of strategies designed to organize and develop a sustained piece of writing.¹⁹ 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..

c. Revising

“Revising is a series of strategies designed to re-examine and evaluated the choices that have created a piece of writing.²⁰” After that, it completed the preliminary draft, it needs to stand back of the

¹⁸ Jeremy harmer, *How To Teach Writing*, Pearson Longman, England, 2007, p. 5

¹⁹ *Ibid* p. 5

²⁰ Jeremy harmer, *How To Teach Writing* p. 11

text and decide what action would seem to be most 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 Paragraph

1. Definition of Paragraph

Paragraph is one writing unit expressing one main idea and comprising of two types of sentences; a topic sentence and a series of supporting statements. A paragraph usually contains between five to eight sentences about that one main idea or topic and concluded with a sentence that reaffirms the principal concept in a different way.

Bram states that paragraph is a group of sentences which contain relevant information about one main or central idea. It is important for the topic sentence to have a clear central idea, this idea functions to control the contents of the paragraph. Basically, a paragraph consists of three parts, they are introduction, body and conclusion. The paragraph may be classified as the following: (1) Topic sentence, (2) Supporting Sentences, (3) Concluding Sentence.

2. The Types of Paragraph

Wishon and M. Burks explain three types or forms of paragraph, such as description paragraph, narration paragraph, and exposition paragraph. Furthermore, the explanations of the types or forms of writing as follow:²¹

a. Descriptive Paragraph

Description is to describe a particular person, thing, and place. In description paragraph, a writer appeals to a reader's imagination and perceptive senses. He wishes his reader to see, hear, taste, smell, and feels as he presents a vivid word picture of the subject. He may be describing a sunset, a sinking ship, an individual, or a dying elephant. Whatever the subject, a writer's purpose in description is the same: to appeal to the imagination, the emotions, and the sense.

²¹ George E, Wishon and Julia M. Burks, *Let's Write English*, Canada: Van Nostrand Reinhold Ltd, 1980, p. 377

b. Narrative Paragraph

Narrative paragraph is basic writing strategy for presenting an action. The narrative is telling a story. The purpose of narration is to amuse or entertain the readers with actual or imaginary experiences. Different ways, novel; fairy, short stories, and are narrative because they are concerned with talking about the event.

c. Exposition paragraph

Exposition is usually the essay's foundation. The essayist will narrate and describe, the contrasting passage of exposition argue, exposition is often used to explain how something works, how to do something.²² In exposition paragraph, the writer intends to inform, explain, describe or define their subject in order the readers believe or disbelieve something.

C. Concept of Narrative Paragraph

1. Definition of Narrative Paragraph

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 process.²³ In this case, as a product of writing, the text functions to recount what is being narrated to the readers. Moreover, the narrative paragraph usually refers to the telling of a story,

²² Barnet and Stubbs's *practical guide to writing*, (Canada: Brown Company, 4th edition 1983), p.123

²³ Smalley, Regina L., *et.al.*, *Refining Composition Skills*, New York: Macmillan Publishing Company University of New Orleans, 1986 p.24

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).

Furthermore Narrative is a story, tells an incident or experience sequence in time. Narration is a story. To write an effective paragraph, the author must be creative yet concise. A well written narrative paragraph will appeal to readers because the authors thorough knowledge of the subject and ability to communicate effectively. It tells a story that illustrates the truth of the argument.

2. The Structure of Narrative Paragraph

A useful way of understanding narrative paragraph structure is to think of it as a block that is divided into three sections: the beginning, the middle, and the end. A basic paragraph follows this structure:²⁴

a. Topic Sentence (the beginning)

- Needs to states one idea clearly
- Useful tip: Always put the most important information first

b. Supporting Sentences (the middle)

- Elaborates and explains the idea introduced in the topic sentence
- Provides evidence and example
- Explains the evidence or example included – why is it relevant?

²⁴ Dorothy E Zemach, Lisa A Rumisek Academic Writing from paragraph to essay.

c. Concluding Sentences (the end)

- Makes links back to the main idea of the paragraph; back to research question or topic of the assignment; to the next paragraph.

D. The Concept of Herringbone Technique.

Herringbone is a technique that provides students with understanding to make decisions about main ideas and important supporting details in the material they write, and students use the information from the paragraphs that answer the question to formulate sentences that state the main idea. So, the herringbone technique will help solve student problems.

1. Definition of Herringbone Technique

Herringbone technique is a technique that develops comprehension of the main idea by plotting the who, what, where, how, and why questions on a visual diagram of a fish skeleton. Using the answer to the wh-question, the students write the main idea across the backbone.²⁵ The herringbone technique enables students to remember important information presented in a chapter through the use of the following six important questions: Who? What? When? Where? Why? And How? The teacher provides an outline on which the students can structure their note-taking and record this information. The students can refer to their outlines for future study.

²⁵ Deegan, J. 2006. Herringbone Technique. [Online]. Available at: <http://www.teacherweb.com/PA/NazarethAreaMiddleSchool/TheSpecialistTeam/HerringboneTechnique.doc> (Retrieved from the internet on Oct 21th, 2015)

The herringbone pattern is used to help students to identify the main idea and the related supporting ideas of a lesson, text, or concept. It contains six questions that help students organize the details of the text. The visual pattern of the herringbone creates a framework for students to take notes and sort information. When modeling, teachers should remind the student to look for and identify the answers to the six questions. After all, 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, but it is not necessary to create the main idea. The herringbone can also be used in reverse as a pre-writing strategy.²⁶

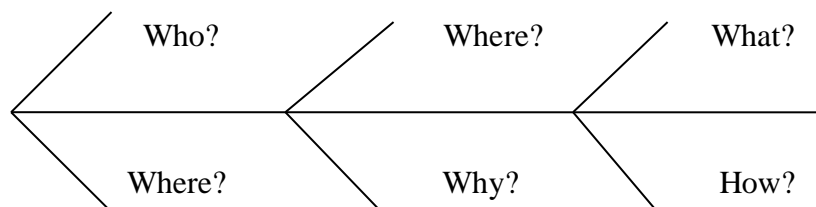
2. The Procedure of Herringbone Technique

Herringbone Technique recommended helping students in determining the important details in the narrative paragraph. The Herringbone Technique is a study strategy designed to help the students understand and remember the information of the text. Based on Bouchard the procedure of Herringbone technique can be done in ten ways.²⁷ As detail can be showed as follows:

- a. Giving a topic for students.
- b. Draw a diagram of the Herringbone on the board or overhead.

²⁶ Zygoris, Coe, V. & Glass, C., 2004. *Herringbone Pattern* <http://forpd.ucf.edu/strategies/stratHerring.html>. (retrieved on February 14th 2016 11 : 22)

²⁷ Bouchard, Margaret. 2005. *Comprehension Strategies for English Language Learners*. USA: Scholastic Inc.

Picture 1 Herringbone Pattern

- c. Discuss how the smaller bones (details) are attached to the backbone (main idea) of the fish, which serves as the foundation.
- d. Explain to the students that they will be asked to look for that answer to the following questions:
 - Who is the text talking about?
 - What did they do?
 - When did they do it?
 - Where did they do it?
 - How did they do it?
 - Why did they do it?
- e. Allow time for students to read the text.
- f. Give them copies of the diagram and ask them to record the answer to the question on it. This can be done as a whole-class discussion.
- g. Show students how the information is organized around a main idea.
- h. Using the information on the diagram, students formulated a main idea. This main idea is written on the diagram.

- i. After the students learn the procedure, they can complete the diagram on their own. This can then be used as a basis for comparison and class discussion. It can also serve as a springboard to writing.
 - j. The strategy can be reserved and the students can first formulate the main idea and then identify the supporting details.
3. The Advantages and the Disadvantage of Using Herringbone

The use of herringbone technique and learning has advantage and disadvantages. Bouchard explains the advantages and the disadvantage of using herringbone are:²⁸ An advantage of the herringbone technique is to help the students for encoding the information in a manner that enhances their ability to answer essay questions. Herringbone technique also helps the students spend a few times while they are reading the text. So, the students will not get bored when they read the text. While the disadvantage of herringbone is when students learn material with the help of graphic representations, note taking will be decreased. As a result, the lack of a comprehensive guide those students can refer to when revising material may affect their performance.

E. 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 Technique To Increase The Narrative Paragraph

²⁸ Bouchard, Margaret. 2005. *Comprehension Strategies for English Language Learners*. USA: Scholastic Inc.

Writing Ability Among The Eight Grader Of The MTs Daarul U'lya Of
Metro”.

CHAPTER III

RESEARCH METHODOLOGY

A. The Variable and Operational Definition of Variable

Based on the explanation before, this research consist of two variables, there were using herringbone technique an independent variable and students' writing ability as a dependent variable. The definition of the two variables above can be explained as follows:

1. Independent Variable (X)

The independent variable in this research is the simulation strategy. The Independent variable is the primary variable that is hoped to investigate. It is the variable selected, manipulated, and measured by the writer. The Independent variable of this research is using herringbone technique as a strategy that can be defined as a tool to help students easier to write the writing narrative.

