AN UNDERGRADUATE THESIS

THE USE OF *DECIDE, ESTIMATE, FIGURE, EXPRESS, NOTE, DRIVE, AND SEARCH* (DEFENDS) STRATEGY TO IMPROVE THE STUDENTS' WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMAN 1 KIBANG IN THE ACADEMIC YEAR OF 2021/2022

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1443 H /2022 M

THE USE OF *DECIDE, ESTIMATE, FIGURE, EXPRESS, NOTE, DRIVE, AND SEARCH* (DEFENDS) STRATEGY TO IMPROVE THE STUDENTS' WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMAN 1 KIBANG IN THE ACADEMIC YEAR OF 2021/2022

Presented as Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.pd) in English Department

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APPROVAL PAGE

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To be examined the undergraduate thesis in munaqosyah in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Metro, January 2022
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Assalamu'alaikum, Wr. Wb

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

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

Wassalmu'alaikum Wr. Wb

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AssalamualaikumWr.Wb.

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

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Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

No. B-2285 /In.28.1/D/PP.009/06/2022

An Undergraduate thesis entitled "THE USE OF *DECIDE, ESTIMATE, FIGURE, EXPRESS, NOTE, DRIVE, AND SEARCH* (DEFENDS) STRATEGY TO IMPROVE THE STUDENTS' WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMAN 1 KIBANG IN THE ACADEMIC YEAR OF 2021/2022" , written by WINDYANA PRESTIWANTI, student number 1601070059, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thrusday, April 14th 2022 at 13.00-15.00 p.m.

BOARD OF EXAMINERS:

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The Dean of Tarbiyah and Teachers Training Faculty

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THE USE OF *DECIDE, ESTIMATE, FIGURE, EXPRESS, NOTE, DRIVE, AND SEARCH* (DEFENDS) STRATEGY TO IMPROVE THE STUDENTS' WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMAN 1 KIBANG IN THE ACADEMIC YEAR OF 2021/2022

ABSTRACT

By:

Windyana Prestiwanti

The purpose of this study is to show that the Decide, Estimate, Figure, Express, Note, Drive, And Search (Defends) strategy can improve the writing ability and learning activity of students of class XI SMAN 1Kibang. The researcher applied that the Defends strategy can be one of the teaching strategies to improve students' writing skill.

This research method wasClassroom action research (PTK) which is carried out in two cycles. Each cycle consists of planning, execution, observation and reflection. The subject of this study was a student of class XI SMAN 1Kibang which amounted to 30 students. In data collection, researcher use tests consisting of initial tests, final tests I and final test II, observation and documentation. The research was conducted collaboratively with English teacher SMAN 1Kibang.

The results of this study showed that the Defends strategy improved the writing skill of SMAN 1Kibang class students. The result of post-test 2 shows that the percentage of students'reading skill achieved passing grade is 97 %. In addition, the percentage ofstudents' learning activity in cyle 2 is 87%. It means that the students'learning activity achieves the indicator of succes.

Keywords: Writing Skill, Defending Strategies, and Classroom Action Research

PENGGUNAAN STRATEGI DECIDE, ESTIMATE, FIGURE, EXPRESS, NOTE, DRIVE, AND SEARCH (DEFENDS) UNTUK MENINGKATKAN KETERAMPILAN MENULIS SISWA DI KALANGAN SISWA KELAS XI SMAN 1 KIBANG TAHUN AKADEMIK 2021/2022.

ABSTRAK

By:

Windyana Prestiwanti

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa strategi Decide, Estimate, Figure, Express, Note, Drive, And Search (Defends)dapat meningkatkan kemampuan menulis dan ativitas pembaajaran siswa kelas XI SMAN 1Kibang. Peneliti mencoba mengaplikasikan bahwa strategi Defends dapat menjadi salah satu strategi pengajaran untuk meningkatkan kemampuan pemahaman menulis siswa.

Metode penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus.Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi.Subjek penelitian ini adalah siswa kelas XI SMAN 1Kibang yang berjumlah 30 siswa.Dalam pengumpulan data, peneliti menggunakan tes yang terdiri dari tes awal, tes akhir I dan tes akhir II, observasi dan dokumentasi.Penelitian dilakukan secara kolaboratif dengan guru bahasa Inggris SMAN 1Kibang.

Hasil penelitian ini menunjukkan bahwa strategi Defends berdampak positif dalam meningkatkan kemampuan pemahaman menulis siswa kelas SMAN 1Kibang. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa dari pre-test hingga post test meningkat. Nilai rata-rata pada pre-test adalah 60,53, post-test I 72,43 dan menjadi 83,33 pada post-test II.

