

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS' WRITING SKILL BY USING
CAPITALIZATION, OVERALL, PUNCTUATION, SPELLING
(COPS) STRATEGY
OF THE EIGHTH GRADE AT SMP IT BINA INSANI METRO**

WRITTEN BY :

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ENGLISH EDUCATION DEPARTMENT**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H/ 2022 M

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

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ABSTRACT

By:

ANIS SHOFI AULIA

Improving the students' writing skill has been of important task of an English teacher. This research is aimed at describing the use of The COPS (Capitalization, Overall, Punctuation, Spelling) strategy to improve the students' writing skill of descriptive text in Integrated Islamic Junior High School (SMP IT) Bina Insani Metro.

This research is a Classroom Action Research consisting of two cycles. Each cycle included four steps: planning, acting, observing, and reflecting. The subject of this research was the students' of the eighth graders at Integrated Islamic Junior High School (SMP IT) Bina Insani Metro. The data were collected through Pre-test and Post-test.

The findings of this research shows that there is an improvement of the students' descriptive writing skill by using COPS strategy. It can be seen from the progress of the average score in pre test, post-test 1, and post test 2. The score of pre-test in cycle I was 65 and in the post-test 1 of 71, and post-test 2 of 82. The conclusion of this research is that the use of COPS strategy is very effective to improve the students' writing skill in descriptive text of the eighth graders of SMP IT Bina Insani Metro.

Keywords: *Classroom Action Research, COPS Strategy, Writing Descriptive Skill.*

**UPAYA PENINGKATAN KEMAMPUAN MENULIS TEKS DESKRIPTIF
DENGAN MENGGUNAKAN STRATEGY COPS
DIKELAS VIII SMPIT BINA INSANI METRO**

ABSTRAK

Oleh: ANIS SHOFI AULIA

Meningkatkan keterampilan menulis siswa merupakan tugas penting seorang guru Bahasa Inggris. Penelitian ini bertujuan untuk mendeskripsikan penggunaan strategi COPS (Capitalization, Overall, Punctuation, Spelling) untuk meningkatkan keterampilan menulis teks deskriptif siswa di Sekolah Menengah Pertama Islam Terpadu (SMP IT) Bina Insani Metro.

Penelitian ini merupakan Penelitian Tindakan Kelas yang terdiri dari dua siklus. Setiap siklus terdiri dari empat tahapan yaitu, perencanaan (*planning*), pelaksanaan (*action*), pengamatan (*observation*), dan pengayaan (*reflection*). Subjek penelitian ini adalah siswa kelas VIII di Sekolah Menengah Pertama Islam Terpadu (SMP IT) Bina Insani Metro. Pengumpulan data dilakukan melalui tes awal (*pre-test*) dan tes akhir (*post-test, observasi, dokumentasi, dan catatan lapangan*).

Hasil penelitian ini menunjukkan bahwa terdapat peningkatan keterampilan siswa dalam menulis teks deskriptif dengan penggunaan Strategi COPS. Peningkatan ini dapat dilihat dari kemajuan nilai rata-rata siswa di pre-test, post-test 1 dan post-test 2. Skor pre test pada siklus I adalah 65 dan dalam post test 1 adalah 71, dan post-test 2 adalah 82. Kesimpulan dari penelitian ini adalah penggunaan Strategi COPS sangat efektif untuk meningkatkan kemampuan menulis deskriptif siswa kelas VIII di SMPIT Bina Insani Metro.

Kata kunci: *Kemampuan Menulis, Teks Deskriptif, Penelitian Tindakan Kelas, Strategi COPS,*



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APPROVAL PAGE

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NOTIFICATION LETTER

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

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

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CAPITALIZATION, OVERALL, PUNCTUATION,
SPELLING (COPS) STRATEGY OF THE EIGHTH
GRADE AT SMP IT BINA INSANI METRO**

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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Assalamu 'alaikum Wr. Wb.

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

Wassalamu 'alaikum Wr. Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING STUDENTS' WRITING SKILL BY USING CAPITALIZATION, OVERALL, PUNCTUATION, SPELLING (COPS) STRATEGY OF THE EIGHTH GRADE AT SMP IT BINA INSANI METRO written by Anis Shofi Aulia, student number 1501070017, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, 22nd April 2022 at 09.00 – 11.00 am.

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The Dean of Tarbiyah and Teaching Training Faculty



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

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 22 April 2022
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MOTTO

وَإِذْ تَأَذَّنَ رَبُّكُمْ لَئِن شَكَرْتُمْ لَأَزِيدَنَّكُمْ وَلَئِن كَفَرْتُمْ إِنَّ عَذَابِي لَشَدِيدٌ

‘ And (remember) when you lord declared, Verily if you are grateful, I will surely increase (favours) to you, but if you deny (My favours), Then, My punishment will be very severe’

(QS. Ibrahim : 7)

Terjemahan Arti : Dan (ingatlah) ketika Tuhanmu memaklumkan, “Sesungguhnya jika kamu bersyukur, niscaya Aku akan menambah (nikmat) kepadamu, tetapi jika kamu mengingkari (nikmat-Ku), maka pasti azab-Ku sangat berat.”

DEDICATION PAGE

This piece of work is dedicated to:

1. My beloved family, especially my parents (H. Anwarsyah, BA and Kasmaboti), my sister (Almas Laitani) and my brothers who always pray and support in their endless love.
2. My sponsor Dr. Dedi Irwansyah, M.Hum and Co-Sponsor Dr. Ahmad Subhan Roza, M.Pd, thanks for guiding and the times.
3. My beloved friends who always give me ideas and suggestion.

My beloved Almamater of State Institute for Islamic Studies (IAIN) of Metro

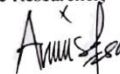
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Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. The greeting always give to prophet Muhammad SAW who has brought us from the darkness era into brightness era. Peace be upon him, who becomes an inspiration for all people to live as Moslems.

Second, I would like to thanks to my parents for financial and spritual support for me. The reseacher would like to express his gratitude to the sponsor, Dr. Dedilrwansyah, M.Hum, and the Co-sponsor, Dr. Ahmad Subhan Roza, M.Pd who have constantly given their endorsment, time, and guidance so that the researcher could finish this undergraduate thesis.

Finally, the writer realizes that this thesis is far for perfect. At last, she hopes that the result of the research will give significant contribution in teaching learning English in IAIN METRO.

Metro, 22 April 2022
The Researcher,



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CHAPTER I

INTRODUCTION

A. Background of the Study

English Language Teaching (ELT) is learning process that is not intended only to transfer knowledge for language learners but also habituate the language learners in order to be able to apply the knowledge to their daily life. ELT is important to language learners because ELT focuses on teaching International Language, English. Learning English is important because of having many benefits. Language learners are able to communicate to other people by using English.

Furthermore, English instruction in Indonesia is important to apply in formal education or informal education. ELT is applied in Elementary School, Junior High School, Senior High School untill University. ELT covers language skill teaching that can be classified to receptive language skill and productive language skill. Receptive language skill consists of reading and listening, while productive language consists of speaking and writing.

Writing is a productive language skill that has purpose to convey message or an idea to the readers. Writing is a process that produces statements and paragraphs for the reader so that the reader will clearly understand it, by creating ideas and expressing them into

paragraphs.¹The benefit of writing is as an effective media to communicate an idea, or message from writer to the readers. Writing is a way to think critically because the writer is trained to develop an idea.

Writing is important as media to develop English skill because automatically by writing the writers are able to increasing vocabulary, grammar mastery, writing mechanics such as Capitalization, Organization, Punctuation, and Spelling. In addition, writing is useful in real life to communicate with other people by using letter, email, instagram, facebook, and also useful in educational world because one of requirements to get scholarship is being able to write an essay and educational article in English.

Everyone wants to be able to write well professionally. In order to write professionally, there are some aspects that effect the ability of writing which can be categorized into two aspects. Those are internal and external aspects. The internal aspects consist of the intrinsic motivation of self-motivation, writing habit, learning habit, and learning style.

Meanwhile, the external aspects that affect the ability to writing are strategy or technique or methods applied by teacher in the process of learning writing, learning media as a tool that can help writing skill, and extrinsic motivation. Extrinsic motivation comes from parents, family members, classmates, school environment and society environment.

¹ Faisal and Suwandita, "The Effectiveness of FRESH Technique to Teach Descriptive Paragraph," *Journal of Education and Learning* vol.7 (2013): 240.

However, there are some problems faced by students in the process of writing. The main problems deal with the writers' linguistic competency such as having limited vocabulary mastery. In the process of learning writing, the students have difficulty in using appropriate vocabulary that will be written. In addition, the students usually have problems in writing mechanics such as Capitalization, Organization, Punctuation, and Spelling (COPS). Another problem that deals with linguistic competence is in form of having low grammar mastery. It is also hard for the students to develop an ideas in writing. Meanwhile, psikis side such as having low motivation in writing and low learning habit in writing.

In line with the problems of writing above, there is a problem in writing that occurred in SMP IT Bina Insani Metro. Based on the result of pre-survey, that has been held on May 14, 2019. The writing results of the eighth grade students of SMP IT Bina Insani Metro are illustrated based on the Minimum Mastery Criteria (MMC) of the eighth grade students, namely 73. The results of these categories are presented in the following figure.

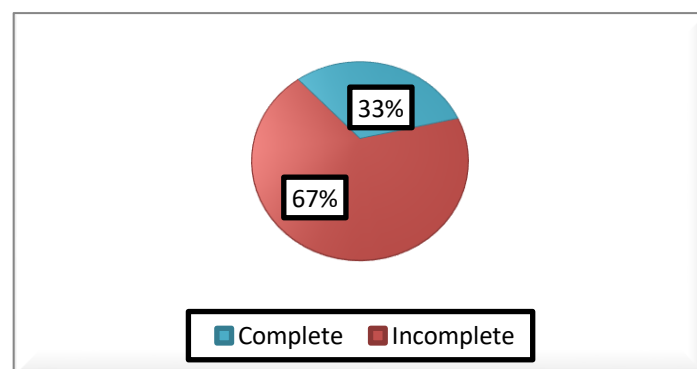


Figure 1. The Categorization of Students' Writing Ability SMPIT Bina Insani

Based on figure of pre-survey above, it is investigated that 18 students (67%) not able to complete MMC in their writing. Meanwhile, there are only 9 students (33%) who are able to complete MMC in their writing. It means that percentage of students that have average of writing completed MMC is low than percentage students that do not complete MMC. Therefore, the data proved that most of the students have low writing ability.

Based on the pre-survey process it is obvious that the eighth graders of SMP IT Bina Insani Metro have low motivation in writing in English. It is because they are not used to writing a text in English. In other words, they have weak writing habit. They also have no interest in writing, because they think writing in English is difficult. It is influenced by the limited ability of their linguistics. Students find that it is difficult to write English words that are very different in their pronunciation. In addition, the limitation of their vocabulary has become a major obstacle. Weak ability of students' grammar also becomes an obstacle for them to string words into good and understandable sentences. Another writing problem that students face is the difficulty of finding ideas about what to write and how to develop an idea into the informative writing.

The improvement of students' writing problems should be done by using appropriate teaching strategy. One of the proper teaching strategy is COPS strategy. COPS is mnemonics strategy that help students improve their memory of important information.

Mnemonics can be very useful to help students remember the step they need to focus on during the editing process.² Using this strategy the students can check their writing independently before submitting their work. In this case, teacher also has a rule to help his/her students as a guide when the students find difficulties.

Based on all of explanation above, to improve writing ability of the students of grade VIII SMP IT Bina Insani Metro the researcher will conduct Classroom Action Research (CAR) in the title of “Improving Students’ Writing Skill by Using Capitalization, Overall, Punctuation, Spelling (COPS) Strategy of the Eighth Grade at SMP IT Bina Insani Metro”.

B. Problem Identification

Based on background of the study, problems of this research are identified, as follows :

1. The students have low vocabulary mastery.
2. The students do not have motivation in writing.
3. The students are incompetent in grammar mastery.
4. The students are not able to apply the concept of writing mechanics.
5. The students have insufficient ability in developing an idea in writing.

² Yefi P Telaumbanua and Muhd.Al-Hafizh, “Using The Cops Strategy In Teaching Writing a Narrative Text to Junior High School Students, “*Journal of English Language Teaching* 2, no.1 (2013): 425-428.

C. Problem Limitation

Based on the problem identification above, the researcher limits the research problems only to the low ability of students in writing. The improvement of students' writing skill will be updated by using Capitalization, Overall, Punctuation, Spelling (COPS) Strategy.

D. Problem Formulation

After limiting the problem the researcher formulated the research problems as follows:

“Can the implementation of COPS Strategy improve the writing skill of Grade VIII students of SMP IT Bina Insani Metro?”

E. Objective and Benefit of the Study

1. Objective of the Study

The purpose of this research is to investigate whether COPS Strategy can be used to improve the students' writing ability of Grade VIII students of SMP IT Bina Insani Metro.

2. Benefits of Study

This research is expected to be useful not only for researcher but for students, teachers, and the next researcher.

a. For the Students

This research will be useful in helping students to be able to write in English fluently. This is because the implementation of COPS strategies is able to direct students to dissolve in the writing process so that their writing skills can improve. Using COPS strategy can help students improve their ability to write and develop their writing. In addition, by using COPS strategy, the students can focus on writing learning.

b. For the Teachers

Teachers can create learning systems that are not only teacher centers, but multi-centers. Effectively this research will help teachers to improve communication both oral or written. This research will help the teachers create an atmosphere that is focused, conducive, calm to create conducive conditions so that teachers are more motivated in teaching writing.

c. For the Next Researchers

This research is expected to be one of the research alternatives that can be used as a view or reference for the future researcher who will implement the COPS strategy. In teaching writing, the next researcher considers the results of this research and the similarities and differences from this study with further research related to this topic.

F. Prior Researches

This research will be conducted by considering several previous studies related to the use of COPS strategy in teaching writing skills. The first prior research was conducted by Fitri Novia. This research was conducted in SMP N 1 Sungai Pinang Ogan Ilir.³The first prior research focuses on teaching writing skills. While the teaching strategy used in the first prior of research is the COPS strategy. The research method used by the first prior of research is quantitative. The first prior research examines Junior High Schools as samples. The first prior research results show that the COPS strategy could improve students' problems in writing skills and can be used to teach writing skills.

This research has similarities and differences with the first prior research. The equation of this study with the first prior research lies in the similarity of language skills and teaching strategy. The language skills studied by these two studies were writing. While the teaching strategy used is COPS. While the difference between this study and the first prior research lies in the differences in research methods and research samples. The first prior research research method is quantitative. While this research method is Classroom Action Research. The sample examined by the first prior research is VII Junior High School class. While the sample of this study is class VIII Junior High School.

³ Fitri Novia, "COPS Strategy : A Strategy to Teach Writing Skill," *The 4th UAD TEFL International Conference*, (2017): 248-250.

The second prior research was conducted by Misnawati and Nurrachma. This research was conducted in SMA N 1 Peudada.⁴ The second prior research focuses on teaching writing skills. While the teaching strategy used in the second prior of research is the COPS strategy. The research method used by the second prior of research is Classroom Action Research. The second prior research examines Senior High School as samples. The second prior research shows that the students' writing ability had improved by using COPS strategy.

This research has similarities and differences with the second prior research. The equation of this study with the second prior research lies in the similarity of language skills and teaching strategy. The language skills studied by these two studies were writing. While the teaching strategy used is COPS and the research method used is Classroom Action Research. While the difference between this study and the second prior research lies in the differences in research samples. The sample examined by the second prior research is Senior High School students. While the sample of this study is Junior High School students.

The third prior research was conducted by Telaumbanua and Hafizh.⁵ The third prior research focuses on teaching writing a narrative text. While the teaching strategy used in the third prior of research is the

⁴ Misnawati and Nurrachma, "Improving Students' Ability in Mastering Writing Through Capitalization, Overall, Punctuation, Spelling (Cops) Strategy to the First Year Students of SMAN 1 Peudada," *Jurnal Sains Ekonomidan Edukasi* 4, no.2 (2017): 2-4.