Moreover, this variable indicator is the students of MTs. Daarul 'Ulya of Metro can do their writing spontaneously and structured. In this case, how to measure this variable used an observation sheet. An indicator of this variable is that students can write well and correctly without experiencing obstacles both in terms of word election and grammatical to increase their writing ability with the herringbone technique.

2. Dependent Variable (Y)

The dependent variable of this research is the variable that is observed and measured to determine the effect of the independent variable. Students writing Narrative as the dependent variable defined as built from the Writing ability of someone that has to develop or practiced in a classroom. The way to measure this variable is by using the test. The measuring instrument is a written test, and the score is starting from 0-100 to assess and measures the students writing a narrative paragraph.

B. The Research Location

This research was conducted at the eighth-grader of MTs. Daarul ‘Ulya which located at 15 an Iringmulyo Metro Timur in the academic year 2019/2020. And the writer used the Classroom Action Research (CAR) because classroom action research was one of the efforts to increase the teaching program quality in all educational levels intend for junior high school. Action research could be done by the writer or teacher as manager of the teaching program. Classroom action research means that the teacher can know what to do and dissolve the problem in their class. Here, the writer held collaboration with the other English teacher. We worked together to plan and design a classroom action research process.

C. The Subject and Object of Study

This research is the Classroom Action Research (CAR) type, and the subjects of this research are the total students of the eighth graders of MTs

Daarul ‘Ulya of Metro, there are 30 students who consist of 10 males and 15 females. The writer took one of her classes in which the students had a lower average score. Based on the teacher's experience during the teaching and learning process and the students' result test in narrative paragraph writing, the teacher found problems such as in the skill of the students in creating narrative paragraphs well. After finishing the problems, she examined the problem solution. The problem solution was teaching narrative paragraph writing through the herringbone technique.

Table 2
The Subject of The Research

No	Class	Sex		Total
		Male	Female	
1	VIII	10	15	25

D. Research Procedure

1. Classroom Action Research

Bassegy stated that classroom action research is an inquiry to improve educational practice which is carried out in order to understand, evaluate, and then change.²⁹ Besides that, Macintyre mentioned “classroom action research then, is recognized and approved way of carrying out sel-appraisal through evaluating any or all of the activities which make up classroom practice.”³⁰

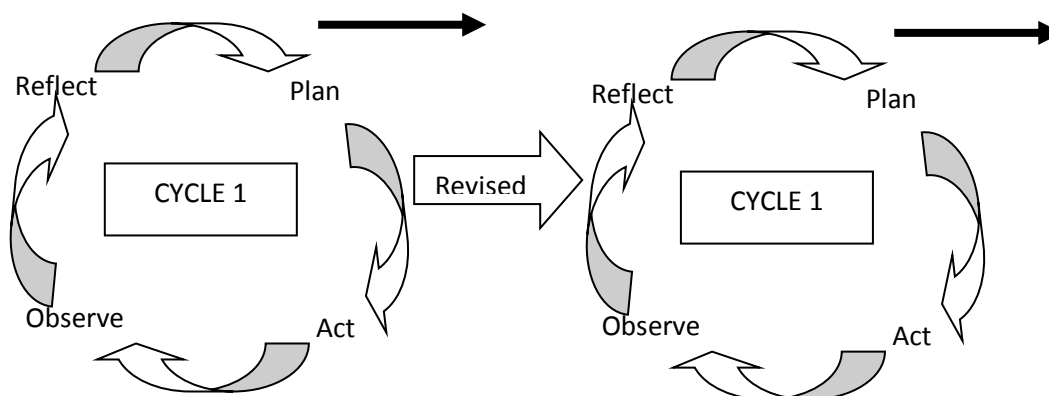
²⁹ Valsa Koshy, *Action Research for Improving Practice: A Practice Guide*, (London: Paul Chapman Publishing, 2005), p. 8

³⁰ Cristine Macintyre, *The Art of Action Research in the Classroom*, (London: DavidFulton Publisher, 2000), p. xii

Furthermore, Johnson said that classroom action research is the systematic inquiry that is done by the teacher for themselves into one's practice.³¹ It meant that action research was a practical way of looking at your practice in order to check whether it was done as you feel it should be. From the definition above, the writer concludes that classroom action research is research in teaching and learning in the class whose aim is to increase the students' skill and to solve problems in the learning process. In the classroom action research, the writer would like to hold the research in two cycles. As there is a relationship between one the other. They are:

- a. Planning
- b. Acting
- c. Observing
- d. Reflecting³²

Here is steps classroom action research design:



Kemmis' and MC Taggart Model³³

³¹ Craig A. Mertler, "Classroom-Based Action Research: Revisiting the Process as Customizable and Meaningful Professional Development for Educators," accessed June 26, 2020, <https://core.ac.uk/reader/29821988>.

³² David Kemmer, *Action Learning and Action Research*, Great Britain Bidler Ltd. Guilford un King's Lynn. 2000. P. 24.

2. Action Plan

In the classroom action research, the writer has conducted two cycles. Each cycle consists of planning, acting, observing, and reflecting. In more detail four kinds of the cycle would be explained as follows:

Cycle 1

1. Planning

Planning is the first step in each cycle. Without planning, this research would not be focused on. In this phase, the writer prepared lesson plans, instructional material, and teaching media. In the planning stages, the writer prepares the teaching-learning instrument as the following:

- a) The writer identified the problem and found the problem-solving.
- b) The writer prepared the material and technique of teaching.
- c) The writer made the lesson plan.
- d) The writer prepared the source of learning.
- e) The writer prepared guidance to observe and evaluate.

2. Acting

Action is the realization of the planning that the writer had made. In other words, the action is the implementation of planning that that had made the writer. The writer tried to implementing the herringbone technique in the teaching-learning process. Here the steps that the writer did in the class:

³³ Sukardi, *Metodologi Penelitian Pendidikan*, Yogyakarta, Bumi Aksara, 2002, p. 215

a. Pre-teaching activities

1. The writer greets the students.
2. The writer guides the student to pray together before starting the teaching-learning process.
3. The writer checks the attendance list of the students.

b. While Teaching Activities

1. The writer applies the lesson plan.
2. The writer explains the material by using the small group discussion strategy.
3. The writer gave s a test to the students to make a simple paragraph based on the topic of the group. This test as practice and provide feedback to measure the skill of the students.

c. Post-teaching Activities

1. The writer collects the students' work.
2. The writer checks and gave s an evaluation of students' works.
3. The writer gave s feedback and a conclusion.
4. The writer closes the lesson with a greeting.

3. Observing

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 notes. The writer asked the English teacher to 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 technique.

4. Reflecting

The reflection is the last step in this process. The writer analyzed and evaluated by eliminating not useful action. The writer explained and discussed the result of students' work during teaching-learning, like strengths and weaknesses done by writers and students during the teaching-learning process by using herringbone technique and learning results in writing ability. The learning process analyzed done based on observation. Based on analyses and reflection, it is decided that the next cycle focused based on the weakness in the previous cycle.

Cycle II

1. Planning

- a. The writer identify the problem in cycle one and found the cause of the problem.
- b. The writer prepares the lesson plan.
- c. The writer prepares the material, strategy, and media of teaching.
- d. The writer prepares the source of learning.
- e. The writer prepares guidance to observe and evaluate.

2. Acting

- a. Pre-activity
 1. The writer greets the students.

2. The writer guides the student to pray together before starting the teaching-learning process.

3. The writer checks the attendance list of the students.

b. While Teaching Activities

1. The writer applies the lesson plan.

2. The writer explains to the students how to make a good descriptive paragraph.

3. The writer gave s a test to the students to make a descriptive paragraph.

4. The writer gave s an evaluation.

c. Post-teaching Activities

1. The writer gave s feedback and a conclusion.

2. The writer closes the lesson with a greeting.

3. Observing

In this step, the writer has observed the learning process by observing format and field notes to collect the data on cycle 2.

4. Reflecting

This step is reflecting and evaluating to acting was done. By reflecting, the writer will know the strength and weakness of acting were done this matter to knowing whether still need done next cycle or not.

E. 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 technique. 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 observer noted the important things in the teaching-learning process.

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

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 MTs Daarul ‘Ulya 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”³⁴ 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 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 technique after

³⁴ Webster’s Collegiate, evaluation education, newyork: 2008.

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. Field notes 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.

F. Research Instrument

The instrument is a mechanism for measuring, which it will use to gather and record information for assessment, decision making, and ultimately understanding.³⁵ In this research, the research instrument was to be designed by the writer. There are three kinds of instruments they are observation sheet, documentation guidance, and test guidance. Furthermore, the three types of instrument can be explained as a following:

1. Observation Guidance

- a) The students learning activity
- b) Teacher performance in the classroom

2. Documentation Guidance

- a) The history of the school
- b) The condition of teachers and official employee

³⁵ David Colton and Robert W Covert, "DESIGNING AND CONSTRUCTING INSTRUMENTS FOR SOCIAL RESEARCH AND EVALUATION," n.d., 15. p. 5

- c) The condition of students
- d) Learning facilities
- e) Organization structure and
- f) Location sketch at Mts. Daarul ‘Ulya Metro

3. The Test Guidance

This test is a written test that has the following indicators: Indicators of the Herringbone Technique that students can do easily and can remember their writing assignments. They can use them in their writing skills. Finally, the Student performance indicator is that students can increase their performance based on their content, organization vocabulary, grammar, and mechanic.