Kata Kunci: *Keterampilan Menulis, Strategi Defends, dan Penelitian Tindakan Kelas*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

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

Metro, November 25th 2021

The Researcher,

Windyana Prestiwanti

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ORISINALITAS PENELITIAN

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Fakultas	: Tarbiyah dan ilmu keguruan

Menyatakan bahwa Skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, November25th 2021
Yang membuat pernyataan

Windyana Prestiwanti
St.ID. 1601070059

MOTTO

نٓ ۚ وَٱلۡقَلَمِ وَمَا يَسۡطُرُونَ ١

Nûn. (These letters (Nûn, etc.)) are one of the miracles of the Qur'ân, and none but Allâh (Alone) knows their meanings. (QS. Al-Qalam :1)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My Beloved Parents (Mr. Satono and Mrs. sutarti)
2. My Beloved Brother (Gilang Kurniansyah)
3. My Sponsor (Mr. Drs. Kuryani M.Pd.) and who have guided me patiently to complete this undergraduate thesis. Thank you for guiding.
4. My Beloved Lectures of English Education Department of State Islamic Institute of Metro.

ACKNOWLEDGEMENT

Prais to Allah who has created human in the best vessel and has given His blessing to all mankid allover the world without any exception. The greeting always give to prophet Muhammad SAW who has brought us from the darkness era into bright era. Peace be upon him, who becomes an ispiration for all people to live as Moeslems.

The an undergraduate thesis is presented as a Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education Department entlited: "The Use of *Decide, Estimate, Figure, Express, Note, Drive, and Search* (DEFENDS) Strategy to Improve the Students' Writing Skill among the Eleventh Graders at SMAN 1 Kibang in the Academic year of 2021/2022."

The researcher would like to express his gratitude to the sponsor, Drs. Kuryani, M. Pd. Who have sincerly guide the researcher to accomplish this proposal in time.

Finally, the researcher realizes that this thesis is far for perfect. At last, she hopes that the result of the search gives significant contribution in teaching learning English in IAIN Metro.

Metro, April 14th 2022
The researcher,

WINDYANA PRESTIWANTI
NPM. 1601070059

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CHAPTER I

INTRODUCTION

A. Background of the Study

English one of the language in the wold. English has become an international language that is used by all countries as the first, second, or the foreign that determines English as foreign language language. It has also been compulsory subject to Indonesia learnes from student IAIN Metro.

In teaching a foreign language, language skill and component are important. The four language skill are listening, speaking, readinng, and writing. While the components of language of subjects matters of language are a stock of words and expressions and the rules that govern the syntaxt of its patterns, that is vocabulary and grammar.

Writing is one of the important aspect in language learning. By writing, the learners can share information and ideas with others trought writen text. Writing perfomance can help them to think ritically and to clarify their thoughts smoothly. Writing is also as a learning tool, helping them to understand what they have discover.

Learning to write is not as easy as expected. There are still many students who do not like to write because of some factors such as being lazy and lack of motivation and interest in writing. There are still many students who are lazy to write because most assume that writing is difficult. In addition, there are many other problems in writing such as lack of vocabulary, lack of grammar and low motivation to move writing.The problem is that

students still have difficulty in the writing process, especially in developing texts, determining ideas to express in English.

One of the solution to the students' writing problem is to use *Decide, Estimate, Figure, Express, Note, Drive, And Search* (DEFENDS) Strategy. DEFENDS strategy is recommended in developing students' writing skill independently or in groups. The teacher plays the role of instructing students in the good writing process by determining the topic, creating the main idea, grouping ideas, defining the first paragraph as the opening of the text, creating the content of the text, writing the final paragraph.

Based on the explanation above, the researcherconducted a classroom action research by implementing Defends strategy. Hopefully, the implementation this strategy can improve student's writing skill. Therefore, the researcher constract a reseach proposal entitled "The Use of *Decide, Estimate, Figure, Express, Note, Drive, And Search* (DEFENDS) Strategy to Improve the Students' Writing Skill among the Eleventh Graders at SMAN 1 Kibang in the Academic Year of 2021/2022"

Table 1

Date of Pre-survey Results
Writing Skill among the Eleventh Graders at SMAN 1 Kibang

No	Name of the students	Grade	Criteria
1	AI	60	Incomplete
2	AS	60	Incomplete
3	AS	70	Incomplete

4	AFM	80	Complete
5	AYP	60	Incomplete
6	BK	80	Complete
7	DPL	70	Incomplete
8	DADKN	70	Incomplete
9	EDL	70	Incomplete
10	ETD	60	Incompele
11	ER	70	Incomplete
12	ES	70	Incomplete
13	FPB	70	Incomplete
14	FAL	60	Incomplete
15	HM	60	Incomplete
16	HKD	80	Complete
17	IW	70	Incomplete
18	JO	80	Complete
19	KK	80	Complete
20	LAA	70	Incomplete
21	MDAS	70	Incomplete
22	NH	70	Incomplete
23	NL	80	Cmplete
24	N	60	Incomplete
25	N	80	Incomplete

26	RSB	60	Incomplete
27	RA	60	Incomplete
28	RFS	80	Complete
29	SNR	80	Complete
30	SS	80	Complete

The results of the pre-survey above are represented in the following table :

Table 2

The Classification of the Writing Skill at SMAN 1 Kibang

No	Passing Grade	Number	Percentage	Criteria
1	≤75	10 students	33 %	Complete
2	>75	20 students	67 %	Incomplete

Based on the results of pre-survey above, it is known that the percentage of students who are able to achieve Minimum Mastery Criteria is 33%; while the percentage of students who are unable to achieve 67 %. It means that the number of students who are able to achieve Minimum Mastery Criteria is less. Therefore, it can be concluded that the writing skill the eleventh grade of SMA N 1 Kibang islow.