⁵ Yefi P Telaumbanua and Muhd.Al-Hafizh, "Using The Cops Strategi In Teaching Writing a Narrative Text to Junior High School Students," *Journal of English Language Teaching* 2, no.1 (2013): 425-428.

COPS strategy. The research method used by the third prior of research is Classroom Action Research. The third prior research examines Junior High School as samples. The second prior research shows that the students' writing ability had improved by using COPS strategy.

This research has similarities with the third prior research. The equation of this study with the third prior research lies in the similarity of language skills, teaching strategy, and sample. The language skills studied by these two studies were writing. While the teaching strategy used is COPS and the research method used is Classroom Action Research. The sample examined by the third prior research is Junior High School students.

The fourth prior research was conducted by Mulyadi.⁶The fourth prior research focuses on teaching writing a descriptive text. While the teaching strategy used in the fourth prior of research is the Flower strategy and COPS strategy. The research method used by the fourth prior of research is qualitative. The fourth prior research examines Junior High School as samples.

This research has similarities and differences with the fourth prior research. The equation of this study with the fourth prior research lies in the similarity of language skills, teaching strategy, and sample. The language skills studied by these two studies were writing. While the teaching strategy used is COPS. The sample is Junior High School

⁶ Mulyadi, "Teaching Writing Descriptive Text By Combining Flower Strategy And Cops Strategy At Junior High School. 4-5.

students. While the difference between this study and the fourth prior research lies in the differences in method and combine with other strategies. The research method used by the fourth prior of research is qualitative. The fourth prior of research strategy combine with Flower strategy.

The fifth prior research was conducted by Asrial and Asty.⁷The fifth prior research focuses on teaching writing skills. While the teaching strategy used in the second prior of research is the Brainstorming, Y Chart, and COPS strategy. The research method used by the fifth prior of research is Qualitative. The fifth prior research examines Junior High School as samples. The fifth prior research shows that by using combining these strategies, the teacher can make the students easily to understand about the lesson. So, in learning process teaching writing can be achievement.

This research has similarities and differences with the fifth prior research. The equation of this study with the fifth prior research lies in the similarity of language skills and sample. The language skills studied by these two studies were writing. The sample is Junior High School students. While the difference between this study and the fifth prior research lies in the differences in method and combine with other strategies. The research method used by the fourth prior of research is qualitative. The fifth prior of research strategy combine with Brainstorming and Y Chart strategies.

⁷Rini Asrial and Herfyna Asty, "Teaching Writing Descriptive Text By Combining Brainstorming And Y Chart Strategies At Junior High School". 2-8.

Based on all the contents of prior research, it is known COPS strategy is a very effective teaching strategy to improve students' writing skills with all their advantages and disadvantages. Therefore, researchers in this case will conduct classroom action research by considering several previous studies with the aim of improving the writing ability of eighth grade students of SMP IT Bina Insani Metro.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Writing Skill

1. The Nature of Writing Skill

In English learning there are four skills that must be mastered by students, those are listening, speaking, writing, and reading. All of skills are important to learn about English directly. In this research the researcher focused on writing skill. There are some definition of writing. Here are some definitions according to some experts.

According to Harmer, writing is a way to produce language and express ideas, feelings and opinions. Furthermore, he states when writing, students frequently have more time than they do in speaking activities.⁸

On other hand, Hyland stated writing is a social and a cultural act and is not limited to the individual space of the writer. It means that in writing process each individual is free to develop ideas in their writing.⁹

Then, LearningExpress LLC in the book entitled “*8th Reading Comprehension and Writing skills*” explained that writing is a process because it is not just one step. Writing requires a process of thinking to find an idea. That is because the purpose of writing is to communicate

⁸Jeremy Harmer, *How to Teach Writing*. (Longman: Pearson Education Limited, 2004), 31.

⁹ Cyril J. Weir, *Language Testing and Validation*. (Palgrave Macmillan, 2005), 108.

ideas, so the first step to good writing is to have strong and clear ideas to convey.¹⁰

While Siahaan states that writing is a psychological activity of the language used to convey information in written text.¹¹

Furthermore according to Heaton argues that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.¹²

From the definitions above, the researcher concludes that writing is a productive language skill that has purpose to convey message or an idea to the readers. Writing is a process that develop an idea into paragraph and then share it to the readers through written text.

2. The process of writing

Writing is a process of developing an idea into a paragraph. According to Nazario, Borchers, and Lewis, in writing there are several steps that are needed to make a good writing. The steps are as follows¹³:

a. Pre-writing

The prewriting stage of the writing process consists of six steps:

(1) choosing the topic, (2) gathering the ideas (3) organizing.

¹⁰ LearningExpress, *8th Reading Comprehension and Writing skills*. (New York: LearningExpress, 2009), 227.

¹¹ Sanggam Siahaan, *Issues in Linguistics*. (Yogyakarta: Graha Ilmu, 2008), 215.

¹² J.B. Heaton, *Writing English Language Test*. (New York: Longman, 1998), 135.

¹³ Luis A. Nazario, Deborah D. Borchers and William F Lewis, *Bridges to Better Writing* (Canada: Wadsworth, 2010), 9-15.

b. Drafting

Drafting is one part of the writing process. In this steps the writer writes from start until finish. Write an idea and expressing into paragraph.

c. Revising

In this step the writer check what you have written. When the writer revise, the writer look back at their writing. In this step the writer looks back at their writing, and then revises their writing to be more interesting and informative.

d. Rewriting

The writing process phase ends with a peer review activity, where the author gives their revised writing to one or more classmates to request comments and suggestions for the writer.

1) Proofreading

Read the text again. Check punctuation, spelling, sentence structure and words that have choosen to use.

2) Reflecting. Make a final correction with your writing.

Meanwhile, Jeremy Harmer stated that there are four process of writing as follows¹⁴:

a. Planning

In this step, the writers plans what they are going to write.

Before starting to write, they try and decide what is they are

¹⁴ Jeremy Harmer, *How to Teach Writing* (England: Longman, 2004), 4-6.

going to say. In the planning step, writers have to think three main issues. *In the first place*, the writer has to consider the purpose of their writing since this will influence (among other things) such as the language that is used by the writer and the information they choose to include. *Secondly*, experienced writers think of the audience they are writing for, not only about the paragraph but also the choice of language—whether, for example, it is formal and informal tone. *Thirdly*, writers have to consider the content structure of the piece—that is, how best to sequence the facts, ideas, or arguments.

b. Drafting

We can refer to the first version of a piece of writing as a draft. The first ‘go’ to the text is often done on the assumption that it will be amended later.

c. Editing (reflecting and revising)

In this step, the writer has produced a draft, then reads through what they have written to see where it works and where it doesn’t. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. Reflecting and revising are often helped by other readers who comment and make suggestions.

d. Final Version

Once the writer edited their draft, making the changes they consider to be necessary, they produce the final version. This is considerably different from both the original plan and the first draft, because this changed in the editing process. It might decide to represent these stages in the following way :

Planning → drafting → editing → final version.

Based on the quotations above, the writer concludes that there are four steps in writing, the first is planning or pre-writing, the second is drafting or writing, the third is editing (reviewing and revising) and the last is final version or re-writing.

3. Writing Assessment (Rubric)

The following is the measurement rubric according to Heaton¹⁵:

Table 1
The Measurement Rubrics of Paragraph Writing

Writing	Score	Criteria	Criteria
Content	30 – 27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant assigned to topic.
	26-22	Good to Average	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lack detail.

¹⁵ J.B. Heaton, *Writing English Language Test* (London: Longman, 1988), 146.

	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, or not enough to evaluate.
Organization	20-18	Excellent to very good	Fluent expression, ideas clearly stated/supported, complete, well organize, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lack 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.
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, meaning confused or obscured.
	13-10	Fair to Poor	Limited range, frequent errors of words/idiom form, choice, meaning confused.
	9-7	Very Poor	Essentially translation, little knowledge of English vocabulary.
Language	25-22	Excellent to Very Good	Effective complex instructions, tense, word order/function, articles, pronouns, preposition.
	21-19	Good to	Effective but simple instruction,

		Average	several errors in agreement, tense, word order/function, articles, pronouns, preposition, but meaning seldom obscured.
	17-11	Fair to Poor	Major problem in simple/complex instructions, tense, word order/function, articles, pronouns, preposition, deletions, meaning confused.
	10-5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative.
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused.
	2	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, or not enough to evaluate.

B. The Concept of Capitalization, Overall, Punctuation, Spelling (COPS)

Strategy

1. The Nature of COPS strategy

COPS is mnemonics strategy that cues students through an editing process to edit written work for mechanical errors and clarity. This

strategy was designed to teach students a process for detecting and correcting writing errors and helps them to produce a neater written product. This strategy teaches students how to locate errors in paragraph organization, sentence structure, capitalization, overall editing and appearance, punctuation, and spelling. Error finding is accomplished by having students ask themselves a series of questions. Then students correct their errors and rewrite their passage. The Error Monitory Strategy uses the mnemonic COPS:

C Have I Capitalized the first word and proper nouns?

O How is the Overall appearance? (spacing, legibility, paragraph indents, neatness, and complete sentences).

P Have I put in commas, semicolons, and end Punctuation?

S Have I Spelled all the words correctly?

According to Mercer the teacher review COPS periodically and encourage students to use it daily so that its use will become a habit. Also, the teacher may require students to use COPS on all of their papers prior to turning them in for a grade.¹⁶

According to Russell, Waters and Turner COPS is mnemonic strategy to help students proofread written work to check about capitalization, organization, punctuation, spelling in their writing.¹⁷

¹⁶ Bernice Wong, *Learning about Learning Disabilities* (UK: Elsevier Academic Press, 2004), 402.

¹⁷ William B. Russell III, Stewart Waters, Thomas N. Turner, *Essentials of Middle and Secondary Social Studies* (New York: Routledge, 2014), 118.

Then Vogel and Adelman state that COPS is a strategy that focuses on the process through which students write in the form of editing.¹⁸

On the other hand, use the COPS mnemonic to edit students' written works for clarity of mechanical errors through the editing process.¹⁹

From the definitions above, the writer can conclude that COPS is a mnemonic strategy that focuses on the process of editing in writing.

2. The Benefits of COPS Strategy.

There are some benefits of using COPS strategy in teaching writing :

- a. COPS is effective when used to self-correct as a checklist.
- b. COPS is beneficial as a final editing checklist of a written piece of work before the final draft is written.
- c. COPS helps the students be more confident to create their writing and collect it as an assignment without ignoring the mechanics component in writing.
- d. COPS guides the students to be more careful to write without ignoring the mechanics component in writing.²⁰

¹⁸ Susan A. Vogel and Pamela B. Adelman, *Success for College Students with Learning Disabilities* (London: Verlag, 1993), 183.

¹⁹ Jeanne Shay Schumm, *Reading Assessment and Instruction for All Learners* (New York : The Guildford Press, 2006), 418.

²⁰ Fitri Novia, "COPS Strategy : A Strategy to Teach Writing Skill," *The 4th UAD TEFL International Conference*, (2017): 248.

3. The Implementation of COPS strategy in Teaching Writing.

The mnemonic COPS strategy was designed to help students remember the four types of errors they should detect and correct. The strategy involved six steps :

- a. Use every otherline as students write their rough draft,
- b. As students read each sentence, ask themself the“COPS” questions,
- c. When students find an error, circle it and put the correct formabove the error if their know it,
- d. Ask for help if students are unsure of the correct form, Recopy the paragraph neatly, and
- e. Reread the paragraph as a finalcheck. The “COPS questions” related to the four categories of errors the studentswere to detect and correct (e.g., The “C” question: “Have I capitalized the firstword and proper nouns?”).²¹

C. Action Hypothesis

COPS strategycan improve the students’ improve the writing skill of Grade VIII students of SMP IT Bina Insani Metro.

²¹*Ibid*, 249.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational Definition of Variable

Definition of operational variable explains about variable that will be used in this research. This research consist of two variables. Those are dependent variable and independent variable.

1. Dependent Variable

Dependent variable, the variable which is observed. Dependent variable of this research is writing skill. Improving writing skill can be seen after using Capitalization, Overall, Punctuation, Spelling (COPS) strategy.

2. Independent Variable.

Independent variable of this research is COPS strategy that will be implemented to improve students' writing skill of the eighth grade. It is expected will be useful in helping students to be able to write in English. COPS strategy is a mnemonics strategy that cues students through an editing process to edit written work for mechanical errors and clarity.

B. Research Location

The researcher will conduct the classroom action research at SMP IT Bina Insani Metro in academic year 2019/2020. The setting of the research is Jl Dr. Soetomo, No. 28 Purwoasri, Metro Utara, Kota Metro.

C. Subject and Object of the Research

There are two classes in the eighth grade. The subject of this research is the eighth grader of SMP IT Bina Insani Metro. The total of students are 28 students. While, the object of this research is the students' writing skill of the eighth grade at SMP IT Bina Insani Metro.

Table 2
The Number of Students

No	Grade	Sex (Female)	Total
1.	VIII	28 students	28 students

D. The Concepts of Classroom Action Research

According to Burns, action research is contextual, small-scale and localised. It identifies and investigates problem within a specific situation.²²

While Zina states that the goal of action research is to work with stakeholders to generate knowledge in order to action change.²³

Moreover, McNiff and Whitehead, report that activity looks into is a name given to a specific method for exploring your very own learning.²⁴

Meanwhile, Henning and Kelly, hold that action research is research activities have four stages including plans, which regulate

²² Anne Burns, *Collaborative Action Research for English Language Teachers*. (New York: Cambridge University Press, 1999), 30.

²³ Zina O'leary, *The Essential Guide to Doing Research*. (London: Suge Publications, 2004), 98.

²⁴ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (Rutledge: Flmer, London, Second Edition 2002), 15.

activities. Then collect data, which can include setting tests, as well as prominent meetings. After that examination, which can combine the perception of cooperation. And finally is recording which requires a method that combines information, and writing.²⁵

The researcher would like to divide the research in two cycles in the classroom action research. Classroom action research (CAR) has various models but in this research, the researcher describes the cycles through the scheme of action research design by Kurt Lewin, as follows:

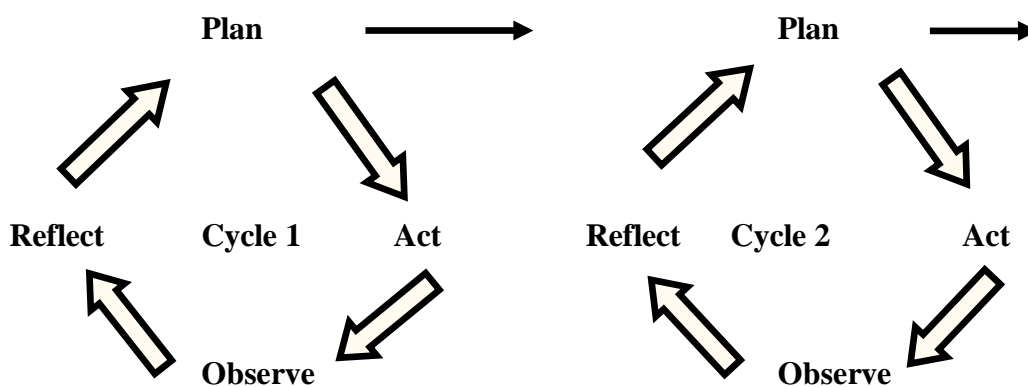


Figure 2. Kurt Lewin's Action Research Design

(Adapted from McNiff, 2002)²⁶

This figure describes the sequence of the research that is preceded by a preliminary study and followed by generally involve some variation on planning, acting, observation, and reflection. The researcher makes a plan, how to stimulate the students by the technique and based the cycle.