The writer has used content validity for the instrument to have good quality, and the instrument will be relevant to the focus of the research. Therefore, the writer used content validity based on the syllabus and materials at the eighth grades of MTs Daarul ‘Ulya of Metro.

G. Data Analysis Technique

In this research, the writer conducted the data analysis by taking the average from the result or score from the pretest and post-test. To know the increasement, the writer also compares between pretest and post-test scores. Then, the results would be matched with the minimum standard in the school. In the eighth-grader of MTs Daarul ‘Ulya, the minimum standard in English subject is 70. If 70 % of the students got the score at least 70 in the post-test,

it means that the circle of learning strategy could increase the students' writing performance on a narrative paragraph.

If the result score of the students had been fulfilled, more than 70 and 70% of the students had been passed so that the writer could stop the research. But, if there are some students not successful and got scoreless 70 from 70% of the total students, the research must be continued in the next cycle. In the classroom action research, the minimum cycle that must be conducted in two cycles. To analyzed the result of the study, the writer used the formula below:

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

Notes:

\bar{X} = Mean

\sum = Sum of

X = Raw score

N = number of cases³⁶

H. Indicator of Success

The indicator of success in this research is based on both the process and the result of the research. The indicator of success could be grouped into two aspects; they were:

1. The indicator of the success of the process. It could be described, as follows:
 - a. The learning process becomes exciting and fun.

³⁶ Donal Ary, *Introduction to Research in Education*, (Wadsworth, 2010), p.108-109.

- b. The students could contribute and shared knowledge, idea, and experience with others.
 - c. The students become more enthusiastic and active in the learning process.
2. The indicator of the success of the result. It is determined, as follows:
- a. 70 % of students got a score at least 70 in the post-test.
 - b. The students' writing scores increase significantly.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of the Research Location

The general description that assessed as the complementary data. It is subjectively concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organization.

a. The History of MTs Daarul ‘Ulya of Metro

Based on documentation data, MTs Daarul ‘Ulya of Metro It was built on 23th Maret 2007. It is located on Jl. Merica Nomor 27 RT/RW.33/15 LK. VII Kelurahan Iringmulyo Metro Timur that has wide about 2270 m². Teaching and learning activities in MTs Daarul ‘Ulya Metro occurred from 07.00 am until 12.00 pm.

b. School Condition

1) Infrastructure

MTs Daarul ‘Ulya of Metro has 3 room classes, 1 library, 1 rooms for laboratory and practice room, 1 leadership room, 1 teacher’s room, 1 administration room, 1 counseling room, 1 medical room, 1 warehouse, 1 sports venues, 12 toilets, 1 mosque, 1 student council room. There are some skill aspects are tahfid and usual classes. To more complete with the table:

Table 3.
Building Condition

No	Type	Exsistence		Size (M ²)	Function	
		Yes	No		Yes	No
1	Teacher Room	√		80	√	
2	Library	√		30	√	
3	Lab. Ipa	√		20	√	
4	Leadership room	√		10	√	
7	Administration room	√		20	√	
8	BK Lounge	√		10	√	
9	Mosque	√		60	√	
10	Medical room	√		10	√	
11	Toilet	√		40	√	
12	Sports field	√		100	√	
13	Student council room	√		20	√	

Table 4
Facilities and infrastructure MTs Daarul ‘Ulya 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	3
6.	Library	1
7.	Mushola	1
8.	WC Teacher	3
9.	WC Learners	9

10.	Administration room	1
	Total	22

Source: Documentation at MTs. Daarul ‘Ulya of Metro

2) Existence Teachers and staff

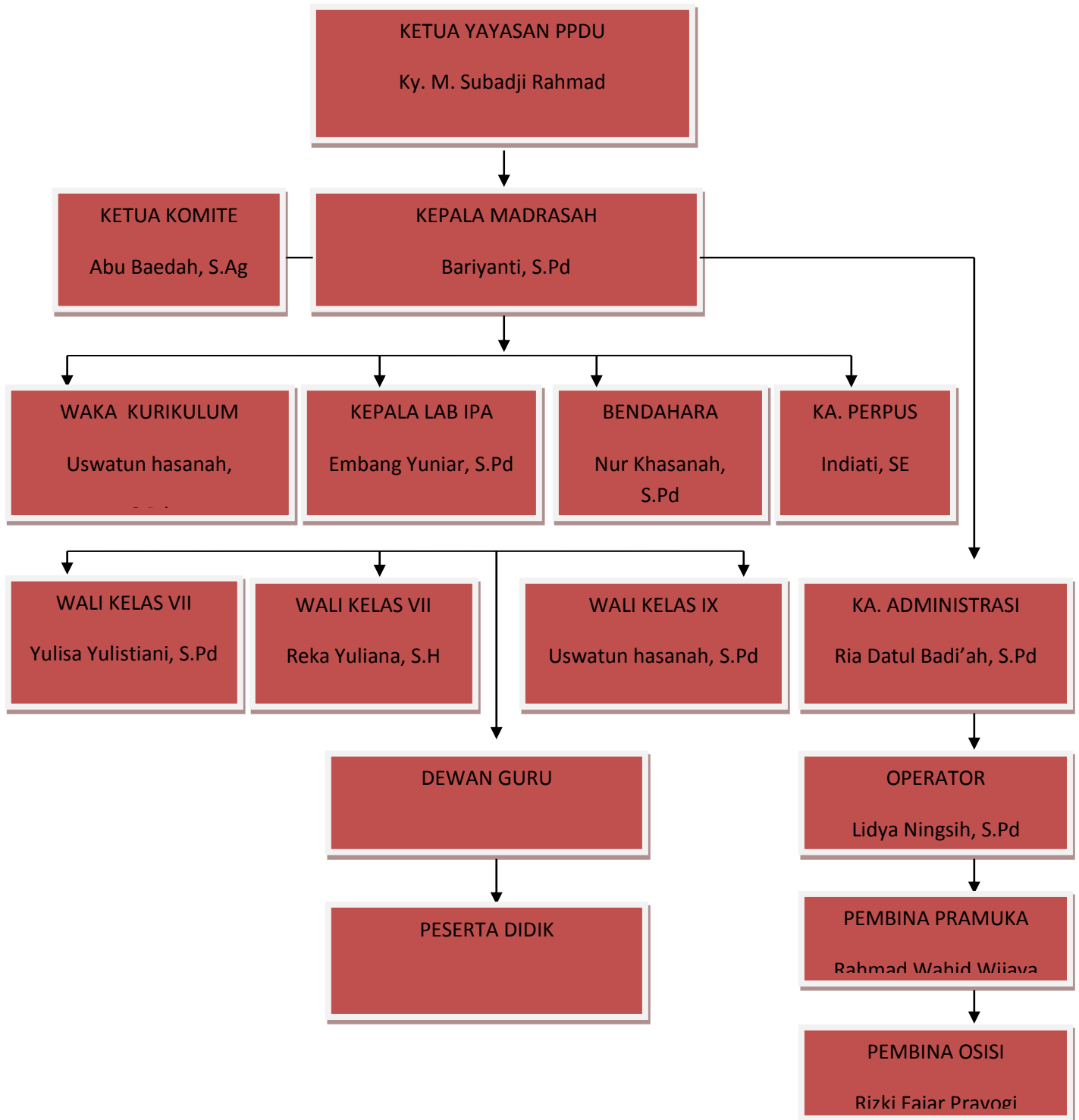
MTs. Daarul ‘Ulya of Metro has 15 Teachers, 1 Staff. As regards to completely explained with table :

Table 5.
Existence Teachers and Staff

No	N ama	Status	Jabatan
1.	Bariyanti, S.Pd	GTY	Headmaster
2.	Uswatun Khasanah, S.Pd	GTY	Deputy of Curriculum
3.	Indiati, S.E	PTY	Kamad
4.	Lidya Ningsih, S.Pd	GTY	School of operator
5.	Yulisa Listiana, S.Pd	GTY	Teacher
6.	Reka Yulyana, S.H	GTY	Teacher
7.	Nur Khasanah, S.Pd	GTY	Teacher
8.	Rachmad Wahid Wijaya	GTY	Teacher
9.	Embang Yuniar R, S.Pd	GTY	Teacher
10.	Iman Ajroni, S.Pd	GTY	Teacher
11.	Dwi Agung Wicaksono, S.Pd	GTY	Teacher
12.	Tri Nurhidayanti, S.Pd.I	GTY	Teacher
13.	Ria Datulbadiah, S.Pd	GTY	Teacher
14.	Ria Arscha, S.H	GTY	Teacher
15.	Badruz Zaman	GTY	Teacher
16.	Ahmad Chanan Arzaqi, S.Kom		Staff

Source: Documentation at MTs. Daarul ‘Ulya of Metro

Figure 2.
Structure of School



c. Students Condition

MTs Daarul ‘Ulya of Metro has 47 students. It divided some classes that could identify as follow:

Table 6.
The amounts of Mts. Daarul ‘Ulya
in academic year of 2020/2021

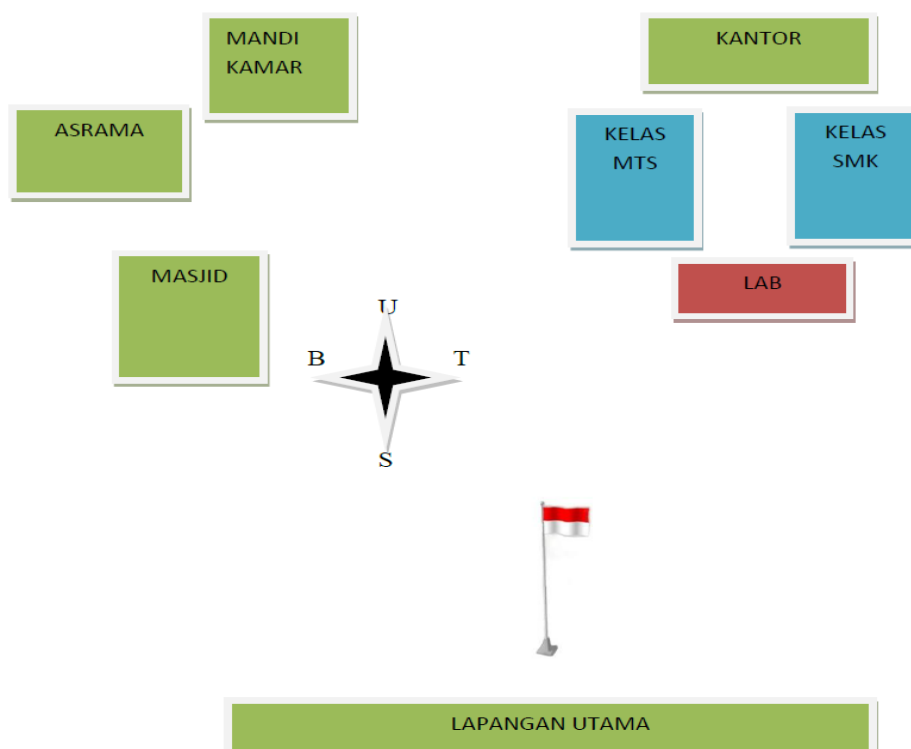
No	Class	Sex		Amount
		Male	Female	
1	VII(Seven)	8	12	20
2	VIII(Eight)	10	15	25
3	IX(Nine)	5	10	15
Amount				55

Source: Documentation at MTs. Daarul ‘Ulya of Metro

d. The Sketch Location of MTS Daarul ulya Metro

Figure 3

The Map of MTs Daarul Ulya



e. The Vision and Mission of The MTs. Daarul ‘Ulya of Metro

1) Vision

“ Unggul dalam Prestasi maju dalam kreasi dan berakhlakul karimah”

2) Mission

Accomplishing the formulated vision by doing the mission of MTs. Daarul ‘Ulya of Metro namely educational standards as follow:

- a) Implement participatory management
- b) Implement a variety of learning innovations
- c) Fostering an attitude of discipline and responsibility to appreciate and practice Islamic religious values to shape students with good moral character

B. Description of The Research

This research used classroom action research. In this research, the researcher used of Herringbone technique 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, April 15th, 2021. It started at 08.00 up to

08.45 A.M. There were 25 students of VIII followed the test. The test was a writing performance test. The students were asked to write an narrative text by choosing one of the themes that was given.

Table 7
The Students' Score of Pre-test

No	Name	Score	Notes
1	ADN	67	INCOMPLETE
2	AGT	56	INCOMPLETE
3	AOP	78	COMPLETE
4	APM	78	COMPLETE
5	ALY	60	INCOMPLETE
6	AND	59	INCOMPLETE
7	ADL	59	INCOMPLETE
8	ANS	34	INCOMPLETE
9	APG	57	INCOMPLETE
10	ASP	63	INCOMPLETE
11	DAD	74	INCOMPLETE
12	DSE	73	INCOMPLETE
13	EDR	34	INCOMPLETE
14	FQP	60	INCOMPLETE
15	FSD	53	INCOMPLETE
16	FIG	34	INCOMPLETE
17	KYR	37	INCOMPLETE
18	MAR	70	INCOMPLETE
19	NRT	69	INCOMPLETE
20	NBT	44	INCOMPLETE
21	NAY	65	INCOMPLETE
22	NIK	66	INCOMPLETE
23	NIT	44	INCOMPLETE
24	RIR	76	COMPLETE
25	SAF	60	INCOMPLETE
Total		1470	
Average $x = \frac{\sum x}{N}$		58.08	INCOMPLETE

Based on the activity in the pre-test, the students' scores were low. There were only 3 students who passed the minimum mastery criteria. Meanwhile, the others 22 students were below the criteria. Then, the data

showed that the average score of the pre-test was 58.08. Therefore, the researcher uses 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:

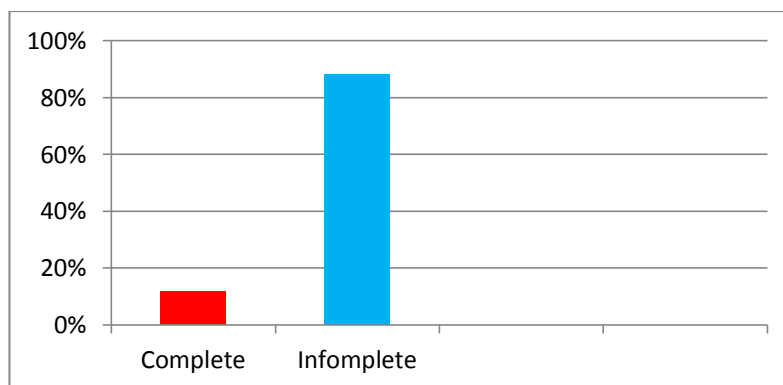
Table 8
Frequency of Students' Mark of Writing Ability Pre-test

No	Mark	Frequency	Percentage	Category
1	≥ 70	3	12 %	COMPLETE
2	≤ 70	22	88 %	INCOMPLETE
Total		25	100 %	

Source: the result of pre-test on April 27th, 2021

Figure 3

Graph of Students' Pre-test MTs Daarul 'Ulya of Metro



Based on the table above, it could be analyzed that there were 3 students (12%) who passed the minimum score and 22 students (88%) who failed the pre-test. The score minimum at the school were 70 in this research. The lowest score in the pre-test was 34 and the highest score was 78. It could be seen that almost all of the VIII students' ability in writing Narrative Paragraph was still very low. Besides that, it was known that the

average score of the students was 58.08 so the researcher used Herringbone as the technique to increase the students' writing ability.

2 Cycle I

In cycle I, the research conducted 4 steps, such as Planning, Acting, Observing, Reflecting. Before conducting the 4 steps, the research analyzing and identified the data from the pre-test. The data of pre-test that students difficulties and problem in learning of writing a narrative paragraph. Hence, the researcher determined to apply the Herringbone technique in teaching the writing of a narrative paragraph to overcome those problems. The implementation of the action in cycle I was held from April 27th, 2021 up to April 29th, 2021 at VIII grade of MTs Daarul 'Ulya of Metro. There were 25 students who followed this implementation. The more explanation of the cycle I is as follows:

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 technique 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 9
The Meeting Schedule of Action in Cycle I

Meeting	Day/Date	Time
1 st	Tuesday, May 03 th , 2021	09.00 p.m. – 10.00 p.m.
2 nd	Friday, May 06 29 th , 2021	09.00 p.m. – 10.00 p.m.

1) The First Meeting

The first meeting was conducted on Tuesday, May 03th, 2021 at 09.00 p.m. – 10.00 p.m. In implementing the acting, the researcher acted as the English teacher who though writing narrative paragraph by using herringbone technique. 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 paragaph. 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, 06th May, 2021 at 09.00 p.m. – 10.00 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 10
The Students' Score of Post-test 1

No	Name	Score	Notes
1	ADI	76	COMPLETE
2	AGI	76	COMPLETE
3	AGU	77	COMPLETE
4	ALB	82	COMPLETE
5	ALY	56	INCOMPLETE
6	ANN	76	COMPLETE
7	ANI	62	INCOMPLETE
8	ASA	34	INCOMPLETE
9	ANY	76	COMPLETE
10	ASS	62	INCOMPLETE
11	DAF	74	COMPLETE
12	DEV	76	COMPLETE
13	ERD	53	INCOMPLETE
14	FAN	66	COMPLETE
15	FAT	70	INCOMPLETE
16	FIS	34	INCOMPLETE
17	KEY	76	COMPLETE
18	MAR	77	COMPLETE
19	NAB	77	COMPLETE
20	NAI	34	INCOMPLETE
21	NAY	70	INCOMPLETE
22	NIK	76	COMPLETE
23	NIT	34	INCOMPLETE
24	RIR	76	COMPLETE
25	SAF	76	COMPLETE
	Total	1646	
Average	$\bar{x} = \frac{\sum X}{N}$	65.84	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 65.84 in which there were 13 students achieved the minimum

mastery criteria and 12 students failed. The following were the table of students' score mark of post test 1:

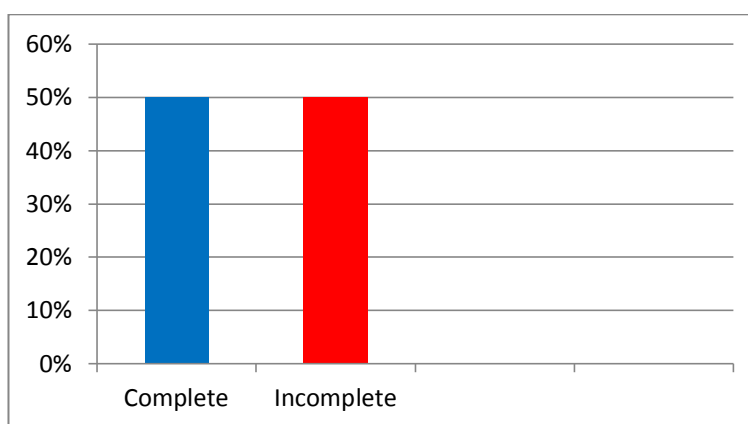
Table 11
Frequency of Students' Mark of Writing Ability Post-test 1

No	Mark	Frequency	Percentage	Category
1	≥ 70	13	50 %	COMPLETE
2	≤ 70	12	50 %	INCOMPLETE
	Total	25	100 %	

Source: the result of pre-test on May 29th, 2021

Figure 4

**Graph of Students' Post-test 1 of
MTS DAARUL 'ULYA OF METRO**



c Observing

Observing is a process of recording the event and action in the class. Observation would be done to get data needed and to see whether the comprehensively. Based on the collected data are achieved or not. The writer used some had better prepare for the next action. In observation of the writer action, the collaborator observed the students'

activities. The writer as a teacher gave material about writing text especially narrative paragraph by using herringbone Technique.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 until meeting 3. The indicators of the students' activities were:

- a) Students pay attention with the indicators: Listening, qualification, showing, evidence.
- b) Students respond teacher's questions with the indicators: Answering, agreement, refusing, saying, submitted
- c) Students ask questions with the indicators: Clarifying, examine, clear, concluding, finding, solving

Students comprehend the material with the indicators: Mention, explaining, identifying, marking out, example, concluding.³⁷ The observation wrote on the observation sheet. The result of the observation can be seen on the table below:

³⁷Mimin Haryati, *Model Dan Teknik Penilaian Pada Tingkat Satuan Pendidikan* (Jakarta: Gaung Persada Press, 2017). p.125-126

Table 12
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	12	50%
Total Students		25	

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 12 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 technique 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 technique.
- 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 58.08 and post-test 1 65.84. 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 researcher should be continued in the next cycle that was cycle II. This cycle was held from April 29th up to May 26th, 2021. In cycle II, the research still had the same steps, such as Planning, acting, observing, reflecting. In each steps can be seen as follow:

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 13
The Meeting Schedule of Action in Cycle II

Meeting	Day/Date	Time
1 st	Tuesday, May 28 th , 2021	10.00 p.m. – 11.00 p.m.
2 nd	Monday, May 31 th , 2021	10.00 p.m. – 11.00 p.m.

1) The First Meeting

The first meeting conducted on Tuesday, May 28th, 2021 at 10.00 p.m. – 11.00 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 paragraph again. The theme of the write about narrative paragraph were different from cycle I. The student asked to use the herringbone technique to write narrative paragraph. 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 Monday, May 31th, 2021 at 10.00 p.m. – 11.00 p.m. The teacher asked the students to check their write 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 14
The Students' Score of Post-test 2

No	Name	Score	Notes
1	ADI	76	COMPLETE
2	AGI	81	COMPLETE
3	AGU	82	COMPLETE
4	ALB	82	COMPLETE
5	ALY	78	COMPLETE
6	ANN	85	COMPLETE
7	ANI	76	COMPLETE
8	ASA	63	INCOMPLETE
9	ANA	87	COMPLETE
10	ASS	76	COMPLETE
11	DAF	81	COMPLETE
12	DEV	80	COMPLETE
13	ERD	77	COMPLETE
14	FAY	84	COMPLETE
15	FAT	79	COMPLETE
16	FIS	60	INCOMPLETE
17	KEY	76	COMPLETE
18	MAR	84	COMPLETE
19	NAB	80	COMPLETE
20	NLA	48	INCOMPLETE
21	NAY	81	COMPLETE
22	NIK	84	COMPLETE
23	NIT	59	INCOMPLETE
24	RIR	91	COMPLETE
25	SAF	81	COMPLETE
Total		1931	
Average $\bar{x} = \frac{\sum x}{N}$		77.24	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 77.24 in which there were 21 students achieved minimum mastery criteria and 4 students failed. It mean that cycle II was success.

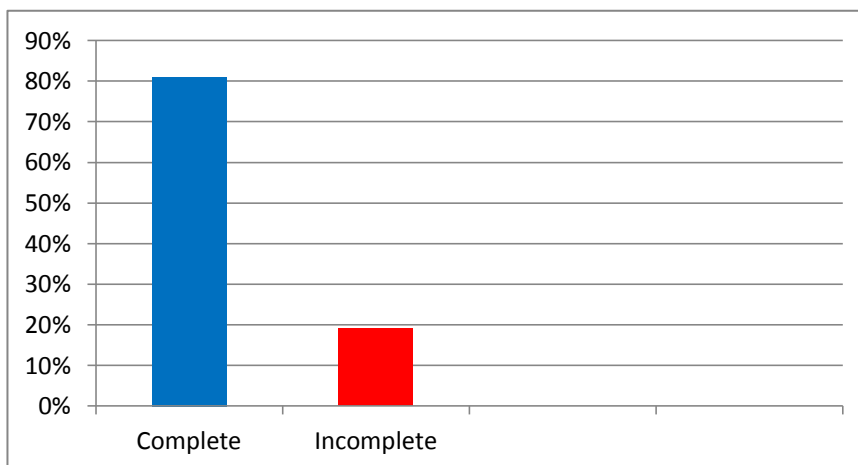
The following were the table of students' score mark of post-test 2:

Table 15
Frequency of Students' Mark of Writing Ability Post-test 2

No	Mark	Frequency	Percentage	Category
1	≥ 70	21	81 %	COMPLETE
2	≤ 70	4	59 %	INCOMPLETE
	Total	25	100 %	

Source: the result of pre-test on May 31th, 2021

Figure 5
Graph of Students' Post-test 2 of MTs Daarul 'Ulya 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 16
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	25	

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 17
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	ADI	67	76	76	IMPROVE
2	AGI	56	76	81	IMPROVE
3	AGU	60	77	82	IMPROVE
4	ALB	78	82	82	IMPROVE
5	ALY	60	56	78	IMPROVE
6	ANN	59	76	85	IMPROVE
7	AND	59	62	76	IMPROVE
8	ANA	34	34	63	IMPROVE
9	ANS	57	76	87	IMPROVE
10	AFA	63	62	76	IMPROVE
11	DAF	74	74	81	IMPROVE
12	DEV	73	76	80	IMPROVE
13	ERD	34	53	77	IMPROVE
14	FAN	78	66	84	IMPROVE
15	FAY	53	70	79	IMPROVE
16	FIA	34	34	60	IMPROVE
17	KEY	37	76	76	IMPROVE
18	MAR	70	77	84	IMPROVE
19	NLA	69	77	80	IMPROVE
20	NAB	34	34	48	IMPROVE
21	NAY	65	70	81	IMPROVE
22	NIK	66	76	84	IMPROVE
23	NIT	34	34	59	IMPROVE
24	RIR	76	76	91	IMPROVE
25	SAF	60	76	81	IMPROVE
	Total	1470	1646	1931	
	Average $\bar{x} = \frac{\sum x}{N}$	58.08	65.84	77.24	IMPROVE

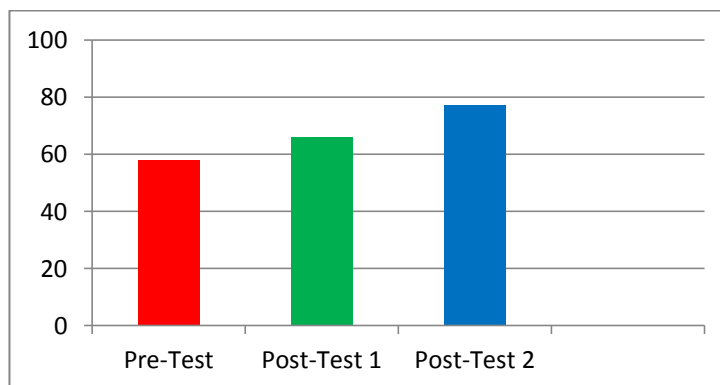
Based on the result above, it could be inferred that herringbone strategy could increase the students' ability in writing narrative paragraph because there was increase from average 58.08 to 65.84, there is increase about 9 point. Then, from cycle II have progress average score from 65.85 to 77.24 there 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 18
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	12	50%	21	81%