Based on the result of interviews conducted in the pre-survay process, it is known that students` writing problems are caused by the limitations of their English grammar skill, so that they experience difficulty the writing process. In addition, the students have dificullty finding the main ideas or

supporting ideas continued in a writing. They have low motivation to write the text in English.

In conducting research in the classroom, the researcher conductedclassroom action research by online by using the class group whatsApp application by staying in the monitoring of English teachers. In the application of defends through whatsApp the researcher group implemented the teaching steps of writing.

In the application of defends through WhatsApp group the researcher applied every step of teaching defends through WhatsApp group effectively because stategy defends can be applied both online and offline.

B. Problem Identification

Based on the background of study that is explained above, the researcher can identify some problems that are caused by:

1. Students have limited English vocabullary skill.
2. Students have have low English grammatical mastery.
3. Students have difficulty in developing the basic ideas in the process of writing.
4. Students have low writing ability.

C. Problem Limitation

Based on the problems that have been identified, the researcher limits the problem of research by focusing on number four, namely the lack of

writing ability of students. The researcher considers the use of teaching strategies deffends can help efforts to improve students' writing skill.

D. Problem Formulation

Based on the problems limitation above, the researcher problem is formulated as *Can the use of*The Use of *Decide, Estimate, Figure, Express, Note, Drive, And Search* (DEFENDS) *strategy improve the students' writing skill among the eleventh gradersat SMAN 1 Kibang in the Academic year of 2021/2022?*

E. Objectives of the Study

The objective of the research is to improve students' writing skill by using *Decide, Estimate, Figure, Express, Note, Drive, and Search* (DEFENDS) among the Eleventh Graders at SMAN 1 Kibang in the Academic year of 2021/2022.

F. Benefits of Study

The benefits of this study are:

1. Theoretical Benefits
    a. The result of the research paper can be useful to enrich input English teaching learning process for teaching writing using DEFENDS strategy.
    b. The result of this research can be used as reference for those who want to conduct a research in English teaching learning process.

2. Practical Benefits

a. For the teacher

The researcher hopes that this research helps the teacher in guiding the students' ability in teaching learning process, especially in teaching writing that can implement DEFENDS strategy.

b. For the student

The students can improve their writing skill and stimulate them to develop their writing skill.

c. For the headmaster

This result can be a positive motivation for the headmaster to always increase the quality of education in the school by upgrading teacher's ability in teaching and learning process.

G. Prior Research

There are three previous researches that have relation to this research. The first prior research is done by Dewi, N.L.K. Artini in her thesis entitled "A Comparative Study on the Implementation of Strategy Difends and Please Strategy Toward Students Writing Competency SMP N 2 Singaraja"[1]. This study was an experimental study investigted the significant difference in writing competency between the students taught by using DEFENDS and PLEASE strategi. To conduct this research the seventh grade students of SMP N 2 Singaraja in the academic year 2017/2018 were selected to be sample.

[1] 2 Dewi, N.L.K1, Artini, L.P2, Piscayanti, K.S3, "*A Comparative Study on the Implementation of Defends and Please Strategies Toward Students Writing Competency in Smp N 2 Singaraja,"* English Education Department Ganesha University of Education vol.5 No.2,2017,p 01

Two classes were treated differently by implementing DEFENDS and PLEASE strategies. Pre Test-Post Test Non Control Group Design was implemented in this experiment.

The first prior research similarities and differences with this study. The simililarities between the fist prior research this study language skill and teaching strategy. The data of students' writing competency were collected by using post test. This research discovers that there is a significant difference in writing competency between the students' taught by using DEFENDS strategy and those taught by PLEASE strategy. This finding demonstrating that DEFENDS strategy is more effective for teaching writing, especially in the content of descriptive text.

In addition, a study entitled "DEFENDS" as An Effective Writing Strategy to Create Students Creativity" Research conducted by Mu'alim Ibnu Fathoni, Sumardi, Slamet Supriyadi in 2019 Teacher Training and Education Faculty, Sebelas Maret University, Surakarta, Indonesia.[2]

Research dealing with creativity in writing is needed. This research was an experimental design called post-test design using 2x2 factorial arrangements. The sample was high school students. Two instruments used by the researcher; those were writing test and creativity test.