²⁵John E. Henning, Jody M. Stone, And James L. Kelly *Using Action Research to Improve Instruction An Interactive Guide for Teachers*, (Routledge: Taylor & Francis, 2009), 8-10.

²⁶Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002) Second Edition, p.15

In the classroom action research, the researcher would like to hold the research in two cycles. The steps will be the follows:

1. Cycle 1

a. Planning

Planning is the first steps in each activity. In this cycle, with the teacher prepare some plans to conduct four steps such as planning, acting, observing, and reflecting in the classroom, In this step, the researcher can make in planning as follow:

- 1) The researcher prepares the lesson plan, procedure, media and material to be applied in the classroom.
- 2) The researcher prepares the learning source for the student.
- 3) The researcher establishes the strategy. The researcher will use COPS strategy to improve students' writing skill.
- 4) The researcher will collaborate with the students' to make the criteria success.

b. Acting

This step is the implementation of planning. This step must follow the steps that had been planned in the planning step. The second step in every cycle is active. In which the researcher put the plan into action through the following step:

1) *Pre-teaching activity*

- a) The researcher starts the lesson by greeting the students.
- b) The researcher and students pray together.

- c) The researcher checks student attendance.
- d) The researcher informs the students about the competence, the indicators, and objectives that should be achieved.

2) *While teaching activity*

- a) The researcher gives topic for the students to start writing.
- b) The researcher asks students to write a paragraph of text related to the topic.
- c) After students finish writing, the researcher asks students to check together any errors found in their writing, such as capitalization, overall, punctuation, and spelling.
- d) Students improve their writing after finishing the editing process.

3) *Post Activity*

- a) The teacher asked the students to answer some question based on the material.
- b) The teacher gives the conclusion of the material and gives the motivation to writing english well.
- c) The teacher gives homework to students.

c. Observing

Observation will be done to investigate the learning activity in this classroom action research. By the process of observation, the researcher

will know the action achieves the aim of the researcher goals. The researcher observes them in every activity.

d. Reflecting

By reflecting, the researcher can get information about the strength and the weakness of the action that the researcher has been done.

2. Cycle 2

a. Re-Planning

When the researcher found the problem in the first cycle, the researcher will repair the problem in the next cycle. It will be explained as a following:

- 1) The researcher will study the reflection result to obtain the problem-solving.
- 2) The researcher creates the material and revises the lesson plan including the media, and teaching procedure based on the problem that appears in cycle 1.
- 3) The researcher rearranges the observation format and also reform the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

b. Acting

The researcher applied the same step in the previous cycle with collaborate, but they applied the revised plan such as lesson plan, material, and instrument for evaluation. The activities are:

1) Pre-teaching activity

- a) The researcher starts the lesson by greeting the students.
- b) The researcher and students pray together.
- c) The researcher checks student attendance.
- d) The researcher informs the students about the competence, the indicators, and objectives that should be achieved.

2) Post Activity

- a) The teacher asks the students to answer some question based on the material.
- b) The teacher gives the conclusion of the material and gives the motivation to writing english well.
- c) The teacher gives homework to students.

c. Observing

In the second phase, the researcher observes students' activity, their participation, and makes the note about the learning process.

d. Reflecting

After contrasting the score distribution of pre-test and post-test, the researcher will review and reflect on the view and teacher performance whether is positive or negative.

E. Data Collecting Technique

In order for collecting the data, the researcher will use the following techniques :

1. Test

Brown maintains that a test, in plain words is a method of measuring a person's ability or knowledge in a given domain.²⁷ It is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test taker.

a. Pre-test

In the first meeting, the researcher will administrate the pre-test of the researcher in order to find out the difference between the individual who has a similar level. The pre-test employed in this research is in the form of writing test. In order to know the student's writing skill, the researcher employs written test. The researcher gives a writing topic to the students.

b. Post-test

After handling to know the influence of the strategy whether it is able to improve the student's writing skill. It will be held after they have gotten the treatment. Both prepare test and post-test are different. In order to know the student's writing skill, the researcher

²⁷H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edition,(California: San Fransisco State University, 2001), 384.

uses in the form of written test by the researcher. Post-test will be done after the process of each cycle.

2. Observation

In this present research, observation is used to know the student speaking performance in the learning procedure.

3. Documentation

Documentation is the method which is used to get information from the written source or document. In this present researcher, the researcher also employs documentation to know all data of SMP IT BINA INSANI METRO.

4. The Field Note

The researcher used a field note. It is making the data analyzing simpler. In this survey was held on May 14th, 2019 this implementation was precisely in SMP IT Bina Insani Metro. The implementation carried out with students by describe someone in their class and doing it in the tenth class. In many professions, it is a matter of good practice to make 'field-notes' while actually engaged in professional action. This note has been prepared systematically and given interpretation by the research.

F. Data Analysis Technique

To find out howdoes COPS strategy can improve their writing skill , the researcher will administrate the pre-test before using COPS strategy and after using COPS strategy.

To analyze the data, the researcher will compute data of the average rates of pre-test (X-pre) and post-test by using COPS strategy formula as follows:

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

\bar{X} : Mean of average score

$\sum X$: Total score

N: Total Number of Student²⁸

Moreover, to know the result the researcher will compare between pre-test and post-test. The result will be matched by the minimum standard in this school at least 73. If from cycle 1, there are some students not successful, so the researcher will conduct cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stoped until cycle II only.

G. Criteria for success.

This research is declared successful if the percentage of students who achieve Minimum Mastery Criteria (73) in their writing. If the students who are not able to complete MMC in their writing, it means that the students not successful.

²⁸Donald Ary, *Introduction To Research Education*, (USA: Wadsworth), 110

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of The Research

1. Description of Research Location

a. Short Story about The Establishment of SMP IT Bina Insani Metro

SMP IT Bina Insani Metro is established in Metro city since April 1th 2011. It is the first integrated Islamic Junior School in Metro which is established by the Para Juara Lampung Foundation. Then, it has Motto “The school of champion and the hunter students become people who have capability in each field and bring the benefit for people’s life”. The first head master who lead the school is Ismanto and now head master is Intan Caria.

b. Vision, Mission, and Purpose of SMP IT Bina Insani

1) Vision

To create human resources that “Pious, Leaders, Professionals and Entrepreneurship to succed world-hereafter”.

The purpose of this vission was to make the students to be the generation of faith and piety to Allah SWT, have good intelligence and master at technology and information, has a noble morality in dealing and communication technology and able to turn challenge into opportunities.

2) Mission

- a. Providing a conducive, competitive and fun in condition in learning and memorizing Al-qur'an.
- b. Providing chance and facilitation for the school members in habituate worshipping.
- c. Providing training for teachers on a regular and continuous basis in the field of teaching skills and deepening in concept of any subject matter.
- d. Implement active learning, innovative, creative, effective and fun.
- e. Nurture a culture of fair competition in the development of character, potential and competence of every member of the school.
- f. Train educates students to dare to complete and dare to express opinions in class and in public.
- g. Polite habits manners and morals in everyday life.
- h. Encourage every member of the school produce work and appreciate each work.
- i. Facilitating activities that can improve mental attitude and entrepreneurial every school community.

c. School Identity of SMP IT Bina Insani Metro

Number of School : 69787371

Name of School : SMP IT Bina Insani

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

Postal Code : 34117

Website : smpit.binainsani_komet@yahoo.co.id

Status : Accredited

d. The conditions of SMP IT Bina Insani Metro

1) Buildings of SMP IT Bina Insani Metro

SMP IT Bina Insani Metro is located in Dr. Soetomo street number 28 Purwoasri, Metro Utara with lands 7058 m². The buildings are permanent with 3 buildings which consist of 8 classrooms; 3 classes for seventh grade, 3 classes for eighth grade, and 2 classes for ninth grade. It is completed by two mosques that each also used by male and female. It also has library, office, and administration room.

2) Conditions of Teachers and Official Employers in SMP IT Bina Insani Metro.

The conditions of teacher and official employers in SMP IT Bina Insani Metro have been good enough for learning process. The numbers of teachers and official employers in SMP IT Bina Insani can be seen at appendixes.

3) Quantity of SMP IT Bina Insani Metro

The quantities of the students in SMP IT Bina Insani Metro are 206 students that can be identified as follows :

Table 3
The Quantity of Students in SMP IT Bina Insani Metro

No.	Class	Male	Female	Amount
1	VII	38	45	83
2	VIII	41	28	69
3	IX	25	29	54
Total				206 students

Source : Documentation of SMP IT Bina Insani was taken on May 14,2019.

e. Organization Structure of SMP IT Bina Insani Metro

To support the development of this school. SMP IT Bina Insani Metro has structure of organization such as 27 teacher and official employers and 206 students are involved together. Then, to improve students' potentials, it also tries to develop some extracurricular as follow: (1) Integrated Islamic Scout; (2) English and Arabic clubs; (3) Mathematics and Science group; (4) Football club; (5) Taekwondo; (6) Drumband. There also special program that distinguish these school with government schools that program Tahsin and Tahfidz Qur'an. The success of this program also become the graduation criteria where the students must memorize at least two chapter (juz) Qur'an.

2. Description of Research Data

This research used Classroom Action Research. The researcher used of COPS strategy to improve students' writing skill. It was conducted in two cycle, these four steps in each cycle such as planning, action, observation, and reflecting. Futhermore, the action in cycle I and cycle II were conducted about two meeting and took 2x45 minute for each cycles. In this research, the researcher collaborated with the English teacher, namely Ms. Ryan Dewi Pusparingga, S.Pd.

a. Pre-test

The pre-test had been done before the classroom action research. It was conducted on Friday, November 15th, 2019. There were 28 students of VIII A followed test. The test was a performance (writing) test. The students were asked to write a descriptive text about animals.

Table 4

The Students' Score of Pre-test in Writing Descriptive Text

No.	Name	Score	Notes
1	ANP	68	INCOMPLETE
2	AH	70	INCOMPLETE
3	AZM	75	COMPLETE
4	ANR	68	INCOMPLETE
5	AMI	76	COMPLETE
6	BTS	57	INCOMPLETE
7	DNL	77	COMPLETE

8	ETN	70	INCOMPLETE
9	FRP	65	INCOMPLETE
10	HAZ	60	INCOMPLETE
11	HA	75	COMPLETE
12	ISK	68	INCOMPLETE
13	JFM	65	INCOMPLETE
14	NBPA	65	INCOMPLETE
15	NMA	60	INCOMPLETE
16	NSNT	60	INCOMPLETE
17	NP	67	INCOMPLETE
18	NNF	58	INCOMPLETE
19	RK	75	COMPLETE
20	RMK	48	INCOMPLETE
21	SFA	76	COMPLETE
22	SA	35	INCOMPLETE
23	SZS	77	COMPLETE
24	SZA	65	INCOMPLETE
25	TA	57	INCOMPLETE
26	THP	50	INCOMPLETE
27	TN	45	INCOMPLETE
28	ZAM	76	COMPLETE
Total		1808	
Average : $x = \frac{\sum X}{N}$		65	INCOMPLETE

Source : The result of pre-test on November 15th, 2019.

To know about percentage from the score of pre-test can be seen on the table as follows :

Table 5
Frequency of Students' Mark of Writing Skill Pre-Test

No	Mark	Frequency	Percentage	Category
1	≥ 73	8	29 %	COMPLETE
2	≤ 73	20	71 %	INCOMPLETE
Total		28	100 %	

Source : The result of pre-test at SMP IT Bina Insani Metro on November 15, 2019.

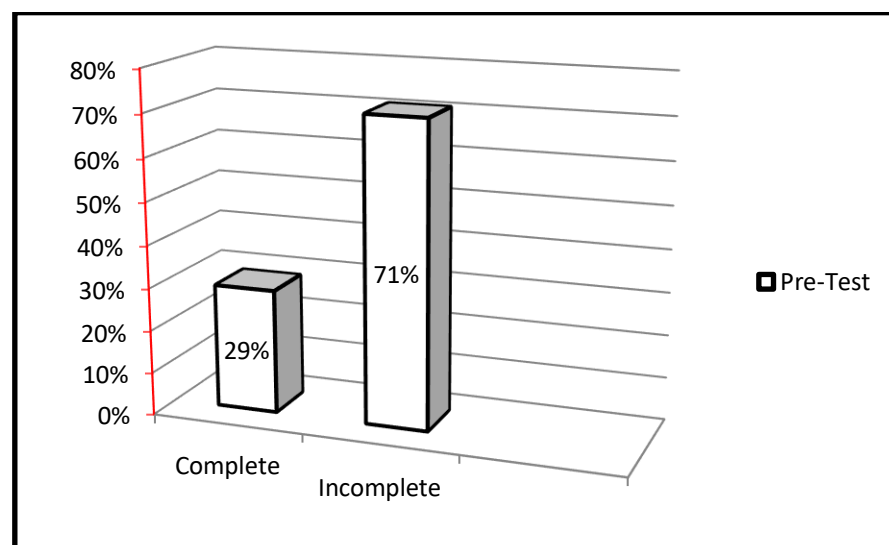


Figure 3. Graph of Students' Pre-Test SMP IT Bina Insani Metro

Based on data above, it could be concluded that there were 8 students (29%) were successful and 20 students (71%) were not successful the pre-test. It could be seen that almost all of VIII A students' ability in writing Descriptive text was still very low. Besides that, it was

known that the average score of the students was 65 so the researcher used COPS strategy to improve the students' writing ability.

b. Cycle 1

After analyzing and identifying the data from pre-test. The researcher knew the students' difficulties and problems in learning of writing descriptive text. Consequently, the researcher determined to apply COPS strategy in teaching writing of descriptive text to overcome those problems. The implementation of the action in cycle 1 was conducted on Tuesday, November 19th 2019 at VIII A grade of SMP IT Bina Insani Metro. There were 28 students followed this implementation. In this cycle consists of planning, acting, observing, and reflecting.

1) Planning

Planning was conducted after the researcher finished the pre-test. Then, the researcher made lesson plan by selecting descriptive text as the material and COPS as the strategy of teaching and learning English. The material include the definition, the generic structure, the language features and the example of descriptive text. 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. The researcher also planned to provide an evaluation to measure student mastery on the material provided.

2) 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 6
The Meeting Schedule of Action in Cycle 1

Meeting	Day/Date
1 st	Tuesday, November 19, 2019
2 nd	Thursday, November 21, 2019

a) The First Meeting

The first meeting was conducted November, 19th 2019 at 11.00 until 12.00 and followed by 28 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, classroom condition was effective because collaborator and researcher to make sure students effectiveness before researcher conduct research in class. That show that most students gave their full nice attention to researcher when class time start.

At the beginning of teaching learning process, the researcher greeted students. After that, she was asking students condition and checking the attendance list. Then, the researcher explained about descriptive text that identified about person, place and thing. The researcher also explained about generic structure. The researcher

told students “today, we are going to learn about descriptive text”. The teacher asked students “do you know descriptive text” One of students answer the question. His name is ETN. She said that the meaning of descriptive text is describe about thing, person, and place. Now I will gave you the example of descriptive text the tittle is animal. The researcher explain about the purpose of descriptive text. The student’s gave attention to the teacher explanation.

After that, the researcher have explanation about descriptive text. The researcher gave the paper to the students containing the animal pictures. Then, the researcher instructing the students to choose an animal to describe. The researcher asks students to write a paragraph of text related to the topic. After students finish writing, the researcher asks students to check together any errors found in their writing, such as capitalization, overall, punctuation, and spelling. Students improve their writing after finishing the editing process.