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 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 section of the research results, After applying the Herringbone Technique in teaching writing ability, especially narrative paragraphs, the researchers obtained data that showed significant differences between students taught with and without the Herringbone technique and proved that an increase occurred in students' understanding of narrative paragraphs. Students are very enthusiastic in the teaching and learning process using the herringbone technique. Most students are active

in responding to student or teacher questions. Each method, strategy, or learning model has advantages in the learning process, as well as the herringbone technique. After carrying out the research, there are several advantages of using the herringbone technique in teaching narrative paragraph, especially narrative paragraphs 1) the herringbone technique helps students to think quickly, accurately, and creatively, 2) the herringbone technique is fun to apply in teaching writing, 3) students are motivated to learn and doing tasks using the Herringbone Technique because of the competition in it so that it fosters the spirit to be the best, and 4) the time used is more useful.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of the herringbone technique could increase the students' ability in writing narrative paragraphs. There was progress from the students got score >70 from pre-test 12% or 3 students, post-test I 50% or 13 students and post-test II become 81% or 21 students. We could be seen that was an increase in the student's complete scores and total scores of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the standard criteria with the score minimum at the school were 70 in this research, in the post-test I there was 13 students or 50% passed the test with an average of 65,84 and the post-test II was students 21 students or 81% who passed the test with average 77,24. From the explanation, the writer concluded that the research was successful and it

could be stopped in cycle II because the indicator of success 70% of students got score >70 was reached.

Thus, the above results have succeeded in proving several theories put forward in this study which believe that the application of the herringbone technique can be the right solution in teaching writing. As stated by Iswadati's also suggested that the herringbone technique was important. This study also supports previous research, this study showed a significant increase in the achievement of students' writing skills after they were taught using the herringbone technique. In addition, Ningrum concludes that there is a herringbone that has a significant effect on students' writing skills in narrative paragraphs. That means that the herringbone technique is able to address a subject or problem.³⁸

The result of the student's activities in cycle I and cycle II increased. The students pay attention from 65% become 88%, the students respond teacher's questions from 38% become 77%, the students ask questions from the teacher 50% become 85%, the students comprehend the material from 50% become 81%. As a result of students' activities in cycle I and cycle II, there are increasing in students' learning activities.

Furthermore, the results above successfully proved some stated theories in this research which believe that the implementation of the Herringbone technique can be an appropriate solution for students participating in the class. The student was an increase of student activity for cycle I to cycle II with the

³⁸ Ningrum, A.S.B, et. al. 2015. Entitled Improving Students' Reading Comprehension Skill Using Herringbone technique at MTs Al-Fatah Badas. A Journal

indicators are students pay attention (listening, qualification, showing, evidence), the students respond teachers questions (answering, agreement, refusing, saying, submitted), the students ask questions (clarifying, examine, clear, concluding, finding, solving), the students comprehend the material (mention, explaining, identifying, marking out, example, concluding).³⁹

Discussion allows the exchange of ideas under the direction of a speaker in a group. In addition, the application of the herringbone technique is more successful, because students can interact individually with not too many other participants. iswadati's State that every member of the group can participate, the herringbone technique is the best way to attract students to a topic, and students can interpret interpretations more easily than in previous lessons, researchers can identify participants who need help. Students can also use the herringbone technique to exchange knowledge and skills in solving a problem. Herringbone technique about their work both in the classroom and outside the classroom brings students more knowledge and experience.

Overall, it can be concluded that the increasement scores in cycle I and cycle II is the result of the implementation of herringbone technique. This strategy can provide the opportunity to the students to be participate fully in the class and gave them the opportunity for sharing and learning each other in mastering writing narrative paragraph. Therefore, their writing ability can be increased.

³⁹Mimin Haryati, *Model Dan Teknik Penilaian Pada Tingkat Satuan Pendidikan* (Jakarta: Gaung Persada Press, 2017). p.125-126

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of classroom action research, the writer would like to conclude the average of the students' score of MTs Daarul U'lya of Metro, the result of observation sheet and the students' activity, the implementation of cycle I and cycle II were active. It means that herringbone technique to increase the narrative paragraph writing ability. There was any increasing from pretest, post-test I to post-test II. It could be seen the average increase pretest was 58,08 to Posttest I was 65,84 and in the Post-test II was 77,24. It means that there was an increasing on students' score from Pre-test to cycle I and cycle II.

Herringbone technique can increase teacher's performance. Herringbone technique helps teacher develop aspects that are needed in the process of teaching such as pre writing, drafting writing, and revising writing. Moreover, herringbone technique can increase the students' writing score significantly. It can increase students' participation. Herringbone technique applies learning community that makes students more active.

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 technique to train the students' ability in writing and use to decrease the students' anxiety before the students do write because the benefit of herringbone technique 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 technique because it is very effective technique to be applied for the teacher in teaching and delivering the material.

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APPENDICES

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 diwujudkan dalam semangat belajar	<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 pokok permasalahan terhadap sesuatu yang hangat dibicarakan</p> <p>b. Menyebutkan pandangan /</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh t teks narrative paragraph yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks narrative paragraph Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, 	4 x 2 JP	<p>CD/ Audio/ VCD</p> <p><input type="checkbox"/> Koran/ majalah berbahasa Inggris</p> <p><input type="checkbox"/> Sumber dari internet:</p> <p>- www.dailyenglish.com</p> <p>- http://americanenglish.state.gov/files/americanenglish/asset_downloads/2009/01/010109a_e_resource_files</p>
2.3					

<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 konteks penggunaannya. • 4.14 Menangkap makna dalam teks teks 	<p>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>dan unsur Kebahasaa nnya</p> <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 mempertanyakan antara lain perbedaan antar berbagai teks narrative paragraph yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan</p>	<p>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 dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis • Kesungguhan siswa dalam 	<p>http://learnenglish.britishcouncil.org/en/</p>
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<p>narrative paragraph tentang topik yang hangat dibicarakan umum</p>		<p>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>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>proses pembelajaran dalam setiap tahapan</p> <ul style="list-style-type: none"> • 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 dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format</p>		
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		<p>Siswa membacakan teks eksposisi kepada teman 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 teman tentang hasil analisis yang disampaikan</p>	<p>khusus, komentar, atau bentuk penilaian lain</p>		
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		<p>dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <p>Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya .</p> <p>Siswa mempresentasikannya di kelas</p> <p>Membuat laporan evaluasi diri secara tertulis tentang pengalaman</p>			
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		<p>masingmasing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. Siswa membuat 'learning journal'</p>			
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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. Mengidentifikasi 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 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 technique

F. Kegiatan Pembelajaran

Pertemuan I

Kegiatan dan Langkah Pembelajaran	Waktu
A. Kegiatan Pendahuluan 1. Greeting (mengucapkan salam dan saling tegur sapa) 2. Mengecek kehadiran siswa 3. Menyampaikan materi yang akan dibahas atau dipelajari	10 menit
B. Kegiatan Inti 1. Mengamati (Observing) a. Guru mengelompokkan siswa menjadi	75 menit

<p>beberapa kelompok dengan masing-masing kelompok terdiri dari 3-5 siswa.</p> <p>b. Siswa dikondisikan untuk membuka materi Narrative paragraph dan guru membagikan contoh dari Narrative paragraph ke masing-masing kelompok.</p> <p>c. Siswa diminta untuk memahami materi mengenai fungsi sosial, struktur teks, dan unsure kebahasaan Narrative paragraph dengan berdiskusi dalam kelompok</p> <p>d. Siswa diminta untuk menemukan fungsi sosial, struktur teks, dan unsur kebahasaan dari contoh yang dibagikan</p> <p>2. Menanya (Questioning)</p> <p>a. Siswa yang belum paham dengan materi, bertanya kepada teman kelompok yang faham dengan materi yang dipelajari</p> <p>3. Mengumpulkan Informasi</p> <p>a. Siswa diminta untuk mencatat apa saja pembahasan yang dianggap penting dari materi yang mereka pelajari</p> <p>b. Siswa diminta untuk mencatat hasil temuan mereka mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari contoh yang dibagikan</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 memperbaiki hasil temuannya berdasarkan diskusi yang telah</p>	<p>5 menit</p>
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<p style="text-align: center;">dilakukan</p> <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 	
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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) 2. Menyampaikan materi yang akan dibahas atau dipelajari 3. Memberikan motivasi belajar 	10 menit
<p>B. Kegiatan Inti</p> <ol style="list-style-type: none"> 1. Mengomunikasikan (Networking) <ol style="list-style-type: none"> a. Siswa diminta untuk mempersiapkan hasil diskusi kelompok pada pertemuan sebelumnya b. Kelompok menyampaikan (mempresentasikan) hasil diskusi kelompok yang telah dilakukan di pertemuan sebelumnya c. Guru dan siswa lain mendengarkan dan mengoreksi hasil presentasi kelompok yang maju 2. Mencoba (Experimenting) <ol style="list-style-type: none"> a. Setelah semua selesai mempresentasikan materi hasil diskusi, siswa kembali ke diskusi masing-masing b. Guru mengulas materi yang telah 	75 menit

<p>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>C. Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Siswa diminta mengumpulkan hasil kerja individu untuk diambil penilaian pada siklus pertama 2. Guru menutup pertemuan dengan mengucapkan salam 	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. 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:

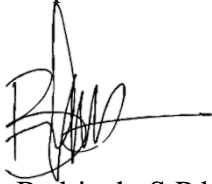
Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic
	26-22	Good to average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail
	21-17	Fair to 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



Badriyah, S.Pd
NIP.