In another previous study conducted by Riny Dwitya Sani entitled "*Teaching Writing By Combining Brain Writing And Defends (Decide, Estimate, Figure, Express, Note, Drive, And Search) Strategy At Senior High*

[2] 1 Mu'alim Ibnu Fathoni, Sumardi, Slamet Supriyadi, *"DEFENDS as An Effective Writing Strategy to Create Students Creativity*", International Journal of Language Teaching and Education, Vol. 3, No. 1,2019. ISSN 2598-2303 P 01

School" this strategy is useful for improving students' writing so that students are able to develop thought ideas in writing a good text. [3]

[3] 2 Riny Dwitya Sani,"*Teaching Writing by Combining Brain Writing and DEFENDS (Decide, Estimate, Figure, Express, Note, Drive, and Search) Strategy at Senior High School*", Vol 2, No 2, 2013. P 1

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. Theoritical Review

1. The Concept of Writing

a. The Definition of Writing

According to John Langan, writing is not an automatic process thatthe writers do no get something for nothing and we should not expect to. For almost everyone, competent writing comes from plain hard work from determination, sweat, and head-on battle.

In addition to believing that writing is a natural gift, many people falsely believe that writing should flow in a simple, straight line from the writers' head onto the written page. But writing is seldom an easy, one-step journey in which a finished paper comes out in a first draft.[4]

b. The Definition Of Writing Skill

Meanwhile, Johnstone defines Writing Skill is the one of basic skills and of the English language.[5] In addition, writing skill the must important of skills and language.

This means that what is meant by writing is a skill in sharing information and expressing ideas from the writer to the

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[4]John Langan, *College Writing skillWith Readings (*New York: Higher Education, 2008). P 14

[5]Muhammad Javed, " *A study of Student's Assessment in Writing Skill of the English Language* ". International Journal of Instruction. Vol.6.No 2 ,2013. ISSN: 1694-609X. P 129

reader through the written form the writer has written. In addition, the writer must use systematic language that is in accordance with language rules that are easily learned by the reader in the process of delivering information.

c. The Process of Writing

Firstly, planning is the preparation before writing that refers to think about purposes and ideas.When planning, the writer has to think about three main issues. *The first* is the purpose of the writing, it includes the type of the text the writer wants to product, the language the writers use, and the information they choose. *The second* is the audience, who are the reader of the writing. So the writer must attend the choice of the language informal or formal writing. *The last* is the content structure that is how sequence the facts, ideas, or argumentation which the writer decided to included.[6]Secondly, producting text is generating the language that refers to arranged words tobe systematic sentences and paragraph. Finally, reviewing is the process that consist of evaluating, revising and editing the result of writing.

On the other hand, a much deeper Donal Graves in Andrew P. Johnson explains that there are five steps of writing process.[7]There are:

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[6] Jeremy harmer, *How To Teach Writing*, Pearson Longman, England, 2007, p. 5

[7]Andrew P. Johnson, *Teaching Reading and Writing*, (United State of America: Britis Library Cataloging, 2008), p.179

1) Prewriting

The goal of prewriting is to generate ideas. Listing, brainstorming,outlining, silent thinking, conversation with aneighbor, or power writing (described below) are all ways to generate ideasneighbor, or power writing (described below) are all ways to generate ideas.[8] It means that before the students are going to write, they must to plan or generate idea in order to know what the matter that they want to write.

2) Drafting

Drafting is the writer's first attempt to capture ideas on paper. Correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step. The drafting prosess refers to the writer's effort to infuse his idea with a sistematic language on the paper.

3) Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where the students shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here the students

[8]*Ibit*

look for flow and structure. The students reread paragraphs and move things around.

4) Editing

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

5) Publishing and sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.

d. Componen of Writing

According to J.B Heaton the criteria of each witing score are: content (30-13), organization (20-7), vocabullary (20-7), language use (25-5), mechanic (5-2)[9].

Using Writing Rubrics to Measure Students' Writing Skills.

Score	
Content	
30-27	excelent to very good: knowledgeable substantive etc.
26-22	good to average: some knowledge of subject little substance etc
21-17	fair to poor limitedknowledge of subject little subtance etc.
16-13	very poor doesnot show knowledge of subject non substantive etc. Organization
Organization	
20-18	excelent to very good fluent expression ideas clearly stated etc.
17-14	good to average somewhat choppy loosely organized but main ideas stand out etc
13-10	fair to poor non fluent ideas confused or disconected etc
9-7	very poor does not communicate no organization etc.
Vocabulary	
20-18	excellent to very good sophistecated range effective word/idom choice and usage etc.
17-14	good to average adequate range occasional orrors of word/idom choice and usage but meaning not obscured.