After finished, The teacher asked the students to answer some question based on the material. The teacher gave the conclusion of the material and gave the motivation to writing english well. The researcher closed the meeting. Before goinghome, we should pray together and the researcher close themeeetingand said greeting.

b) The Second Meeting

This meeting was conducted on Tuesday, November 19th, 2019. In this meeting, the researcher did opening like as in the first meeting. After that, the teaching learning process was continued by giving some explanation more about descriptive text, how to apply COPS strategy. The researcher give animal topic to the student. Then, the student make a descriptive text. The researcher asks students to write a paragraph of text related to the topic. After students finish writing, the researcher asks students to check together any errors found in their writing by sing COPS strategy. in this step involved six steps:

- a. Use every otherline as students write their rough draft,
- b. As students read each sentence, ask themself the “COPS” questions,
- c. When students find an error, circle it and put the correct form above the error if their know it,
- d. Ask for help if students are unsure of the correct form, Recopy the paragraph neatly, and
- e. Reread the paragraph as a final check. The “COPS questions” related to the four categories of errors the studentswere to detect and correct (e.g., The “C” question: “Have I capitalized the firstword and proper nouns?”).

After finished, The teacher asked the students to answer some question based on the material. The teacher gave the conclusion of the material and gave the motivation to writing english well. The researcher closed the meeting

c. Post-Test 1

The post-test 1 was conducted on Tuesday, November 26th, 2019. The researcher gave post-test 1 with almost similar task on pre-test before. The post-test 1 was administrated to the students to be finished individually. Types of the test was essay. The students' post-test 1 result can be seen on the table below:

Table 7

The Students' Score of Post-test 1 in Writing Descriptive Text

No.	Name	Score	Notes
1	ANP	72	INCOMPLETE
2	AH	75	COMPLETE
3	AZM	80	COMPLETE
4	ANR	71	INCOMPLETE
5	AMI	84	COMPLETE
6	BTS	69	INCOMPLETE
7	DNL	84	COMPLETE
8	ETN	74	INCOMPLETE
9	FRP	72	INCOMPLETE
10	HAZ	68	INCOMPLETE

11	HA	80	COMPLETE
12	ISK	74	INCOMPLETE
13	JFM	70	INCOMPLETE
14	NBPA	71	INCOMPLETE
15	NMA	65	INCOMPLETE
16	NSNT	68	INCOMPLETE
17	NP	69	INCOMPLETE
18	NNF	68	INCOMPLETE
19	RK	82	COMPLETE
20	RMK	68	INCOMPLETE
21	SFA	79	COMPLETE
22	SA	55	INCOMPLETE
23	SZS	70	COMPLETE
24	SZA	71	INCOMPLETE
25	TA	57	INCOMPLETE
26	THP	50	INCOMPLETE
27	TN	55	INCOMPLETE
28	ZAM	81	COMPLETE
Total		1982	
Average $x = \frac{\sum x}{N}$		71	INCOMPLETE

Source : The result of post-test 1 on November 26, 2019.

The following werethe table of students' score mark of post-test 1 :

Table 8

Frequency of Students' Mark of Writing Abilty Post-test 1

No	Mark	Frequency	Percentage	Category
1	≥ 73	10	36 %	COMPLETE
2	≤ 73	18	64 %	INCOMPLETE
Total		28	100 %	

Source : The result of post-test 1 on Tuesday, November 26, 2019.

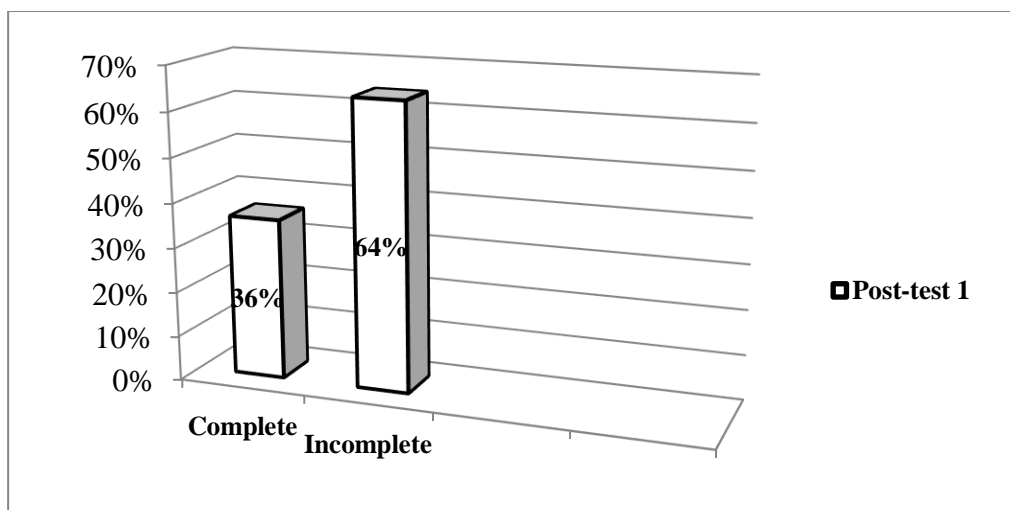


Figure 4. Graph of Students' Post-test 1 of SMP IT Bina Insani Metro

Based on data above, it could be seen that there were 10 students (36%) who passed the post-test 1 and 18 students (64%) who failed the post-test1. The result of the post-test 1 was higher than the result of pre-test. Based on the indicator of success, learning process was categorized success if 75% students achieved Grade of minimum passing grade that is ≥ 73 . The fact showed that the result was unsatisfied.

3) Observing

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

Table 9
Frequency of Students' Activities in the Cycle 1

No	Student's Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation.	18 students	64%
2	The students' writing skill in descriptive text improve by using COPS strategy.	10 students	36%
3	Asking or answering the teachers' question.	16 students	57%
4	Being active in class.	17 students	61%
Total students		28 students	

Source : The result of students' activities in cycle 1 at class VII of SMP IT Bina Insani Metro, November 26, 2019.

The table showed that not all the students' active in learning process. There were 18 students (64%) who gave attention to the teacher explanation. Besides that, there were 10 students (36%) who the students' writing skill in descriptive text improve by using COPS

strategy, 16 students (57%) who understood the materials, and 17 students (61%) who active in class.

4) Reflecting

Based on the result of cycle 1, it showed that there was an improving of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the Minimum Mastery Criteria (MMC) of the research yet.

After the researcher held a pre-test and post-test 1 research get students who have not meet the indicator, therefore researcher will continue to cycle 2. The comparison between pre-test grade and post-test 1 grade was as follows :

Table 10

The Comparison Between Pre-test and Post-test 1 Grade in Cycle 1

No	Name Students	Pre-test Score	Post-test 1 Score	Notes
1	ANP	68	72	IMPROVE
2	AH	70	75	IMPROVE
3	AZM	75	80	IMPROVE
4	ANR	68	71	IMPROVE
5	AMI	76	84	IMPROVE

6	BTS	57	69	IMPROVE
7	DNL	77	84	IMPROVE
8	ETN	70	74	IMPROVE
9	FRP	65	72	IMPROVE
10	HAZ	60	68	IMPROVE
11	HA	75	80	IMPROVE
12	ISK	68	74	IMPROVE
13	JFM	65	70	IMPROVE
14	NBPA	65	71	IMPROVE
15	NMA	60	65	IMPROVE
16	NSNT	60	68	IMPROVE
17	NP	67	69	IMPROVE
18	NNF	58	68	IMPROVE
19	RK	75	82	IMPROVE
20	RMK	48	68	IMPROVE
21	SFA	76	79	IMPROVE
22	SA	35	55	IMPROVE
23	SZS	77	70	IMPROVE
24	SZA	65	71	IMPROVE
25	TA	57	57	CONSTANT
26	THP	50	50	CONSTANT
27	TN	45	55	IMPROVE
28	ZAM	76	81	IMPROVE
	Total	1808	1982	
	Averagex=$\frac{\sum x}{N}$	65	71	IMPROVE

Table 11**The Comparison of Students' Pre-test and Post-test 1 in Cycle 1**

No	Mark	Pre-Test	Post-Test 1	Category
1	≥ 73	8	10	COMPLETE
2	≤ 73	20	18	INCOMPLETE
Total		28	28	

Then, the graph of comparison students' mastery of writing ability in descriptive text based on the result of pre-test and post-test 1 in cycle 1 could be seen as follow :

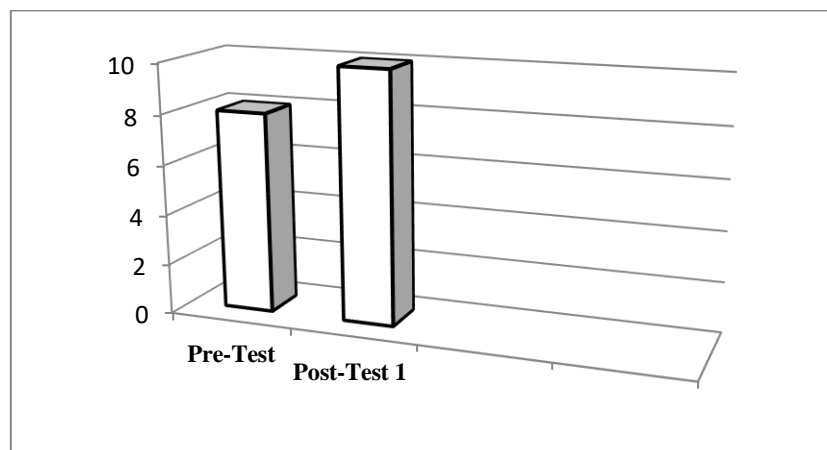


Figure 5. The Comparison of Students' Complete in Pre-test and Post-test 1 in Cycle 1

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

d. Cycle II

After finding the results from the cycle I, the result showed that the research should be continued in the next cycle that was cycle II. This cycle was conducted on Thursday, November 28, 2019.

1) Planning

In this step, the researcher 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 has was like the test in the cycle I by using different themes to be choosen.

2) 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 follow:

Table 12
The Meeting Schedule of Action in Cycle II

Meeting	Day/Date
1 st	Thursday, November 28, 2019
2 nd	Tuesday, December 3, 2019

a) The First Meeting

The first meeting conducted on Thursday, November 28th, 2019. In this meeting, after greeted the students, the teacher motivated the students. After that, the teacher asked the students to study in write descriptive text again. The theme of the write about animal. The researcher asked to use COPS strategy to write descriptive text. The researcher gave explanation about descriptive text to the students. Furthermore, the researcher gave the paper to the students containing the animal picture. The researcher instructing the students to choose an animal to describe. Then, the researcher asks the students to write a paragraph of text that related to the topic. The students used dictionary in this meeting.

After students finish writing, the researcher asked the students to check together any errors found in their writing. The students submitted the paper. After that, the researcher asked the students to answer some questions based on the material. The teacher asked the students to pay attention, and the teacher closing the meeting.

b) The Second Meeting

The second meeting was conducted on Tuesday, December 3rd, 2019. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by giving some explanation more about descriptive text on how to apply COPS strategy.

Next the researcher distributed the students' worksheet. The writing topic of worksheet is about animal. After the students finish writing, the researcher gave feedback to the result of descriptive text. After getting feedback, the students revised their writing. In this stage, the students actively followed the teaching learning process, and the students can discuss if they find the difficulties. In this meeting, the students were excited in the process of writing the descriptive text. Furthermore, their desire and motivation to write the descriptive text in the second meeting are higher than those in the first meeting.

e. Post-Test 2

Post-Test 2 was conducted on Thursday, 5th December, 2019. This meeting used to post-test 2 at the end of cycle II after the students given the action. The researcher gave post-test 2 to the students. In this meeting almost all of of the students could answer well. It could be seen from the result of the post-test 2. There were only 5 of 28 students achieved the Grade under the minimum mastery criteria in SMP IT Bina Metro.

Table 13
The Students' Score of Post-Test 2 in Writing Descriptive Text

No	Name	Score	Notes
1	ANP	92	COMPLETE
2	AH	90	COMPLETE
3	AZM	90	COMPLETE
4	ANR	80	COMPLETE
5	AMI	90	COMPLETE
6	BTS	69	INCOMPLETE
7	DNL	92	COMPLETE
8	ETN	95	COMPLETE
9	FRP	84	COMPLETE
10	HAZ	80	COMPLETE
11	HA	94	COMPLETE
12	ISK	82	COMPLETE
13	JFM	88	COMPLETE
14	NBPA	86	COMPLETE
15	NMA	84	COMPLETE
16	NSNT	80	COMPLETE
17	NP	86	COMPLETE
18	NNF	82	COMPLETE
19	RK	95	COMPLETE
20	RMK	78	COMPLETE
21	SFA	88	COMPLETE
22	SA	55	INCOMPLETE
23	SZS	82	COMPLETE

24	SZA	84	COMPLETE
25	TA	57	INCOMPLETE
26	THP	50	INCOMPLETE
27	TN	55	INCOMPLETE
28	ZAM	96	COMPLETE
	Total	2284	
	Averagex=$\frac{\sum x}{N}$	82	COMPLETE

Source :The result of post-test 2 on Thursday, 5th December, 2019.

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

Table 14

The Frequency of Students' Mark of Writing Ability Post-test 2

No	Mark	Frequency	Percentage	Category
1	≥ 73	23	82%	COMPLETE
2	≤ 73	5	18%	INCOMPLETE
Total		28	100%	

Source :The result of post-test 2 on Thursday, 5th December, 2019.

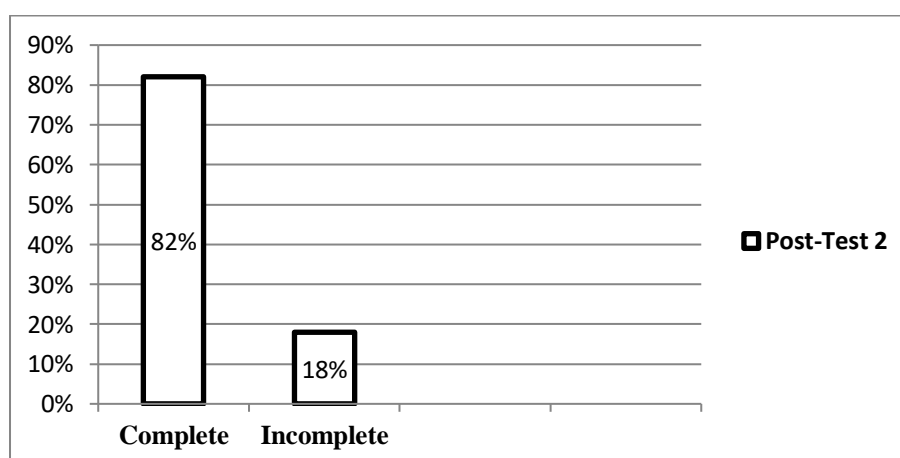


Figure 6. Graph of Students' Post-test 2 of SMP IT Bina Insani Metro

Related to the result of the post-test 2 that was shown on the data of the students' score of the post-test 2, the average score was 82 in which there were 23 students achieved minimum mastery criteria and 5 students failed. It was higher than post-test 1 in cycle I. It means that cycle II was success.

3) Observing

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

Table 15
Frequency of Students' Activities in the Cycle II

No	Student's Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation.	25 students	89%
2	The students' writing skill in descriptive text improve by using COPS strategy.	23 students	82%
3	Asking or answering the teachers' question.	22 students	79%
4	Being active in class.	24 students	86%
Total students		28 students	

Source :The result of post-test 2 on Thursday, 5th December, 2019.

The table above showed that the students' activities in cycle II was increase. The students' activities that had high percentage were the students pay attention of the teacher explanation 89%, then, The students' writing skill in descriptive text improve by using COPS

strategy 82%, the students ask/answer the question from the teacher 79%, and the last students active in class 86%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activities got percentage $\geq 75\%$.

4) 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' ability had improve. From the result above, the researcher concluded that the research was success and would not be continued to the next cycle. The comparison between students post-test 1 Grade and post-test 2 Grade could be compared on the following table.