Metro, Juli 2021
Researcher



Eli Ismayanti
NPM. 1601070082

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 technique

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 	75 menit

<p>memenuhi KKM pada pertemuan sebelumnya.</p> <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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, dan unsur kebahasaan dengan cara mengaplikasikannya dalam pembuatan contoh dari Narrative paragraph secara kelompok 4. Menalar (Associating) <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 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>C. Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Guru menyampaikan kegiatan pada pertemuan selanjutnya yaitu mempresentasikan hasil kelompok dalam pembuatan Narrative paragraph dan kegiatan individu menuliskan Narrative paragraph 2. Guru menutup pertemuan dengan mengucapkan salam 	<p>5 menit</p>

Pertemuan II

Kegiatan dan Langkah Pembelajaran	Waktu
A. Kegiatan Pendahuluan 1. Greeting (mengucapkan salam dan saling tegur sapa) 2. Menyampaikan materi yang akan dibahas atau dipelajari 3. Memberikan motivasi belajar	10 menit
A. Kegiatan Inti 1. Mengomunikasikan (Networking) a. Siswa diminta untuk mempersiapkan hasil diskusi kelompok pada pertemuan sebelumnya b. Kelompok siswa maju untuk menyampaikan (mempresentasikan) materi Narrative paragraph dan hasil tulisan kelompok tentang contoh Narrative paragraph yang telah dilakukan di pertemuan sebelumnya c. Guru dan siswa lain mendengarkan dan mengoreksi hasil presentasi kelompok yang maju 2. Mencoba (Experimenting) a. Setelah semua selesai mempresentasikan materi hasil diskusi, siswa kembali ke bangku masing-masing b. Guru mengulas materi yang telah disampaikan siswa dan mengoreksi contoh Narrative paragraph yang dibuat oleh kelompok siswa 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	75 menit
B. Kegiatan Penutup 1. Siswa diminta mengumpulkan hasil kerja individu untuk diambil penilaian pada siklus kedua 2. Guru menutup pertemuan dengan mengucapkan salam	5 menit

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:

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



Badriyah, S.Pd
Nip.

Metro, Juli 2021
Researcher



Eli Ismayanti
Npm. 1601070082

Table
Observation Sheet of Students' Activities in Cycle 1

Day/date: Tuesday, May 03th, 2021

No	Name	The students activity			
		1	2	3	4
1.	Adila Sari				
2.	Agita Dewi				
3.	Agustina Safitri				
4.	Albita Nur				
5.	Arya Maya Sari				
6.	A.Makmur Dani				
7.	Annida Dwi				
8.	Anissa Ramadani				
9.	Anisa Rahmah				
10.	Assifa Al-Azzahra				
11.	Daffa Yoga				
12.	Deni Alfarzi				
13.	Erda Manohara				
14.	Fani Yulyana				
15.	Fathur Rohman				
16.	Ficka Yantina				
17.	Keysa Anjani Dewi				
18.	M.Akbar Rahman				
19.	Nanda Ronaldo				

20.	Nabila Fitri Ayu				
21.	Nur Halimah				
22.	Rifki Dwi Pratama				
23.	Rahman Putra Rizki				
24.	Yosef Pransisko				
25.	Zefin Pratama				

Note:

1. Students pay attention
2. Students respond teacher's questions
3. Students ask questions
4. Students comprehend the material

Metro, 03 May 2021

The Collaborator



Lidiya Ningsih, S.Pd
NIP.-

The Researcher



ELI ISMAYANTI
NPM. 1601070082

Table
Observation Sheet of Students' Activities in Cycle 1

Day/date : Friday, May 06 29th, 2021

No	Name	The students activity			
		1	2	3	4
1.	Adila Sari				
2.	Agita Dewi				
3.	Agustina Safitri				
4.	Albita Nur				
5.	Arya Maya Sari				
6.	A.Makmur Dani				
7.	Anida Dwi				
8.	Annisa Ramadani				
9.	Anisa Rahma				
10.	Assifa Al-Azzahra				
11.	Daffa Yoga				
12.	Denis Alfarizi				
13.	Erda Manohara				
14.	Fany Yulyani				
15.	Fathur Rohman				
16.	Ficka Yantina				
17.	Keysa Anjani Dewi				
18.	M.Akbar Rahman				
19.	Nanda Ronaldo				

20.	Nabila Fitri Ayu				
21.	Nur Halimah				
22.	Rifki Dwi Pratama.				
23.	Rahman Putra Rizki				
24.	Yosef Pransisko				
25.	Zefin Pratama				

Note:

1. Student spay attention
2. Students respond teacher's questions
3. Students ask questions
4. Students comprehend the material

Metro, 06 May 2021

The Collabulator



Lidiya Ningsih, S.Pd
NIP.-

The Researcher



ELI ISMAYANTI
NPM. 1601070082

DOCUMENTATION SHEET

No.	Documented Points	Availability
1.	Sylabus of English subject	
2.	Lesson plan and learning material	
3.	History of the school	
4.	Conditional of teacher and official employers in MTs Daarul 'Ulya of Metro	
5.	Documentation about the students' writing comprehension of MTs Daarul 'Ulya of Metro	
6.	Organization structure of MTs Daarul 'Ulya of Metro	

Note :

- **Tick (√) for each positive availability**

Metro, 24 May 2021

The Collabulator

The Researcher



Lidiya Ningsih, S.Pd
NIP.-

ELI ISMAYANTI
NPM. 1601070082

FIELD NOTE

Cycles/Meeting : Pre-Test

Class : VIII

Day/Date : Tuesday, April 15th, 2021

Time : 08.00 – 08.45

No	Notes
1.	In pre-test, the research come to the class, firstly the research introduced himself and explained his purpose. Furthermore the research gave a test to the students to make narrative paragraph.
2.	In this activity, students had not show their understanding many students were this confused in understanding in 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 prepare to talk with friends.
4.	Finally the research closed the pre-test activity.

FIELD NOTES

Cycles/Meeting : Cycle I/First Meeting
Class : VIII
Day/Data : Tuesday, May 03th, 2021
Time : 09.00 – 10.00

No	Notes
1.	In this Meeting, the research told the result of the pre-test to student. After that the research explained the essence of the material. Furthermore, the process to understand the material would to carried out by students.
2.	Student were formed in herringbone technique to understand the material from the that they have and investigated the example that given by research.
3.	Students ask about material and have caused.

FIELD NOTES

Cycles/Meeting : Cycle I/Second Meeting and Post test

Class : VIII

Day/Data : Friday, 06th May, 2021

Time : 09.00 – 10.00

No	Notes
1.	In this second meeting, students presented the findings and understanding of the herringbone technique.
2.	At the stage the research used 45 minute to give a post test I. it was seen that some students were serious when talking the test and focusing on the using mend and e-dictionary. However, there were still many students who did not care about the task and submitting the task without on the structure and conted of the task.

FIELD NOTES

Cycles/Meeting : Cycle II/First Meeting and Post test

Class : VIII

Day/Data : Tuesday, May 28th, 2021

Time : 09.00 – 10.00

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

FIELD NOTES

Cycles/Meeting : Cycle II/Second Meeting – post test

Class : VIII

Day/Date : Monday, May 31th, 2021

Time : 09.00 – 10.00

No	Notes
1.	In this meeting students presented the finding and example that 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 activity.
3.	Students more confident presented about narrative paragraph that they made.