[9]J.B Heaton, *Writing English Language Test (*New York*:*United Stated of America, 1975) p.146

13-10	fair to poor limitedrange frequent errors of word/idom choice and usage etc.
9-7	very poor essentially translation little knowdge of English vocabulary.
Language use	
25-22	excellent to very good effective complex constructions
21-19	good to average efective but simple constractionsetc
17-11	fair to poor major problemsin simple/complex constructions
10-5	very poor: virtualally no mastertery of sentence construction rules
Mechanic	
5	excelent to very good demonstrates mastery of conventions
4	good to average occasional errors of spelling punctuation
3	fair to poor frequent errors of spelling punctuation, capitalization etc
2	very poor: no mastery of conventions dominated by errors of spelling, punctuations, capitalization, paragraphing,etc

e. The Concept Of Decide, Estimate, Figure, Express, Note, Drive, A Search (DEFENDS) Strategy

1) The Definition of Decide, Estimate, Figure, Express, Note, Drive, And Search (DEFENDS) Strategy

Decide, Estimate, Figure, Express, Note, Drive, And Search (DEFENDS) is a mnemonic strategy for writing an opinion paper that consists of some steps including of *Decide on your exact position (D),Examine the* reasons *for your position (E), Form a list*

of points that explain each reason (F), Expose your position in the first sentence (E), Note each reason for supporting points (N), Drive home the position in the last sentence (D), Search for errors and correct (S).[10]

The mnemonic Decide, Estimate, Figure, Express, Note, Drive, And Search (DEFENDS) is a strategy for planning another type of expository writing—persuasive or opinion writing.[11]

In other words, Defends strategy is very useful not only in the planning process but in the process of developing good writing in the form of text types.

That means that defends strategy is very in the process of writing because this stategy can be used from the planing process to the revision process of a text.

Furthermore, DEFENDS is a teaching strategy that buildsthe awareness of appropriate cognitive academic language and develops analytical skills.[12]

In other words, defends strategy is very useful in developing the writer's ability to think krits against a theme developed into complex writing.

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[10]Leslie Laud,*Differentted Instruction in Literacy Math & Science.(Singapure:* United State of America.2011),p47

[11]Wendling J, Barbara & Nancy Mather.*Essentials of Evidence-Based Academic Interventions.*(Canada:United State of America).2009,p157

[12]CatherinCollier,*Strategy for A to Wfor Multi System of Support(*Corwin:Chruch Street.2017),p 25

DEFENDS is a teaching strategy that isparticularly useful for gifted or learning-disabled students because it improves the organizational flow of student writing.[13]

2) Benefit of DEFENDS Strategy

Benefit of the DEFENDS strategy are as follow:[14]

a. Assisting learners to defend a particular position in a written assignment
b. Building academic transfer skills
c. Building awareness of appropriate cognitive academic language
d. Developing analytical skills
e. Developing extended time on task
f. Developing field independent skills
g. Developing problem-solving skills
h. Improving retention of content
i. Improving writing strategies
j. Improving student's time on task
k. Improving student's ability to organize and prioritize information
l. Reducing confusion in locus of control
m. Reinforcing content lessons

[13]Ami Bislan,Using Learning Strategies Introduction With Students Who Are Gifted and Learning Disabled Summer Vol.27 No.3(2004):57 .

[14]*Ibid.*

n. Strengthening ability to discuss what is happening

o. Strengthening awareness of learning process

p. Facilitating writing process

q. Building awareness and foundation of leaming

r. Developing cognitive academic language

s. Developing thinking and planning skills

t. Strengthening knowledge of academic content

u. Strengthening language development

v. Strengthening learning to learn skills

w. Strengthening retention and application abilities

x. Expand and improve comprehension

3) Steps of Teaching Procedure DEFENDS Strategy

Steps of Teaching Procedure by Using DEFENDS Strategy[15]

a. The teacher reads an example of a passage that defends a particular position on a topic or area of interest to the students. The teacher or assistant introduces the students to the vocabulary words: decide, examine, form, expose, note, drive, and search He or she explains how the example passage "defends" a position and shows how points are made to support the position or idea. He or she shows how the position is "driven" home.

[15]CatherinCollier,*Strategy for A to Wfor Multi System of Support(*Corwin:Chruch Street.2017),p 25

b. Students are asked to read the passage and note each reason and its associated points, creating a list of points. The teacher then has students try writing their own version of the passage using DEFENDS. The vocabulary words, decide, examine, form, expose, note, drive, and search, may be printed on posters with space for posting examples or on the chalkboard. As the teacher explains each term, he or she asks for examples from the example passage or a familiar previous reading.
c. The teacher writes these examples under the word on the poster or chalkboard. Then students can combine them into a composition as an example.
d. To help the students remember the steps in DEFENDS, the teacher can provide the students with a printed form with the letters D, E. F. E, N, D, and S down the left side and their.
e. *The studentsdecide on their exact positionin the process of writing the topic.*
f. *The studentsexamine the reasons for their position.*
g. *The studentsform a list of points that explain each reason.*
h. *The studentsthe student's Expose your position in the first sentence.*
i. *The students note each reason for supporting points.*
j. *The studentsdrive home the position in the last sentence.*
k. *The studentssearch for errors and correct.*

B. Action Hypothesis

The action hypothesis this research is as follow:

The Use Of *Decide, Estimate, Figure, Express, Note, Drive, And Search* (DEFENDS) Strategy Can Improve The Students' Writing Skill Among The Eleventh Graders At SMAN 1 Kibang In The Academic Year Of 2021/2022.