Table 16

**The Comparion Between Students' Score of Post-test 1 and
Post-test 2**

No	Name	Post-test 1 Grade	Post-test 2 Grade	Notes
1	ANP	72	92	IMPROVE
2	AH	75	90	IMPROVE
3	AZM	80	90	IMPROVE
4	ANR	71	80	IMPROVE
5	AMI	84	90	IMPROVE

6	BTS	69	69	CONSTANT
7	DNL	84	92	IMPROVE
8	ETN	74	95	IMPROVE
9	FRP	72	84	IMPROVE
10	HAZ	68	80	IMPROVE
11	HA	80	94	IMPROVE
12	ISK	74	82	IMPROVE
13	JFM	70	88	IMPROVE
14	NBPA	71	86	IMPROVE
15	NMA	65	84	IMPROVE
16	NSNT	68	80	IMPROVE
17	NP	69	86	IMPROVE
18	NNF	68	82	IMPROVE
19	RK	82	95	IMPROVE
20	RMK	68	78	IMPROVE
21	SFA	79	88	IMPROVE
22	SA	55	55	CONSTANT
23	SZS	70	82	IMPROVE
24	SZA	71	84	IMPROVE
25	TA	57	57	CONSTANT
26	THP	50	50	CONSTANT
27	TN	55	55	CONSTANT
28	ZAM	81	96	IMPROVE
Total		1982	2284	
Averagex=$\frac{\sum x}{N}$		71	82	IMPROVE

Source: The result of comparison between post-test 1 and post-test 2 of the eighth grade at SMP IT Bina Insani Metro.

Table 17**The Comparison of Students' Grade in Post-test 1 and Post-test 2**

No	Mark	Post-Test 1	Post-Test 2	Category
1	≥ 73	10	23	COMPLETE
2	≤ 73	18	5	INCOMPLETE
	Total	28	28	

Then, the graph of comparison students' complex sentence mastery post-test 1 and post-test 2 Grade in cycle II could be seen as follow:

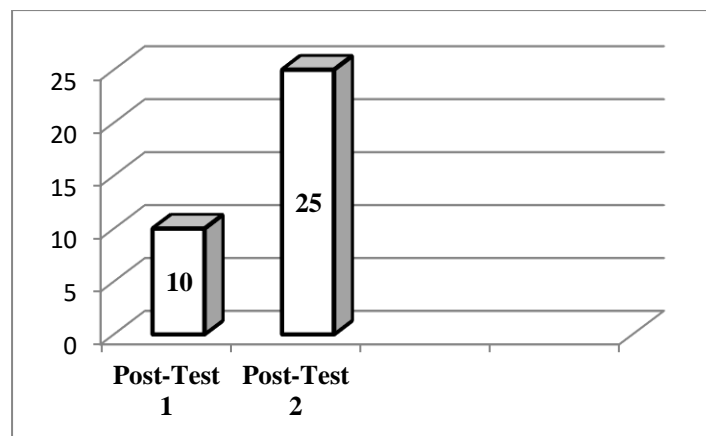


Figure 7. The Comparison of Students' Complete in Post-Test 1 and Post-Test 2

Based on the data above, it could be seen that the grade of the students in post-test 2 was various. The highest grade was 96 and the lowest grade is 50. The average grade of post-test 2 was 82. Besides, the percentage of students' success of post-test 2 grade was 85% or 23 students. 15% or 5 students did not pass the minimum mastery criteria. It means that the indicator of success of this research had been achieved

because there was 89% students were able to achieve grade 73. It indicated that the students writing skill in descriptive text was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed thr indivators of success. It means that Capitalization, Overall, Punctuation, Spelling (COPS) strategy improve students' writing skill in descriptive text.

B. Interpretation

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

1. Cycle I

In this research, before doing the implementation, the researcher gave the students pre-test individually for the purpose to investigate the students writing skill. After the researcher getting the pre-test score of the students that was only 8 students (29%) could pass the test and the average score in this test was 65. It showed that most of the students have not passed yet in achieving MMC. So the researcher gave the treatment to the students in cycle I.

The treatment in the cycle I was conducted by teaching students using COPS strategy. Furthermore, the researcher also gave the post-test in this cycle that was named post-test 1. Afterward, by analyzing the result of post-test 1, the researcher concluded that were 10 students (36%) who passed the post-test 1 and the average was 71.

From the result of the students' score in the pre-test and post-test 1, there was improvement from the students' result score. It could be seen from the average score in pre-test was 65 and post-test 1 was 71. Although there was an improvement of the students; achievement, cycle I was not successful yet because only 10 or 36% students who passed the test in post-test 1. It means that cycle I could improve the students writing skill in descriptive text but it was not yet successful because the students did not passed yet to the indicator of success.

2. Cycle II

After analyzing the students' score in the post-test 1, the researcher had to conduct the next cycle because only 10 students (36%) passed the test and got the score was ≥ 73 .

In this cycle, the researcher gave the treatment and then gave the post-test 2 and onferred that were 23 students (85%) passed the test because their score was ≥ 73 and the average score was 82. From the result of the students' score from post-test , it could be concluded that there were score improvement. The improvement score could be seen on the average score.

The average score in the post-test 1 and post-test 2 were 71 and 82. In the pre-test, post-test1 and post-test 2, the total of students who got the score ≥ 73 were 8, 10, 23 students. Because the achievement of the students had improved enough and the indicator of success was reached, the researcher was successful and could be stopped in cycle II.

Table 18
The Average of The Writing Test Result

	Test		
	Pre-test	Post-test 1	Post-test 2
Total	1808	1982	2284
Average	65	71	82

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

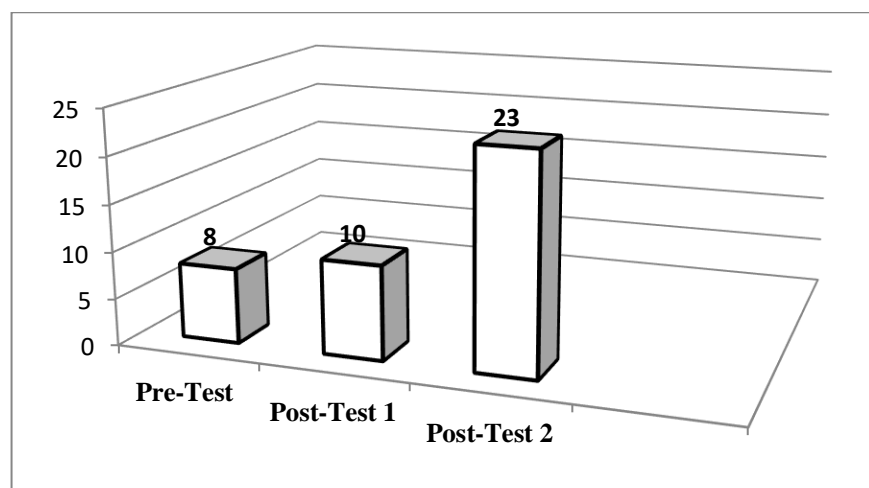


Figure 8. Graph of the Complete of Students' Pre-test, Post-test 1, and Post-test 2

Based on the result of pre-test, post-test 1, and post-test 2, it was showed that there wasan improvement of the students' score. It could be seen from the average from 65 to 71 the different being 6, the average score from 71 to 82 the different being 11. Therefore, the researcher conducted that the research was successful because the indicator of success in this research had been achieved.

3. The Result of Students' Learning Activities

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

Table 19

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

No	Students Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Paying attention to the teacher's explanation.	18	64%	25	89%	Improved
2	The students' writing skill in descriptive text improve by using COPS strategy.	10	36%	23	82%	Improved
3	Asking or answering the teachers' question.	16	57%	22	79%	Improved
4	Being active in class.	17	61%	24	86%	Improved

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

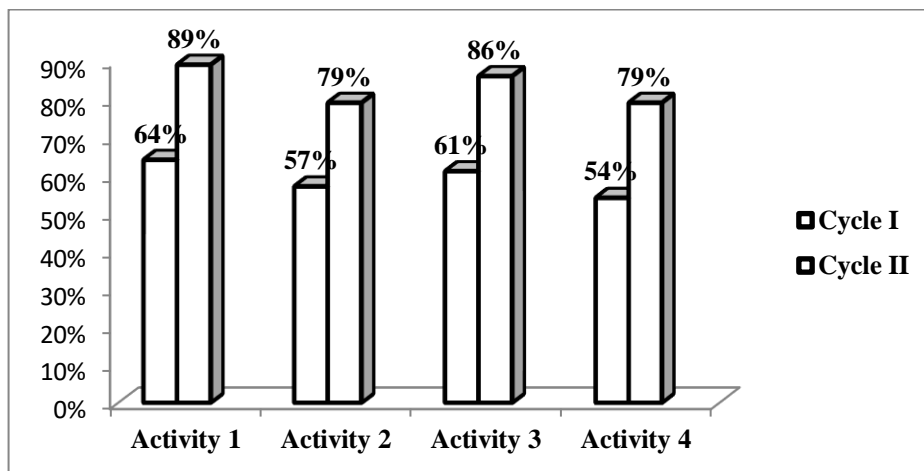


Figure 9. The Improvement of Students' Activities in the Cycle I and Cycle II

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

a. Paying attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the meeting was increased. In cycle I was only 64% and in cycle II 89%, it improved 25%.

b. The students' writing skill in descriptive text improve by using COPS strategy.

The students' writing skill in descriptive text improve by using COPS strategy were improved. It could be seen on the cycle I 36% and cycle II 82%, it improved 49%. Based on the data above, it could be inferred that the use COPS strategy improve the students' skill in writing. There was progress average grade from 65 to 71 and 82.

c. Asking or answering the teachers' question

The students who ask/answer question from the teacher was increased from the first meeting to the next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 22%, from cycle I 57% and cycle II 79%.

c. Being active in class.

The active students in the class were improved. It could be seen on the cycle I 61% and cycle II 86%, it improved 25%. Based on the data above, it could be concluded that the students felt comfort and active in the learning process because most of the students shown good improvement in learning activities when COPS strategy was applied in the learning process from cycle I up to cycle II.

C. Discussion

The researcher choose COPS strategy to improve the students' skill in writing. This strategy was used to organize students' idea and made the students can revised their writing. That, students more active in writing skill in learning english. There was improvement in students' learning activities using COPS strategy. Therefore, COPS hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be shown that the use of COPS strategy could improve the students' skill in writing. There is progress from the students gets grade ≥ 73 from pre-test 29% or 8 students,

post-test 1 36% or 10 students and post-test 2 become 82% or 23 students. It is investigated that there is improvement in the students' complete grade and total of grade of the students who passed the least from pre-test, post-test 1 to post-test 2.

Moreover, the minimum mastery criteria was 73 in this research, in the post-test 1 there are 10 students or 36% passed the test with the average 71 and the post-test 2 is 23 students or 82% who passed the test with average 82. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicators of success 82% of students got grade ≥ 73 are reached.

The result of students's activities in cycle I and cycle II are improve. Pay attention of the teacher's explanation from 64% become 89%, the students writing skill in descriptive text improve by using COPS strategy from 36% become 82%, the students' ask/answer question from 57% become 79%, and the students' activeness in class from 61% become 86%. The result of students' activities in cycle I and cycle II, there are improving about students' learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the students' writing skill and learning activities could be improved through COPS strategy at the eighth grade of SMP IT Bina Insani Metro. Some conclusion are outline as follow:

COPS strategy can improve students' writing skill at the eighth grade of SMP IT Bina Insani Metro. It can be seen on the progress from pre-test to cycle I and cycle II. The percentage of students' writing grade in pre-test 29%, and in post-test I 36%, meanwhile, the percentage of students' writing grade in post-test II is 82%. It means that the result of cycle II had already reached the indicators of success that $\geq 75\%$ students fulfill the minimum mastery criteria (MMC).

Moreover, COPS strategy can improve learning activity at the eighth grade of SMP IT Bina Insani Metro. It was investigated that the percentage of learning activity of cycle II is 82%. It means that COPS strategy can improve the students' learning activity.

B. Suggestion

Based on the conclusion above, some suggestions are provided as follow:

1. For English Teacher

- a. It is suggested for the teacher to use COPS strategy in English learning especially in writing because it can improve students' writing skill.
- b. The teacher is supposed to give motivation to the students to be active in the learning process.

2. For the Students

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

3. For Headmaster

It is suggested for the headmaster to support the English teachers to implement COPS strategy in the learning process because COPS strategy is so helpful.

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APPENDIXES



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Nomor : B-0655/In.28.1/JJ/TL.00/03/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

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

Assalamu'alaikum Wr. Wb.

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

Nama : ANIS SHOFI AULIA
NPM : 1501070017
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING STUDENTS WRITING SKILL BY USING
CAPITALIZATION, OVERALL, PUNCTUATION, SPELLING (COPS)
STRATEGY OF THE EIGHTH GRADE AT SMP IT BINA INSANI
METRO

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 21 Maret 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
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Lamp. : -

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di
Tempat

Assalamu 'alaikum Warahmatullahi Wabarakatuh.

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

Berdasarkan surat nomor : B-0655/In.28.1/J/TL.00/03/2019 perihal izin Pra-survey, maka kami berkenan memberikan izin, berikut nama mahasiswa yang akan melaksanakan penelitian :

Nama : ANIS SHOFI AULIA
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Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : IMPROVING STUDENTS' WRITING SKILL BY USING CAPITALIZATION, OVERALL, PUNCTUATION, SPELLING (COPS) STRATEGY OF THE EIGHTH GRADE AT SMP IT BINA INSANI METRO.

Demikian surat ini kami buat, untuk dipergunakan sebagaimana mestinya.

Wassalamu 'alaikum Warahmatullahi Wabarakatuhu.



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Kepala SMP IT Bina Insani

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No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	1/8/19	✓		Chapter I A&O mechanical aspects Content	
	10/7/19	✓		Please understand every single word in Chapter II unless I'll be thinking that you do not write the paper by yourself.	

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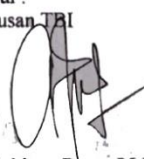
Fakultas/Jurusan : FTIK / IBI

NPM : 1501070017

Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	9/09/19	✓		Chapter I-III Basically okay Please revise accordingly	Anis Shofi Aulia
	13/09/19			I need to see the Bibliography A@@ for Seminar Proposal	Anis Shofi Aulia

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No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
①	Rabu 26/2019 Juni		✓	Chapter I - Give theories on the background of study - Revise Problem Identification - Revise Problem Formulation	A. Subhan
②	Rabu 3/2019 Juli		✓	ACC Chapter I	A. Subhan
			✓	Chapter II	
③	Selasa 9/2019 Juli		✓	- Check numbering. - Give conclusion in every theories	A. Subhan
			✓	ACC Chapter II	

Mengetahui :
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Semester/TA : VIII / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
④	Kamis 8/2019 Agustus		✓	Chapter III - Check the implementation of technique - Review criteria of success	Anis s-a
⑤	Rabu, 14/2019 Agustus		✓ ✓	Chapter IV ACC Chapter I-IV ACC	Anis s-a

Mengetahui :
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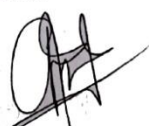
Fakultas/Jurusan : TBI

NPM : 1501070017


Semester/TA : IX / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	13/11/19	✓		Research Instrumen A@ Please continue takeis data	

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

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kamis 31/2019 Oktober			hal 1-3 Dr. Anshumela	Anis Shofia

Mengetahui :
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Nomor : B-4004/In.28/D.1/TL.00/11/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
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METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4003/In.28/D.1/TL.01/11/2019, tanggal 25 November 2019 atas nama saudara:

Nama : **ANIS SHOFI AULIA**
NPM : 1501070017
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP IT BINA INSANI METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS WRITING SKILL BY USING CAPITALIZATION, OVERALL, PUNCTUATION, SPELLING (COPS) STRATEGY OF THE EIGHTH GRADE AT SMP IT BINA INSANI METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 25 November 2019
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**JARINGAN SEKOLAH ISLAM TERPADU
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di
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

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

Berdasarkan surat nomor : B-4003/In.28/D.1/TL.01/11/2019 Wakil Dekan 1 IAIN Metro tanggal 25 November 2019 bahwa:

Nama : **ANIS SHOFI AULIA**
NPM : 1501070017
Program Studi : Pendidikan Bahasa Inggris
Semester : 9 (Sembilan)

Benar bahwa mahasiswa tersebut diatas telah mengadakan penelitian di SMP IT Bina Insani Metro dengan Judul Skripsi **"IMPROVING STUDENTS' WRITING SKILL BY USING CAPITALIZATION, OVERALL, PUNCTUATION, SPELLING (COPS) STRATEGY OF THE EIGHTH GRADE AT SMP IT BINA INSANI METRO"**.