THE LIST OF STUDENTS NAME CLASS VIII

No	Name	Sex
1.	Adila Sari	Female
2.	Agita Dewi	Female
3.	Agustina Safitri	Female
4.	Albita Nur	Female
5.	Arya Maya Sari.	Female
6.	A.Makmur Zaki	Male
7.	Annida Dwi	Female
8.	Annisa Ramadani	Femala
9.	Anisa Rahma	Female
10.	Assifa Al-Azzahra	Female
11.	Daffa Yoga	Male
12.	Denis Alfarizi	Male
13.	Erda Manohara	Female
14.	Fany Yulyani	Female
15.	Fathur Rohman	Male
16.	Ficka Yantina	Female
17.	Keysa Anjani Dewi	Female
18.	M. Akbar Rahman	Male
19.	Nanda Ronaldo	Male
20.	Nabila Putri Ayu	Female
21.	Nur Halimah	Female
22.	Rifki Dwi Pratama	Male
23.	Rahman Purta Rizki	Male
24.	Yosef Pransisko	Male
25.	Zefin Pratama	Male

Source by: Documentation of MTs Daarul 'Ulya of Metro in Academic Year2020/2021

ATTENDANCE LIST

CLASS : VIII

DATE : Friday, May 06 29th, 2021

No	Students Name	Signature	
1.	Adila Sari		
2.	Agita dewi		
3.	Agustina Safitri		
4.	Albita Nur		
5.	Arya Maya Sari		
6.	A.Makmur Dani		
7.	Annida Dwi		
8.	Anissa Ramadani		
9.	Anisa Rahma		
10.	Assifa Al-Azzahra		
11.	Daffa Yoga		
12.	Denis Alfarizi		
13.	Erda Manohara		
14.	Fany Yulyani		
15.	Fathur Rohman		
16.	Ficka Yantina		
17.	Keysa Anjani Dewi		
18.	M.Akbar Rahman		
19.	Nanda Ronaldo		
20.	Nabila Putri Ayu		
21.	Nur Halimah		
22.	Rifki Dwi Pratama		
23.	Rahman Putra Rizki		
24.	Yosef Pransisko		
25.	Zefin Pratama		



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

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

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

Nomor : B-1880/In.28.1/J/TL.00/12/2020
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Mahrus Asad (Pembimbing 1)
Ning Setio Wati (Pembimbing 2)
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **ELI ISMAYANTI**
NPM : 1601070082
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : The Using of Herringbone Strategy To Increase The Narrative Paragraph Writing Ability Among The Eight Graders of The MTs Darul Ulya of Metro

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 Desember 2020
Ketua Jurusan
Tadris Bahasa Inggris


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



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

Jalan Ki. Hajar Dewantara Kampus 15 A 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-0602/In.28.1/J/TL.00/03/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MTS DARUL ULYA METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **ELI ISMAYANTI**
NPM : 1601070082
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE USE OF "THE MISTAKE BUSTER TECHNIQUE TO INCREASE WRITING ABILITY NARRATIVE PARAGRAPH AMONG THE SEVENTH GRADERS OF MTS DARUL ULYA METRO

untuk melakukan *pra-survey* di MTS DARUL ULYA METRO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 03 Maret 2020
Ketua Jurusan
Jurusan Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014



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

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

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

Nomor : B-1269/In.28/D.1/TL.00/04/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS DAARUL ULYA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1268/In.28/D.1/TL.01/04/2021,
tanggal 27 April 2021 atas nama saudara:

Nama : **ELI ISMAYANTI**
NPM : 1601070082
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS DAARUL ULYA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF HERRINGBONE TECHNIQUE TO INCREASE THE NARRATIVE PARAGRAPH WRITING ABILITY AMONG THE EIGHT GRADERS OF MTS DAARUL ULYA 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, 27 April 2021
Wakil Dekan I,

Dr. Yudianto S.Si., M.Si.
19760222 200003 1 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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SURAT TUGAS

Nomor: B-1268/In.28/D.1/TL.01/04/2021

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

Nama : **ELI ISMAYANTI**
NPM : 1601070082
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS DAARUL ULYA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF HERRINGBONE TECHNIQUE TO INCREASE THE NARRATIVE PARAGRAPH WRITING ABILITY AMONG THE EIGHT GRADERS OF MTS DAARUL ULYA OF METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 27 April 2021

Mengetahui,
Pejabat Setempat



Wakil Dekan I,

Dr. Yudianto S.Si., M.Si.

NPM 760222 200003 1 003



**MADRASAH TSANAWIYAH DAARUL 'ULYA
KOTA METRO**

Status: Terakreditasi B. NSM: 121218720007 NPSN: 10816992

Alamat: Jl. Merica RT.33 / RW.15 No. 31 Iningmulyo Kecamatan Metro Timur Kota Metro 34111, Mts.darululya15@yahoo.co.id, Telp. 082185500081

Nomor : Nomor: 024/MTs-DU/SKAM/III/2020
Lampiran :-
Perihal : **BALASAN PRA-SURVEY**

Kepada Yth.,
Ketua Jurusan PBI
Institusi Agama Islam Negeri (IAIN) Metro

Assalamu 'alaikum Wr. Wb.

Sehubungan dengan surat saudara pada tanggal 03 Maret 2020 perihal perizinan melakukan Pra-survey dalam rangka penyelesaian tugas akhir/skripsi atas nama ELI ISMAYANTI dengan judul *The Use Of The Mistake Buster Technique To Increase Writing Ability Narrative Paragraph Among The Seventh Graders Of Mts Daarul Ulya Metro.*

Demikian surat balasan ini kami sampaikan, atas perhatiannya kami ucapkan trimakasih.

Wassalammu 'alaikum Wr. Wb

Metro, 08 Juli 2020

Kepala MTs. Daarul 'Ulya





**MADRASAH TSANAWIYAH DAARUL 'ULYA
KOTA METRO**

Status: Terakreditasi B. NSM: 121218720007 NPSN: 10816992

Alamat: Jl.Satelit II RT.33 / RW.15 No. 31 Iringmulyo Kecamatan Metro Timur Kota Metro 34111, mts.darululya15@yaho.co.id, Telp. 082185500081

Nomor : 019/MTs-DU/V/2021
Lampiran : -
Perihal : **BALASAN RESEARCH**

Kepada Yth.,
Ketua Jurusan Pendidikan Bahasa Inggris
Institut Agama Islam Negeri Metro (IAIN) Metro

Assalamu'alaikum Wr. Wb.

Sehubungan dengan surat saudara pada tanggal 27 April 2021 perihal perizinan melakukan *research/survey* dalam rangka penyelesaian tugas akhir/skripsi atas nama **ELI ISMAYANTI** dengan judul "**THE USE OF HERRINGBONE TECHNIQUE TO INCREASE THE NARRATIVE PARAGRAPH WRITING ABILITY AMONG THE EIGHT GRADERS OF MTS DAARUL ULYA METRO**".

Demikian surat balasan ini kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

Metro, 31 Mei 2021
Kepala Madrasah,
MTs DARUL ULYA
Bariyanti, S.Pd.I



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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Eli Ismayanti
NPM : 1601070082
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 24 Juni 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004



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

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M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-507/ln.28/S/U.1/OT.01/06/2021**

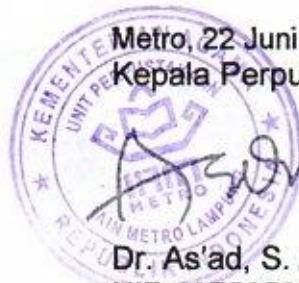
Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : ELI ISMAYANTI
NPM : 1601070082
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1601070082

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari segala administrasi di Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 22 Juni 2021
Kepala Perpustakaan

As'ad
Dr. As'ad, S. Ag., S. Hum., M.H. *je.*
NIP.19750505 200112 1 002



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

Nama : Eli Ismayanti
NPM : 1601070082

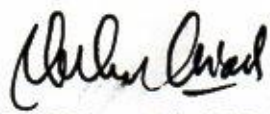
Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Dosen
		I	II		
				<i>Rbaitu Sheries Al mugasah</i>	

Mengetahui,
Ketua Jurusan TBI


Andianto, M.Pd
NIP. 198711022012031004

Dosen Pembimbing I


Dr. Mahrus As'ad, M.Ag
NIP. 19611221199603 1 001



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

Nama : Eli Ismayanti
NPM : 1601070082

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Selasa 8/06			Pembahasan hasil penelitian Bab 4	
2	Selasa 15/06			Pembahasan bagian Lampiran Bab 4-5	
3	Selasa 22/06			Ace munaqoroh yah lamut ke pembimbing I	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022012031004

Dosen Pembimbing II

Ning Setiowati, M.Pd
NIP. 1987 08142042

THE USE OF HERRINGBONE TECHNIQUE TO INCREASE THE NARRATIVE PARAGRAPH WRITING ABILITY AMONG THE EIGHT GRADERS OF THE MTS DAARUL 'ULYA OF METRO

by Eli Ismayanti 1601070082

Submission date: 30-Jun-2021 03:00PM (UTC+0700)

Submission ID: 1611918054

File name: SKRIPSI_ELI_ISMAYANTI_1601070082.docx (253.63K)

Word count: 12411

Character count: 67491

20/21
16/2021
Eli Ismayanti

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A

RESEARCH DOKUMENTATION

1. Mengantarkan Surat Reseach



2. Konsultasi dengan ibu Lidiya Ningsih, S.Pd Selaku Guru Mapel



3. Pre-Test



4. Meeting (Cycle I)



5. Meeting 2 (Cycle I)



6. Post Test (Cycle I)



7. Meeting I (Cycle II)



8. Meeting 2 (Cycle II)



9. Post Test II (Cycle II)



CURRICULUM VITAE



The writer was born in Banding Agung, on June 08, 1998. She is the daughter of happy family of Mr. Agustina and Mrs. Khoirani. She lives in Bandar Pugung, Central Lampung.

She began her study at kinder garden at TK PGRI on 2003 – 2004 She took her Elementary School at SD N 01 Bandar Pugung, on 2004-2010 and Junior High School at SMP N 1 Pugung Penengahan, on 2011-2013. And then, in period of 2014-2016 she continued her study at Senior High School at SMA N 1 Lemong.

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 (2021).