CHAPTER III

RESEARCH METHOD

A. Variables and Operational Definition of Variables

1. Variables of Research

This research consists of two variables they are independent and dependent variables. The independent variable in this research is*Decide, Estimate, Figure, Express, Note, Drive, and Search* (DEFENDS)that was implemented to increase the students' writing skill in easy way. This strategy is useful to make their writing is excellent in paragraphs of sentences.

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

2. Operational Definition of Variable

Operational definition is the definition that based on characteristic of the things that was defined, and it can be observed or measured. Meanwhile, variable can be defined as an attribute of a person or a subject which varies from object to object.[16] According to Raymond Mark, the definition an operational tells us what activities or operation we need to perform to measure a concept or variable.[17]

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[16]John creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Lincoln: SAGE Publications,2002), p.24.

[17] Allen Rubin & Earl R Babie, *Esential research Method for Social Work, (* Engaged Learning: United State of America,2010), p.70.

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

a. Dependent Variable

According to Evelyn Hatch, dependent variable is the major variable that was measure in the research. Dependent variable is a variable that can improve by an independent variable.[18]The dependent variable of this research is students' writing skill that focuses on the students' skill.

To measure writing skill of students, the researcheradministrated the writing test by asking the students to compose a text in English. It is a simple test as a sample to know about the students' writing skill. The indicators of a writing skill test in this variable are:

1) The students are able to write the composition of facual reportwith the appropriate content with the writing topic..
2) The students are able to write the composition of facual report with the appropriate sentence structure.
3) The students are able to write the composition of facual report with the appropriate vocabulary.
4) The students are able to write the composition of facual report with the appropriate organization.
5) The students are able to write the composition of facual report with the appropriate writing mechanic writing.

[18]*Ibid*, p.63

b. The independent Variable

According to Evelyn, Independent Variable is variable that the researcher suspects may relate to or improve the dependent variable. In a sense, the dependent variable "defends" on the independent variable. [19]

This variable was measured by observation. To observe this variable the researcher used observation sheet. The measurement of this variable is 1- 4 score. The indicators of this variable are:

1) The students show good respond to learn writing using *Decide, Estimate, Figure, Express, Note, Drive, and Search* (DEFENDS)
2) The students have more concentration to write the paragraph in English

B. The Research Setting

The researcher conducted Classroom Action research (CAR) at SMAN 1 Kibang East Lampung. The object of this research is the students' writing skill at XI IPA 1 of SMAN 1 Kibang, consists of 30 students. The school was built at 2001and located at Metro Kibang.

C. The Subject of the Research

This research is Classroom Action Research (CAR). The subject of this action researchis the students of XIIPA 1 of SMAN 1 Kibang. SMAN 1 Kibang is one of the oldest schools in East Lampung.It has 481students and 52 teachers.

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[19] Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistics For Applied Statistic*,(USA: Heinle Publisher, 1991), p.64

The teacher chooses one of the classes that the students had a lower average score in writing. Based on the teacher's experience during teaching and learning activities in writing of English subject, the teacher indicated that the students are difficult lack in vocabularies for making sentences in paragraph, exactly the DEFENDS strategy is the problem solution for making the students better.

Table 3

Total students of the eleventh grade SMAN 1 Kibang

No	Class	Gender		Total
		Male	Female	
1	XI IPA 1	21	9	30

D. ResearchProcedure

The design of this research is classroom action research. It is called CAR because the research is aimed at developing a certain instructional technique to solve problems in a class.

According to Glenda Mac, action research is a cyclical process of 'think-do-think' to research and create change. We think about what we do at present, then we do something to create change, then we think again about what we've done and its effects.[20]

Jean Mc Niff Also stated that, "Action research is a name given to a particular way of researching your own learning. It is a practical way of

[19]Glenda Mac Naughton and Patrick Hughes, *Do Action Research in Early Childhood Studies: A Step by Step Guide,* (New York: Open University Press, 2009), p.1

looking at your practice in order to check whether it is as you feel it should be."[21]

Based on the statement above, the researcher can say that Classroom Action Research is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition, classroom action research helps the teacher to solve problem by applying a new method, strategy, or technique as an alternative way leading to innovation.