Demikian surat ini kami buat, untuk dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuhu.

Metro, 18 Desember 2019

Kepala SMP IT Bina Insani



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No	Hari/ Tanggal	Pembimbing		Hal yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	02/03/2022	✓		Abstract → please revise accordingly. Bring the draft that we have discussed. (2 pages) Chapter I-V → Mechanical aspects. Differentiate between Figure and Table. → Some data ought to be included as appendices Reference and appendix: - Insert/add page number. <i>Please come back at 7 of March 2022 around 13.p.m.</i>	<i>Anis Shofi Aulia</i>

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No	Hari/ Tanggal	Pembimbing		Hal yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	07/04/2022	✓		Abstract needs revision → Please come back tomorrow at 8.2.m.	Anis Shofi Aulia
	08/03/2022	✓		@@@ for Musyang Zupah	Anis Shofi Aulia

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No	Hari/ Tanggal	Pembimbing		Hal yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Jumat, 19/2021 Nov		✓	- Abstract - Revise Chapter IV	Anis Shofi Aulia
2	Selasa, 14/2021 Desember		✓	- Cover - Motto - Table of Content	Anis Shofi Aulia
3	Senin, 8/2022 Januari		✓	Revisi ke I Pendahuluan	Anis Shofi Aulia

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-243/In.28/S/U.1/OT.01/03/2020**

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

Nama : Anis Shofi Aulia
NPM : 1501070017
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070017.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 06 April 2020
Kepala Perpustakaan


Dr. Mokhtandi Sudin, M.Pd
NIP. 1958063119810301001



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

Jl. Ki Hajar Dewantara 15A Inngmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507 Fax (0725) 47296 Website www.metrouniv.ac.id e-mail iain@metrouniv.ac.id

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 : Anis Shofi Aulia
NPM : 1501070017
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, 28 Juli 2021
Ketua Jurusan TBI

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

**SILABUS
SMP/MTs**

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.					
Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. Menunjukkan					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>					
<p>3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>Teks deskriptif sangat pendek dan sederhana, tentang orang, binatang, dan benda</p> <p>Fungsi sosial Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.</p> <p>Struktur text (gagasan utama dan informasi rinci) a. Menyebutkan nama</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks deskriptif orang, binatang, benda, sangat pendek dan sederhana. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi 	<p>24 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh teks dari sumber otentik Sumber dari

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.</p> <p>Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 3 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p> <p>(2) Kata ganti <i>it, they, she, we, dst.; our, my, your, their, dst.</i></p> <p>(3) Kata sifat yang sangat lazim, <i>young, old, clever, big, small, easy, difficult, diligent, tired, tall, short, beautiful, dll.</i></p> <p>(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take, dll.</i></p>	<p>mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih 	<p>orang, binatang, benda dalam teks deskriptif.</p> <ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapian tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p>Observasi:</p>		<p>internet, seperti:</p> <ul style="list-style-type: none"> - www.dailyenglish.com - http://america.english.state.gov/files/ae/re_source_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.</p>	<p>cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai 	<p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). Siswa menyampaikan beberapa teks deskriptif yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi deskripsi, dsb. 	<p>jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahannya dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<ul style="list-style-type: none"> Lembar soal dan hasil tes 		
<p>3.2 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.14 Menangkap makna lagu.</p>	<p>Teks lagu pendek dan sederhana</p> <p>Fungsi sosial</p> <p>Memahami pesan moral lagu dan menghargai lagu sebagai karya seni</p> <p>Unsur kebahasaan</p> <ol style="list-style-type: none"> Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. Ucapan, tekanan kata, intonasi Ejaan dan tanda baca. Tulisan tangan <p>Topik</p> <p>Hal-hal yang memberikan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya. Siswa berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya. Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial lagu. Tingkat kelengkapan dan keruntutan dalam memahami isi pesan lagu. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap tanggung jawab, kerjasama, peduli, dan percaya 	<p>8 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Contoh lagu dalam CD/VCD/ DVD/kaset Kumpulan lirik lagu Sumber dari internet, seperti: <ul style="list-style-type: none"> www.dailyenglish.com http://america.english.state.gov/files/ae/re/source_files http://learnenglish.britishcouncil.org/en/ http://www.myenglishpages.com

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.	<p>digunakan.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Siswa membaca (dan jika memungkinkan, mendengarkan) salah satu lagu yang telah disalin. • Siswa menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb. • Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi lagunya. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu dalam buku koleksi lagunya tersebut di atas atau dengan lagu-lagu lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang pendapat dan perasaannya tentang lagu-lagu tersebut. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membacakan dan 	<p>diri yang menyertai pemaparan tentang isi pesan serta pendapat dan perasaan siswa tentang isi pesan lagu.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas untuk menyebutkan isi pesan lagu secara singkat dan menyatakan kesan atau pendapatnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap interaksi siswa berusaha memahami fungsi sosial dan unsur kebahasaan dalam lagu. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses 		<p>com/site_php_files/lyrics_and_songs.php</p>

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP IT BINA INSANI METRO
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/1
Materi Pokok : Describing people, animal, and thing
Tahun Pelajaran : 2019/2020
Alokasi Waktu : (2 Pertemuan / 4JP)

A. Kompetensi Inti

- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1	3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .	3.1.1 Mengidentifikasi fungsi sosial teks deskriptif. 3.1.2 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang orang. 3.1.3 Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana 3.1.4 Mengidentifikasi struktur teks, Unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang binatang sesuai dengan konteks penggunaannya. 3.1.5 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang benda sesuai dengan struktur konteks penggunaannya.
2	4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	4.11.1 Melengkapi teks deskriptif tulis sangat pendek dan sederhana 4.11.2 Memahami makna kosa kata tentang benda (noun) dan kata sifat (adjective). 4.11.3 Mempelajari kosa kata baru

		tentang benda, dan kata sifat dalam descriptive text.
3	4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda dengan memperhatikan fungsi sosial struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p>4.12.1 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.12.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.12.3 Melengkapi teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.12.4 Melengkapi teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>

C. Tujuan Pembelajaran

1. Pertemuan Pertama

- 3.11.1.5 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang benda sesuai dengan konteks penggunaannya.
- 4.11.1 Melengkapi teks deskriptif tulis sangat pendek dan sederhana

2. Pertemuan Kedua

- 4.11.2 Memahami kosa kata baru tentang benda dan kata sifat
- 4.11.3 Mengetahui dan meningkatkan kosa kata tentang benda, tempat, dan kata sifat.

D. Materi Pembelajaran

Teks deskriptif pendek dan sederhana tentang orang, binatang dan benda.

1. Fungsi Sosial dari ungkapan:

Membangankan, menjual, mengenalkan, mengidentifikasi, mengkritik.

2. Struktur Teks (gagasan utama dan informasi rinci)

- a. menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
- b. menyebutkan sifat orang, binatang, benda dan bagiannya.
- c. menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks kurang lebih 5 (lima) kalimat.

3. Unsur Kebahasaan dari ungkapan sapaan dan pamitan, yaitu:

- 1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*)
- 2) Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
- 3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very, smart*.
- 4) Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*
- 5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- 6) Ucapan, tekanan kata, intonasi, ejaan dan tanda baca.

4. Fokus nilai nilai yang harus dimiliki peserta didik.

- 1) Percaya diri
- 2) Kerjasama
- 3) Tanggung jawab

E. Metode Pembelajaran

Metode : COPS Strategy

Pendekatan : Scientific dan Pendekatan Komunikatif

F. Media, Alat, dan Sumber Pembelajaran

1. Media

Gambar binatang

2. Alat/Bahan

Papan tulis, spidol

3. Sumber belajar

Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VIII.

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama (2x 40 menit)	Waktu
A. Kegiatan Pendahuluan <ul style="list-style-type: none">1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.2) Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi	10 Menit

H. Penilaian

1. Jenis penilaian : Penilaian Kognitif
2. Bentuk Instrumen : Tes Tulisan (terlampir)
3. Pedoman Penskoran : (Terlampir)

- Penilaian yang dilakukan menggunakan rubrics of writing. Aspek yang dinilai adalah *Content (C)*, *Organization (O)*, *Vocabulary (V)*, *Language use (L)* dan *Mechanics (M)*
(*The Rubrics of Writing Descriptive Text*)

I. Rubrik Penilaian Writing

“Writing Assesment”

Content		
30-27	Excellent to very good	Knowledgeable, substantive, etc.
26-22	Good to Average	Some knowledge of subject, adequate range
21-17	Fair to Poor	Limited knowledge of subject, little substance-etc.
16-13	Very Poor	Does not show knowledge of subject, etc.
Organization		
20-18	Excellent to very good	ideas clearly stated/supported, complete.
17-14	Good to Average	loosely organized but main ideas stand out.
13-10	Fair to Poor	an idea confused or disconnected,
9-7	Very Poor	Does not communicate, no organization.
Vocabulary		
20-18	Excellent to very good	effective word/idiom choice and usage.
17-14	Good to Average	Adequate range, occasional errors of word/idiom form, meaning confused or obscured.

		meaning confused or obscured.
13-10	Fair to Poor	frequent errors of words/idiom form.
9-7	Very Poor	Essentially translation, little knowledge of English vocabulary.
Language use		
25-22	Excellent to very good	Effective complex intructions
21-19	Good to Average	Effective but simple instruction
17-11	Fair to Poor	Major problem in simple/complex instructions.
10-5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative.
Mechanics		
5	Excellent to very good	Demonstrates mastery of conventions.
4	Good to Average	Occasional errors of spelling, punctuation, capitalization
3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization
2	Very Poor	No mastery of conventions

The Criteria Students Writing Grade

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

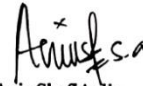
Guru Mata Pelajaran



Ryan Dewi Pusparingga, S.Pd

NIY. 199103042013072009

Metro, November 2019
Peneliti



Anis ShofiAulia

NPM.1501070017

**STUDENTS ATTENDANCE LIST
(PRE-TEST)**

Class : VIII A

Day/Date :

NO	NAMA SISWA	KELAS	TANDA TANGAN	
1	ALIZA NABILA PUTRI	VIII A	1	
2	AMALIAH HUSNA	VIII A		2
3	AN NISA AZ ZAHRA MUHTALIA	VIII A	3	
4	AZIZAH NAZYWA RAHMAN	VIII A		4
5	AZZAHRA MUSMIROTUL IZAH	VIII A	5	
6	BILQIS TAQIYA SAZIDA	VIII A		6
7	DINDA NUR LATIFA	VIII A	7	
8	ELISYA TISYA NUGRAHA	VIII A		8
9	FATHYA ROSELINA PIRANTI	VIII A	9	
10	HANIFAH AZHAR	VIII A		10
11	HAYYA AQILAH	VIII A	11	
12	IMROATU SULHA KHOIRUDZIKRO	VIII A		12
13	JIHAN FADILA MAYSUN	VIII A	13	
14	NAISYA BILA PUTRI ARIUS	VIII A		14
15	NAJWA MARISA AZZAHRA	VIII A	15	
16	NANDA SURYANI NING TIYAS	VIII A		16
17	NAYDIA PUTRI	VIII A	17	
18	NESSA NUR FADLILAH	VIII A		18
19	RAHMA KHOIRUNNISAA	VIII A	19	
20	RIZQI MIFTAKHUL KARIMAH	VIII A		20
21	SALSABILA FARAH AZZAHRA	VIII A	21	
22	SITI AISYAH	VIII A		22
23	SOFIA ZAHRA SAPUTRI	VIII A	23	
24	SYABILLA ZAHWA AWALIA	VIII A		24
25	TASYA AZZAHRA	VIII A	25	
26	THESA HESTA PRATAMA	VIII A		26
27	TSURAYYA NABILAH	VIII A	27	
28	ZAKIA ARWAA MAHATIDANA	VIII A		28

PRE-TEST
INSTRUMENT

OF WRITING
DESCRIPTIVE
TEXT

Subject : English (writing)

Clas : VIII A

Time allocation : 45 minutes Direction :

- ❖ Please write your name and class on answer sheet.
- ❖ Please use your own hand writing.
- ❖ Please write carefully.

Exercise :

1. Please write descriptive paragraphs about your favorite animal one paragraph (min. 5 sentence)
2. Remember to include the part of a descriptive text (generic structure and language feature)
3. Your written a descriptive text will be scored on these considerations:
 - a. Content
 - b. Organization (Identification - Description)
 - c. Grammar
 - d. Vocabulary
 - e. Mechanic

ANSWER SHEET

Name : Naisya Bila Putri Arius

Date : (PRE-TEST) 15-11-2019

Class : VIII A

Time : 45 Minutes



• Please write a passage based on the following choice of the picture !

68

..... My Rabbit

My rabbit is cute. Rabbit has two eyes, and four leg.
My rabbit has short (ekor). The color of my rabbit is gray.
My rabbit name is "Piku". Piku (suka) (loncat) (loncat) on
the grass. Favorite food of Piku is (karrot). My rabbit
has (bulu yang halus) (carrot)



STUDENTS' SCORES OF PRE-TEST

No	Student Code	Aspects of Writing					Score
		Content	Organization	Vocabulary	Language	Mechanics	
1	ANP	19	17	14	15	3	68
2	AH	20	15	17	15	3	70
3	AZM	21	18	16	16	4	75
4	ANR	17	16	15	17	3	68
5	AMI	21	17	16	18	4	76
6	BTS	15	13	13	14	2	57
7	DNL	20	19	18	16	4	77
8	ETN	18	15	16	18	3	70
9	FRP	17	15	14	16	3	65
10	HAZ	17	13	15	13	2	60
11	HA	20	18	16	18	3	75
12	ISK	17	15	14	16	3	68
13	JFM	17	15	16	15	2	65
14	NBPA	20	14	13	15	3	65
15	NMA	16	15	13	14	2	60
16	NSNT	16	15	13	14	2	60
17	NP	17	16	15	16	3	67
18	NNF	15	13	14	13	3	58
19	RK	21	17	16	18	3	75
20	RMK	13	12	11	10	2	48
21	SFA	22	17	15	18	4	76
22	SA	10	8	8	7	2	35
23	SZS	21	17	17	18	4	77
24	SZA	17	15	14	16	3	65
25	TA	16	13	12	14	2	57
26	THP	15	12	10	11	2	50
27	TN	12	10	9	12	2	45
28	ZAM	20	18	17	17	4	76

**STUDENTS ATTENDANCE LIST
(POST-TEST 1)**

Class : VIII A

Day/Date :

NO	NAMA SISWA	KELAS	TANDA TANGAN
1	ALIZA NABILA PUTRI	VIII A	1 <i>[Signature]</i>
2	AMALIYAH HUSNA	VIII A	2 <i>[Signature]</i>
3	AN NISA AZ ZAHRA MUHTALIA	VIII A	3 <i>[Signature]</i>
4	AZIZAH NAZYWA RAHMAN	VIII A	4 <i>[Signature]</i>
5	AZZAHRA MUSMIROTUL IZAH	VIII A	5 <i>[Signature]</i>
6	BILQIS TAQIYA SAZIDA	VIII A	6 <i>[Signature]</i>
7	DINDA NUR LATIFA	VIII A	7 <i>[Signature]</i>
8	ELISYA TISYA NUGRAHA	VIII A	8 <i>[Signature]</i>
9	FATHYA ROSELINA PIRANTI	VIII A	9 <i>[Signature]</i>
10	HANIFAH AZHAR	VIII A	10 <i>[Signature]</i>
11	HAYYA AQILAH	VIII A	11 <i>[Signature]</i>
12	IMROATU SULHA KHOIRUDZIKRO	VIII A	12 <i>[Signature]</i>
13	JIHAN FADILA MAYSUN	VIII A	13 <i>[Signature]</i>
14	NAISYA BILA PUTRI ARIUS	VIII A	14 <i>[Signature]</i>
15	NAJWA MARISA AZZAHRA	VIII A	15 <i>[Signature]</i>
16	NANDA SURYANI NING TIYAS	VIII A	16 <i>[Signature]</i>
17	NAYDIA PUTRI	VIII A	17 <i>[Signature]</i>
18	NESSA NUR FADILAH	VIII A	18 <i>[Signature]</i>
19	RAHMA KHOIRUNNISAA	VIII A	19 <i>[Signature]</i>
20	RIZQI MIFTAKHUL KARIMAH	VIII A	20 <i>[Signature]</i>
21	SALSABILA FARAH AZZAHRA	VIII A	21 <i>[Signature]</i>
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24	SYABILLA ZAHWA AWALIA	VIII A	24 <i>[Signature]</i>
25	TASYA AZZAHRA	VIII A	25 <i>[Signature]</i>
26	THESA HESTA PRATAMA	VIII A	26 <i>[Signature]</i>
27	TSURAYYA NABILAH	VIII A	27 <i>[Signature]</i>
28	ZAKIA ARWAA MAHATIDANA	VIII A	28 <i>[Signature]</i>

ANSWER SHEET

Name : Naisya Bila Putri Arius

Date : Post - test I (26-11-2019)

Class : VIII A

Time : 45 Minutes



• Please write a passage based on the following choice of the picture !