In this Classroom Action Research (CAR), consisted[22] of the cycle and consisted of four steps, namely planning, acting, observing and reflecting. The researcher describes the cycles through the scheme of action research design by Kurt Lewin as follows:

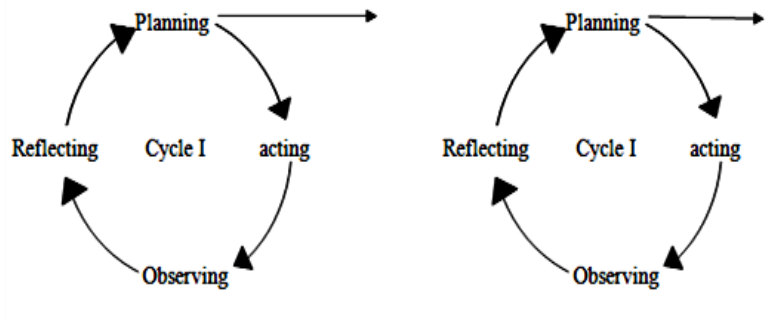

Figure 1
Kurt Lewin's Action Research Design
(Adapted from Jean McNiff, 2002)[3]

CAR was applied in this research since it is regarded important to develop writing skill of the eleventh grader of SMA N 1 Kibang by *Decide, Estimate, Figure, Express, Note, Drive, and Search* (DEFENDS) strategy applying,

[20]Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice,* (New York: Routledge Falmer, 2002) Second Edition, p.15
[22]*Ibid*, p.41

by applying this strategy it is expected to solve students' problems in teaching-learning process of writing skill.

The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the researchercollaborated with the real English teacher of SMAN 1 Kibang as an observer and collaborator. The researcher played a role as an English teacher who teaches writing skill trough *Decide, Estimate, Figure, Express, Note, Drive, and Search* (DEFENDS) to the students, while the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happens in the classroom. Also the real English teacher acts as a collaborator when helps the researcher in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the researcher is not only as an observer but the researcher also took actions by making lesson plan and giving assessment. Then, the researcher also collecting and analyzing data together with the teacher to know the result of their student writing result.

According to the Kurt Lewin's action research design, the researcher wants to describe a plan for Classroom Action Research (CAR) as follows:

1. Cycle 1

a. Planning

After interviewing, observing and conducting test before CAR. The teacher and the researcher make instruments, as follows:

1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.

2) The researcher prepares the observational note and guidelines
3) The researcher prepares the instrument of written tests before and after CAR.

b. Acting

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

1) Pre-Teaching

a) The researcher greets the students and checks the attendance list.
b) The researcher gives warm up activities.
c) The researcher explains general overview related to the topics oftext.
d) The researcher confirms the students their comprehension about the text.

2) Whilst Teaching

a) The teacher reads an example of a passage that defends a particular position on a topic or area of interest to the students.
b) Students are asked to read the passage and note each reason and its associated points, creating a list of points. The teacher then has students try writing their own version of the passage using DEFENDS.

c) The teacher writes these examples under the word on the poster or chalkboard. Then students can combine them into a composition as an example.

d) The students remember the steps in DEFENDS, the teacher can provide the students with a printed form with the letters D, E. F. E, N, D, and S down the left side and their

e) *The students decide on their exact positionin the process of writing the topic.*

f) *The students examine the reasons for their position.*

g) *The students form a list of points that explain each reason.*

h) *The students the student's Expose your position in the first sentence.*

i) *The students note each reason for supporting points.*

j) *The students drive home the position in the last sentence.*

k) *The students search for errors and correct*.

3) Post-Teaching

a) The researcher gives a conclusion the learning process.

b) The researcher closes the class.

c. Observing

In this phase, the researcher conducted some activities as follows:

1) The real teacher observers teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.

2) Identifies the students' achievement in learning writing skill by giving the test after CAR in cycle 1.

3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d. Reflecting

In this phase, the researcher and teacher have some activities as follows:

1) The teacher and the researcher discuss not only about the result of the implementation of CAR, but also students' achievement and the media.

2) The teacher and the researcher prepare the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem unfinished yet.

2. Cycle 2

a. Planning

After interviewing, observing and conducting test before CAR. The teacher and the researcher make instruments, as follows:

1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.

2) The researcher prepares the observational note and guidelines

3) The researcher prepares the instrument of written tests before and after CAR.

b. Acting

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

1) Pre-Teaching

a) The researcher greets the students and checks the attendance list.

b) The researcher gives warm up activities.

c) The researcher explains general overview related to the topics of text.

d) The researcher confirms the students their comprehension about the text.

2) Whilst Teaching

a) The teacher reads an example of a passage that defends a particular position on a topic or area of interest to the students.

b) Students are asked to read the passage and note each reason and its associated points, creating a list of points. The teacher then has students try writing their own version of the passage using DEFENDS.

c) The teacher writes these examples under the word on the poster or chalkboard. Then students can combine them into a composition as an example.

d) The students remember the steps in DEFENDS, the teacher can provide the students with a printed form with the letters D, E. F. E, N, D, and S down the left side and their

e) *The students decide on their exact positionin the process of writing the topic.*

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g) *The students form a list of points that explain each reason.*

h) *The students the student's Expose your position in the first sentence.*

i) *The students note each reason for supporting points.*

j) *The students drive home the position in the last sentence.*

k) *The students search for errors and correct*.