My Rabbit

71

My rabbit is cute. My rabbit has two eyes, two ears, and four legs. My rabbit has short tail. The color is grey. The name of my rabbit is "Piku". Piku likes jumping on the grass. Favorit food of Piku is carrot. My rabbit has beautiful fur.



C = 20
O = 15
V = 15
L = 17
M = 4.

ANSWER SHEET

Name : Imroatu Sulha Khoirudzikro

Date : Post-test I (26-11-2019)

Class : VIII A

Time : 45 Minutes



• Please write a passage based on the following choice of the picture !

cat

74

cat is favorit (animal) Rasulullah. It's name is muezza
It has two eye and two ears the color is black and
white it has (friend) the name is kitty. muezza has long
tail I love my cat very much

A

STUDENTS' SCORES OF POST-TEST 1

No	Student Code	Aspects of Writing					Score
		Content	Organization	Vocabulary	Language	Mechanics	
1	ANP	20	17	15	17	3	72
2	AH	20	18	17	17	3	75
3	AZM	22	19	17	18	4	80
4	ANR	19	16	16	17	3	71
5	AMI	22	19	18	19	4	84
6	BTS	17	16	16	17	3	69
7	DNL	23	19	19	19	4	84
8	ETN	20	17	17	17	3	74
9	FRP	18	18	16	17	3	72
10	HAZ	19	16	16	14	3	68
11	HA	21	18	19	18	4	80
12	ISK	19	18	16	17	4	74
13	JFM	18	17	16	16	3	70
14	NBPA	20	15	15	17	4	71
15	NMA	18	14	15	15	3	65
16	NSNT	18	17	15	15	3	68
17	NP	17	15	15	16	3	69
18	NNF	17	15	14	16	3	68
19	RK	23	18	19	18	4	82
20	RMK	17	17	16	15	3	68
21	SFA	22	19	17	18	3	79
22	SA	15	12	13	12	3	55
23	SZS	20	15	17	15	3	70
24	SZA	19	15	18	15	3	71
25	TA	16	13	14	11	3	57
26	THP	14	12	11	11	2	50
27	TN	14	10	11	12	3	55
28	ZAM	22	19	18	18	4	81

**OBSERVATION SHEET OF STUDENTS' ACTIVITIES
CYCLE I**

No	Name	Activities			
		1	2	3	4
1	ANP	✓	-	✓	✓
2	AH	✓	✓	-	✓
3	AZM	-	✓	-	-
4	ANR	✓	-	-	✓
5	AMI	-	✓	✓	✓
6	BTS	-	-	✓	✓
7	DNL	✓	✓	-	✓
8	ETN	✓	-	✓	✓
9	FRP	✓	-	✓	✓
10	HAZ	-	-	✓	-
11	HA	✓	✓	-	✓
12	ISK	✓	✓	-	✓
13	JFM	✓	-	✓	-
14	NBPA	✓	-	✓	✓
15	NMA	-	-	✓	-
16	NSNT	-	-	✓	-
17	NP	-	-	✓	-
18	NNF	✓	-	-	-
19	RK	✓	✓	-	✓
20	RMK	-	-	✓	-
21	SFA	✓	✓	-	✓
22	SA	-	✓	-	-
23	SZS	✓	-	-	-
24	SZA	✓	-	✓	✓
25	TA	✓	-	✓	✓
26	THP	✓	-	✓	✓
27	TN	-	-	✓	-
28	ZAM	✓	✓	-	✓

NOTES:

Indicator of teacher's activities that observed are :

1. Paying attention to the teacher's explanation.
2. The students' writing skill in descriptive text improve by using COPS strategy.

3. Asking or answering the teachers' question.
4. Being active in class.

DIRECTION:

1. Give a tick (✓) for the active students
2. Give a tick (-) for unactive students


Collaborator



RYAN DEWI PUSPARINGGA, S.Pd
NIY.199103042013072009

Metro, November 2019

Researcher



ANIS SHOFI AULIA
NPM. 1501070017

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP IT BINA INSANI METRO
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/1
Materi Pokok : Describing people, animal, and thing
Tahun Pelajaran : 2019/2020
Alokasi Waktu : (2 Pertemuan / 4JP)

A. Kompetensi Inti

- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1	3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .	3.1.1 Mengidentifikasi fungsi sosial teks deskriptif. 3.1.2 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang orang. 3.1.3 Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana 3.1.4 Mengidentifikasi struktur teks, Unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang binatang sesuai dengan konteks penggunaannya. 3.1.5 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang benda sesuai dengan struktur konteks penggunaannya.
2	4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	4.11.1 Melengkapi teks deskriptif tulis sangat pendek dan sederhana 4.11.2 Memahami makna kosa kata tentang benda (noun) dan kata sifat (adjective). 4.11.3 Mempelajari kosa kata baru

		tentang benda, dan kata sifat dalam descriptive text.
3	4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda dengan memperhatikan fungsi sosial struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p>4.12.1 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.12.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.12.3 Melengkapi teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p> <p>4.12.4 Melengkapi teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>

C. Tujuan Pembelajaran

3. Pertemuan Pertama

3.11.1.5 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang benda sesuai dengan konteks penggunaannya.

4.11.1 Melengkapi teks deskriptif tulis sangat pendek dan sederhana

4. Pertemuan Kedua

4.11.2 Memahami kosa kata baru tentang benda dan kata sifat

4.11.3 Mengetahui dan meningkatkan kosa kata tentang benda, tempat, dan kata sifat.

D. Materi Pembelajaran

Teks deskriptif pendek dan sederhana tentang orang, binatang dan benda.

1. Fungsi Sosial dari ungkapan:

Membangankan, menjual, mengenalkan, mengidentifikasi, mengkritik.

2. Struktur Teks (gagasan utama dan informasi rinci)

- a. menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
- b. menyebutkan sifat orang, binatang, benda dan bagiannya.
- c. menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks kurang lebih 5 (lima) kalimat.

3. Unsur Kebahasaan dari ungkapan sapaan dan pamitan, yaitu:

- 7) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*)
- 8) Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
- 9) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very, smart*.
- 10) Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*
- 11) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- 12) Ucapan, tekanan kata, intonasi, ejaan dan tanda baca.

4. Fokus nilai yang harus dimiliki peserta didik.

- 1) Percaya diri
- 2) Kerjasama
- 3) Tanggung jawab

E. Metode Pembelajaran

Metode : COPS Strategy

Pendekatan : Scientific dan Pendekatan Komunikatif

F. Media, Alat, dan Sumber Pembelajaran

4. Media

Gambar binatang

5. Alat/Bahan

Papan tulis, spidol

6. Sumber belajar

Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VIII.

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama (2x 40 menit)	Waktu
A. Kegiatan Pendahuluan <ul style="list-style-type: none">1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.2) Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi	10 Menit

H. Penilaian

1. Jenis penilaian : Penilaian Kognitif
2. Bentuk Instrumen : Tes Tulisan
3. Pedoman Penskoran : (Terlampir)

- Penilaian yang dilakukan menggunakan rubrics of writing. Aspek yang dinilai adalah *Content (C)*, *Organization (O)*, *Grammar (G)*, *Vocabulary (V)*, dan *Mechanics (M)*
(*The Rubrics of Writing Descriptive Text*)

II. Rubrik Penilaian Writing

“Writing Assesment”

Content		
30-27	Excellent to very good	Knowledgeable, substantive, etc.
26-22	Good to Average	Some knowledge of subject, adequate range
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16-13	Very Poor	Does not show knowledge of subject, etc.
Organization		
20-18	Excellent to very good	ideas clearly stated/supported, complete.
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9-7	Very Poor	Does not communicate, no organization.
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20-18	Excellent to very good	effective word/idiom choice and usage.
17-14	Good to Average	Adequate range, occasional errors of word/idiom form, meaning confused or obscured.

		meaning confused or obscured.
13-10	Fair to Poor	frequent errors of words/idiom form.
9-7	Very Poor	Essentially translation, little knowledge of English vocabulary.
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Mechanics		
5	Excellent to very good	Demonstrates mastery of conventions.
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The Criteria Students Writing Grade

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

Guru Mata Pelajaran



Ryan Dewi Pusparingga, S.Pd

NIY. 199103042013072009

Metro, November 2019
Peneliti



Anis ShofiAulla

NPM.1501070017

**STUDENTS ATTENDANCE LIST
(POST-TEST 2)**

Class : VIII A

Day/Date :

NO	NAMA SISWA	KELAS	TANDA TANGAN
1	ALIZA NABILA PUTRI	VIII A	1 <i>[Signature]</i>
2	AMALIAH HUSNA	VIII A	2 <i>[Signature]</i>
3	AN NISA AZ ZAHRA MUHTALIA	VIII A	3 <i>[Signature]</i>
4	AZIZAH NAZYWA RAHMAN	VIII A	4 <i>[Signature]</i>
5	AZZAHRA MUSMIROTUL IZAH	VIII A	5 <i>[Signature]</i>
6	BILQIS TAQIYA SAZIDA	VIII A	6 <i>[Signature]</i>
7	DINDA NUR LATIFA	VIII A	7 <i>[Signature]</i>
8	ELISYA TISYA NUGRAHA	VIII A	8 <i>[Signature]</i>
9	FATHYA ROSELINA PIRANTI	VIII A	9 <i>[Signature]</i>
10	HANIFAH AZHAR	VIII A	10 <i>[Signature]</i>
11	HAYYA AQILAH	VIII A	11 <i>[Signature]</i>
12	IMROATU SULHA KHOIRUDZIKRO	VIII A	12 <i>[Signature]</i>
13	JIHAN FADILA MAYSUN	VIII A	13 <i>[Signature]</i>
14	NAISYA BILA PUTRI ARIUS	VIII A	14 <i>[Signature]</i>
15	NAJWA MARISA AZZAHRA	VIII A	15 <i>[Signature]</i>
16	NANDA SURYANI NING TIYAS	VIII A	16 <i>[Signature]</i>
17	NAYDIA PUTRI	VIII A	17 <i>[Signature]</i>
18	NESSA NUR FADILAH	VIII A	18 <i>[Signature]</i>
19	RAHMA KHOIRUNNISAA	VIII A	19 <i>[Signature]</i>
20	RIZQI MIFTAKHUL KARIMAH	VIII A	20 <i>[Signature]</i>
21	SALSABILA FARAH AZZAHRA	VIII A	21 <i>[Signature]</i>
22	SITI AISYAH	VIII A	22 <i>[Signature]</i>
23	SOFIA ZAHRA SAPUTRI	VIII A	23 <i>[Signature]</i>
24	SYABILLA ZAHWA AWALIA	VIII A	24 <i>[Signature]</i>
25	TASYA AZZAHRA	VIII A	25 <i>[Signature]</i>
26	THESA HESTA PRATAMA	VIII A	26 <i>[Signature]</i>
27	TSURAYYA NABILAH	VIII A	27 <i>[Signature]</i>
28	ZAKIA ARWAA MAHATIDANA	VIII A	28 <i>[Signature]</i>

ANSWER SHEET

Name : Imroatu sulha khoirudzi ko

Date : post-test II (5-12-2019)

Class : VIII. A

Time : 45 Minutes



• Please write a passage based on the following choice of the picture !

82

cat

cat is one of that I like. I have a cat. it's name is muezza. muezza has white and black color. It has grey eyes. muezza is very cute. It has two eyes and two ears. muezza eats fish and drinks milk. muezza always plays with me. muezza has long tail. I love my cat very much and I will always with my muezza ♡



C = 23

O = 18

V = 18

long = 19

M = 4

ANSWER SHEET

Name : Annisa Az-Zabrina Muhtalin

Date :

Class : VIII^a

Time : 45 Minutes



• Please write a passage based on the following choice of the picture !

86

♥ Cat ♥

I have a cat, it's name is katty. Katty has white and grey colour, it has black eyes. Katty is very cute. Katty eats fish and drinks milk. Katty always plays with me. Katty has long tail. I love my cat very much and I will always with my katty ♥. ☺

A

STUDENTS' SCORES OF POST-TEST 2

No	Student Code	Aspects of Writing					Score
		Content	Organization	Vocabulary	Language	Mechanics	
1	ANP	25	20	19	23	5	92
2	AH	23	19	20	23	5	90
3	AZM	22	20	20	23	5	90
4	ANR	22	18	18	18	4	80
5	AMI	25	19	20	22	4	90
6	BTS	17	16	16	17	3	69
7	DNL	25	20	20	22	5	92
8	ETN	26	20	20	24	5	95
9	FRP	22	18	19	21	4	84
10	HAZ	21	18	19	18	4	80
11	HA	25	20	20	24	5	94
12	ISK	23	18	18	19	4	82
13	JFM	23	19	19	23	4	88
14	NBPA	24	20	18	20	4	86
15	NMA	21	19	20	20	4	84
16	NSNT	20	18	19	19	4	80
17	NP	23	19	19	21	4	86
18	NNF	23	18	19	19	4	82
19	RK	26	20	20	22	5	95
20	RMK	20	18	18	18	4	78
21	SFA	22	19	20	22	5	88
22	SA	14	12	15	11	3	55
23	SZS	22	18	19	19	4	82
24	SZA	20	19	20	20	5	84
25	TA	16	12	16	10	3	57
26	THP	13	11	13	10	3	50
27	TN	14	12	15	11	3	55
28	ZAM	27	20	20	24	5	96

**OBSERVATION SHEET OF STUDENTS' ACTIVITIES
CYCLE II**

No	Name	Activities			
		1	2	3	4
1	ANP	✓	✓	✓	✓
2	AH	✓	✓	✓	✓
3	AZM	✓	✓	✓	✓
4	ANR	✓	✓	✓	✓
5	AMI	✓	✓	✓	✓
6	BTS	✓	-	✓	✓
7	DNL	✓	✓	✓	✓
8	ETN	✓	✓	✓	✓
9	FRP	-	✓	✓	✓
10	HAZ	✓	✓	✓	✓
11	HA	✓	✓	✓	✓
12	ISK	✓	✓	✓	✓
13	JFM	✓	✓	✓	✓
14	NBPA	✓	✓	✓	✓
15	NMA	✓	✓	✓	✓
16	NSNT	✓	✓	✓	✓
17	NP	✓	✓	✓	✓
18	NNF	✓	✓	✓	✓
19	RK	✓	✓	✓	✓
20	RMK	✓	✓	✓	✓
21	SFA	✓	✓	✓	✓
22	SA	✓	-	✓	✓
23	SZS	-	✓	✓	✓
24	SZA	✓	✓	✓	✓
25	TA	✓	-	✓	✓
26	THP	✓	-	✓	✓
27	TN	✓	-	✓	✓
28	ZAM	✓	✓	✓	✓

NOTES:

Indicator of teacher's activities that observed are :

1. Paying attention to the teacher's explanation.
2. The students' writing skill in descriptive text improve by using COPS strategy.

3. Asking or answering the teachers' question.
4. Being active in class.

DIRECTION:

1. Give a tick (✓) for the active students
2. Give a tick (-) for unactive students

Collaborator



RYAN DEWI PUSPARINGGA, S.Pd
NIY.199103042013072009

Metro, November 2019

Researcher



ANIS SHOFI AULIA
NPM. 1501070017

OBSERVATION SHEET OF THE TEACHER'S ACTIVITIES (CYCLE I)

Day/Date :

Teachers Activity	Good	Fair	Bad
1. Pre Teaching			
a. Prepare the lesson plan	✓		
b. Prepare the material that will given	✓		
c. Ability in opening the learning process	✓		
2. While teaching			
a. Inform the objective of learning	✓		
b. Explain the material chronological		✓	
c. Guide the students follow the lesson	✓		
d. Motivate the students	✓		
e. Guide the students to practice the material.	✓		
3. Post teaching			
a. Conclude the result Learning	✓		
b. Close the learning activity			

Tick (✓) for each positive activity

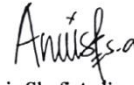
Collaborator



Ryan Dewy Pusparangga, S.Pd
NIP.

Metro, November 2019

Researcher



Anis Shofi Aulia
NPM.1501070017

OBSERVATION SHEET OF THE TEACHER'S ACTIVITIES (CYCLE II)

Day/Date :

Teachers Activity	Good	Fair	Bad
4. Pre Teaching d. Prepare the lesson plan e. Prepare the material that will given f. Ability in opening the learning process	✓ ✓ ✓		
5. While teaching f. Inform the objective of learning g. Explain the material chronological h. Guide the students follow the lesson i. Motivate the students j. Guide the students to practice the material.	✓ ✓ ✓ ✓		
6. Post teaching c. Conclude the result Learning d. Close the learning activity	✓		

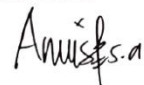
Tick (✓) for each positive activity

Metro, November 2019

Collaborator


Ryan Dewa Pusparingga, S.Pd
 NIP.

Researcher


Anis Shofi Aulia
 NPM.1501070017

Instrument Blueprint of Writing

No	Aspect	Indicator	Item Test	References
Micro of Writing				
1.	Content	The students are able to write the descriptive text based on the topic.	Written test	J.B Heaton (1988:146)
2.	Organization	The students are able to write the descriptive text with the general structure.	Written test	J.B Heaton (1988:146)
3.	Vocabulary	The students are able to write vocabulary based on the topic.	Written test	J.B Heaton (1988:146)
4.	Language use	The students are able to write the sentence with the write grammatical.	Written test	J.B Heaton (1988:146)
5.	Mechanics	The students are able to write descriptive text with the write mechanica.	Written test	J.B Heaton (1988:146)
Macro of Writing				
1.	Coherence	The students are able to write the paragraph with the write coherence, cohesion, and unity.	Written test	J.B Heaton (1988:146)
2.	Cohesion			
3.	Unity			

FIELD NOTE

Cycle/Meeting : I / 1 (One)
Day/Date : Tuesday / November 19th, 2019.
Class : VIII A
Times : -

No.	Notes
1.	Some students pay attention on teacher's explanation.
2.	Students looked so interested and motivated with the new strategy in teaching writing.
3.	Students need to explore their hard vocabulary. Some students feel hard to find out the vocabulary they need.
4.	Teacher should give the way how to get the vocabulary, because most of students have lack vocabulary.

FIELD NOTE

Cycle/Meeting : I / 2 (Two)
Day/Date : Thursday, November 21st, 2019.
Class : VIII A
Times : -

No.	Notes
1.	Students looks Cooperative.
2.	In this stage, the researcher explained the material about descriptive text.
3.	Students are enthusiastic in writing and revising their text.
4.	The teacher give activity to get the goal of teaching.
5.	The teacher reminded the students that they should pay attention to the content and organization.
6.	In general students still feel difficult in comprehending the strategy, so the teacher should give more explanation about COPS strategy to revised their writing.

FIELD NOTE

Cycle/Meeting : I / Post Test 1.
Day/Date : Tuesday, November 26th, 2019.
Class : VIII A
Times : -

No.	Notes
1.	At the stage, the researcher give 90 minutes to post-test 1.
2.	the students given some choices descriptive text topics that include of some animals.
3.	It was seen that some students were serious when taking the text.

FIELD NOTE

Cycle/Meeting : II/ Meeting I.
Day/Date : Thursday, November 28th, 2019.
Class : VIII A.
Times : -

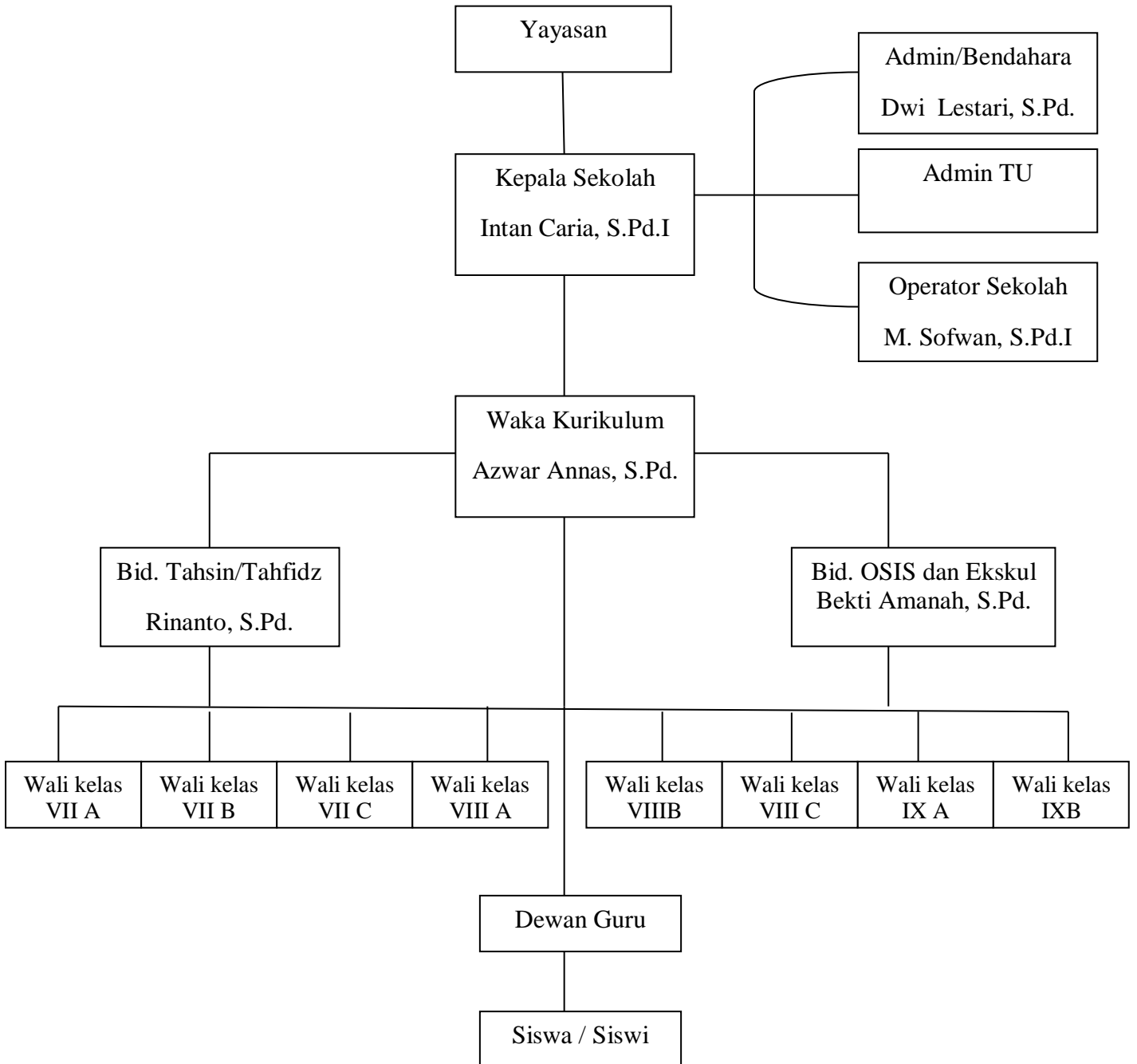
No.	Notes
1.	More students pay good attention on a topic.
2.	Some students feel interested of the COPS strategy.
3.	My notification of the class still noisy.
4.	The teacher should have effort to make the students keep silent.
5.	The teacher should make her voice louder.
6.	In general, the meeting is running well.

**The Condition of Teacher and Official Employers
in SMP IT Bina Insani**

No.	Name	Sex	Occupation
1	Intan Caria, S.Pd.I	Female	Headmaster
2	Azwar Annas, S.Pd	Male	Head of Curriculum
3	Bekti Amanah, S.Pd	Female	Teacher
4	Ryan Dewi Pusparingga, S.Pd	Female	Teacher
5	Bagus Prayogo, S.Pd	Male	Teacher
6	Muhammad Sofwan, S.Pd.I	Male	Teacher
7	Diki Mandela, S.Pd	Male	Teacher
8	Dwi Lestari, S.Pd	Female	School treasurer
9	Anis Shofi Aulia	Female	Administration staff
10	Maida Lestari, S.Pd	Female	Teacher
11	Agus Saputra, S.Pd	Male	Teacher
12	Ika Agustina Pratiwi, S.Pd	Female	Teacher
13	Rinanto, S.Pd	Male	Teacher
14	Asih Widiawati, S.Pd	Female	Teacher
15	Nur Apriyani Saputri, S.Pd	Female	Teacher
16	Siti Muhajiroh, S.Pd	Female	Teacher
17	Habthin Masrijah, S.Pd	Female	Teacher
18	Ismanto, S.Pd	Male	Teacher
19	Yuliani, S.Pd	Female	Teacher
20	Agus Kholidin, M.Pd	Male	Teacher
21	Rahmat Wijayanto, M.Pd	Male	Teacher
22	Magista Wahyu Prasetya, S.Pd	Male	Teacher
23	Endar Sulistyowati, M.Pd	Female	Teacher
24	Siti Aisyah, S.Pd	Female	Teacher
25	Novy Kusuma Wardani, S.Pd	Female	Teacher
26	Wildan Kholid	Male	Security guard
27	Sutikno	Male	School guard

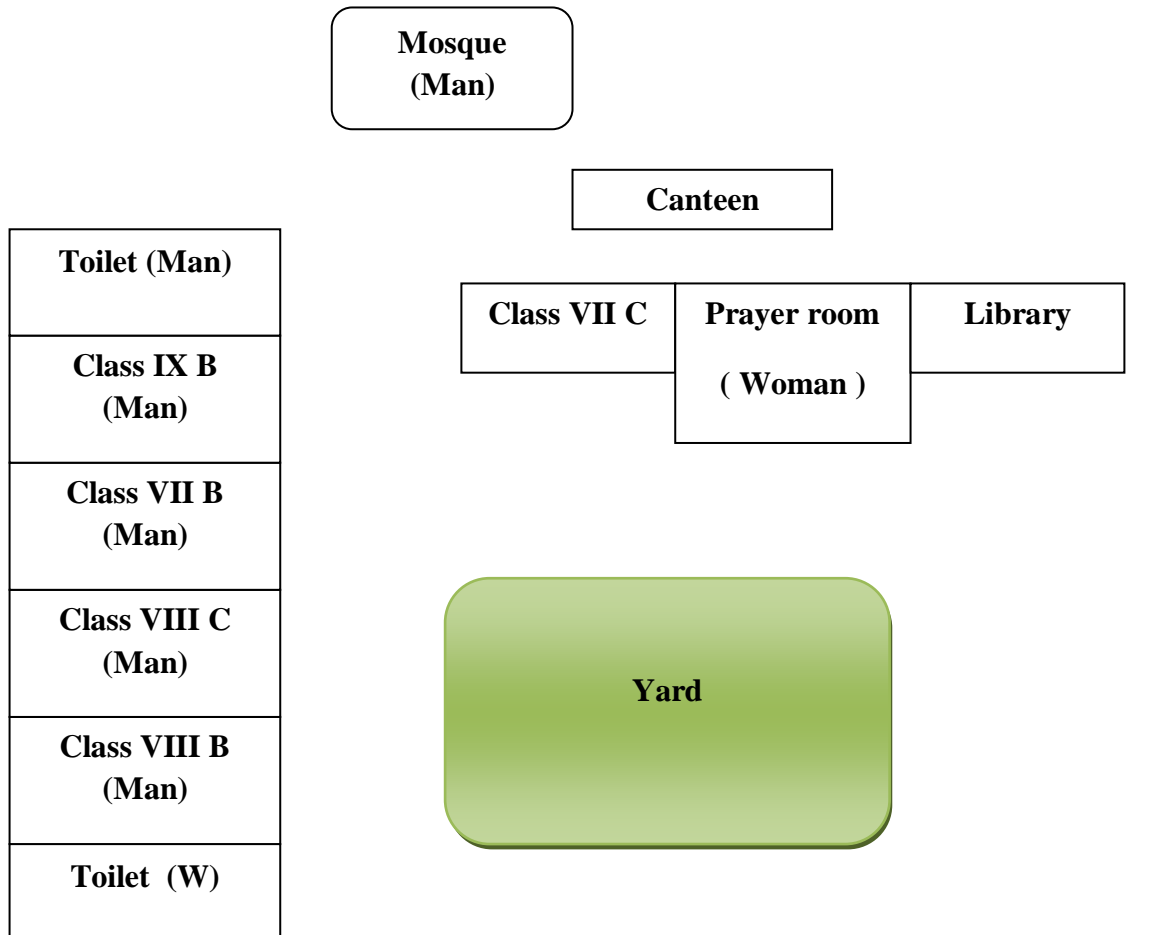
Source : Documentation of SMP IT Bina Insani was taken on May 14, 2019.

The Organization Structure of SMP IT Bina Insani Metro



Source : Documentation of SMP IT Bina Insani was taken on May 14,2019.

The Location Sketch of SMP IT Bina Insani Metro



Class VIII A (woman)	Teacher's room		Gate	Headmaster room	Class IX A (woman)	Class VII A (woman)
		Consul Room		Adm. Room		

Source : Adapted from the location sketch of SMP IT Bina Insani Metro.

DOCUMENTATION

Pre-Test



Treatment in Cycle I, Give a material Descriptive Text



Give a material using COPS Strategy and guiding the student in the Class



Post-Test 1



Treatment in Cycle II



Post-Test II



Interview with English Teacher



CURRICULUM VITAE



The writer was born in Metro on November 25th, 1996. She is the daughter of a happy family of Mr. Anwarsyah and Mrs. Kasmaboti. She lives in Satelit 1 street, No.20, Iringmulyo, Metro Timur Lampung.

She took her Elementary School at SD N 01 Metro Timur, on 2004-2009 and Junior High School at SMP Negeri 7 Metro, on 2010-2013. And then, in period of 2013-2015 she continued her study at Senior High School at MAN1 Metro.

After she graduating from Senior High School, she chooses IAIN Metro to continue her education. She was registered as a student of S1 English Education Study Program of State Institute for Islamic Studies Metro since 2015.