3) Post-Teaching

a) The researcher gives a conclusion about the learning process.

b) The researcher closes the class.

c. Observing

1) The real teacher observes of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.

2) Students are given the test after CAR in cycle 2.

3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle

d. Reflecting

1) The researcher and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students' score in writing and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.
2) And then, the researcher and the teacher make an agreement, if the target is not achieved, the action was continued to cycle 3, but if the target is achieved, the action was stopped.

E. The Data Collection Technique

There are two types of collecting data: qualitative data and quantitative data. The researcher uses observation dealing with the qualitative data. On the other side, the researcher uses the students' final result score of writing as a pre-test and post-test to obtain the quantitative data.

Some instruments are applied to obtain the data in this study. The completely explanation of those instruments as follow:

1. Test

The researcher uses test to get data result of the students' writing skill. The result of this test is students' writing score based on the media applied. The aim of this test is to measure the students' writing skill. The tests consist of the some types, as follows:

a. Pre-test

The pre-test was conducted before implementing *Decide, Estimate, Figure, Express, Note, Drive, and Search* (DEFENDS)in preparations study.Pre-test of this research was in the form of essay test that ask the students to write a composition in English.

b. Post-test

The post-test is implemented after using *Decide, Estimate, Figure, Express, Note, Drive, and Search* (DEFENDS)in teaching writing skill.Post-test of this research was in the form of essay test that ask the students to write a composition in English.

2. Observation

Observation is a mainstay of action research. It enables researcher to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur.[23]

In this case, the researcher observes the students directly in the classroom and gets the description about students' activity in learning writing process. The real teacher also observes the researcher who teaches in the classroom and the implementation of CAR based on observation notes which already made before.

The data is taken based on the students' participants during teaching and learning activity according to lesson plan. The information obtained from this observation is used to as a basis to determine the planning for the cycle.

[22]Anne Burns, *Collaborative Action Research for English Language Teachers,* (New York: Cambridge University Prss, 1999), p.80

3. Documentation

Documentation is collection of various documents relevant to the research questions which can include students' reading worksheet, student records and profile, course overviews, lesson plans, classroom materials.[24]

The researcher uses the documentation method to get some information about:

b. The history of SMAN 1 Kibang.
c. The condition teachers and officials employes in SMAN 1 Kibang.
d. The quantity of the students of SMAN 1 Kibang.
e. Organization structure of SMAN 1 Kibang.
f. Writing worksheet, course overviews and classroom materials of the students at SMAN 1 Kibang.

4. Field Note

In this research, the researcher used field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the researcher used field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and etc.

F. Data Analysis Technique

Data analysis was conducted by taking the average score of the pre-test. The researcher uses a statistical technique. In scoring the test, the students score is counted with the following formula:[25]

[23]*Ibid*, p.117
[24]Donald Ary at all, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108

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

Notes:

$\overline{X}$ =Mean

$\sum X$ =The total number of students' scores

N = Number of students

Moreover, to know the result the researcher compared between pre-test and post-test. The result was matched by the minimum standard in this school at least 75. The formula to figure out the percentage of the students who pass the passing gradein each cycle as follows: [26]

$$\mathbf{P} = \frac{\boldsymbol{F}}{\boldsymbol{N}} \times \mathbf{100}\%$$

P = Class percentage

F = Frequency

N = Number of student

G. The Indicator of Success

To know the gain of data, the researcher analyzed the result of test by taking the average score pre-test and post-test. The indicator of success takes from the process and the result of the action research. This research is called successful if 75%of the students get minimal score 75 and 75% of the students are active in learning activities.

[26] *Ibid*

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of Research Location

a. The History of SMAN 1 Kibang

In this chapter, the researcher would like to present the research result. It presents the research result and discussion which had been accomplished by the researcher at SMAN 1 KIBANG especially for the eleventh graders. The result of the research, as follows:

Based on the collected document, it was obtained that SMAN 1 KIBANG located on the Kibang highway of Kibang Metro District, located in the East Lampung district area with an area of 12,500 M2. SMAN 1 Kibang was established in 2001 with npsn number 10805996 initiated by teachers and local communities, until now SMAN 1 Kibang is the only state high school in Metro Kibang District with a letter of decree of the Regent of East Lampung No. 205/15/SK/2003 challenged by SLTP and SMU East Lampung Regency.

b. Vision and Mission of SMAN 1 Kibang

1) Vision of School

Visi of the School : "Faith, fear, noble character, achievement, master science and technology and care about the environment".

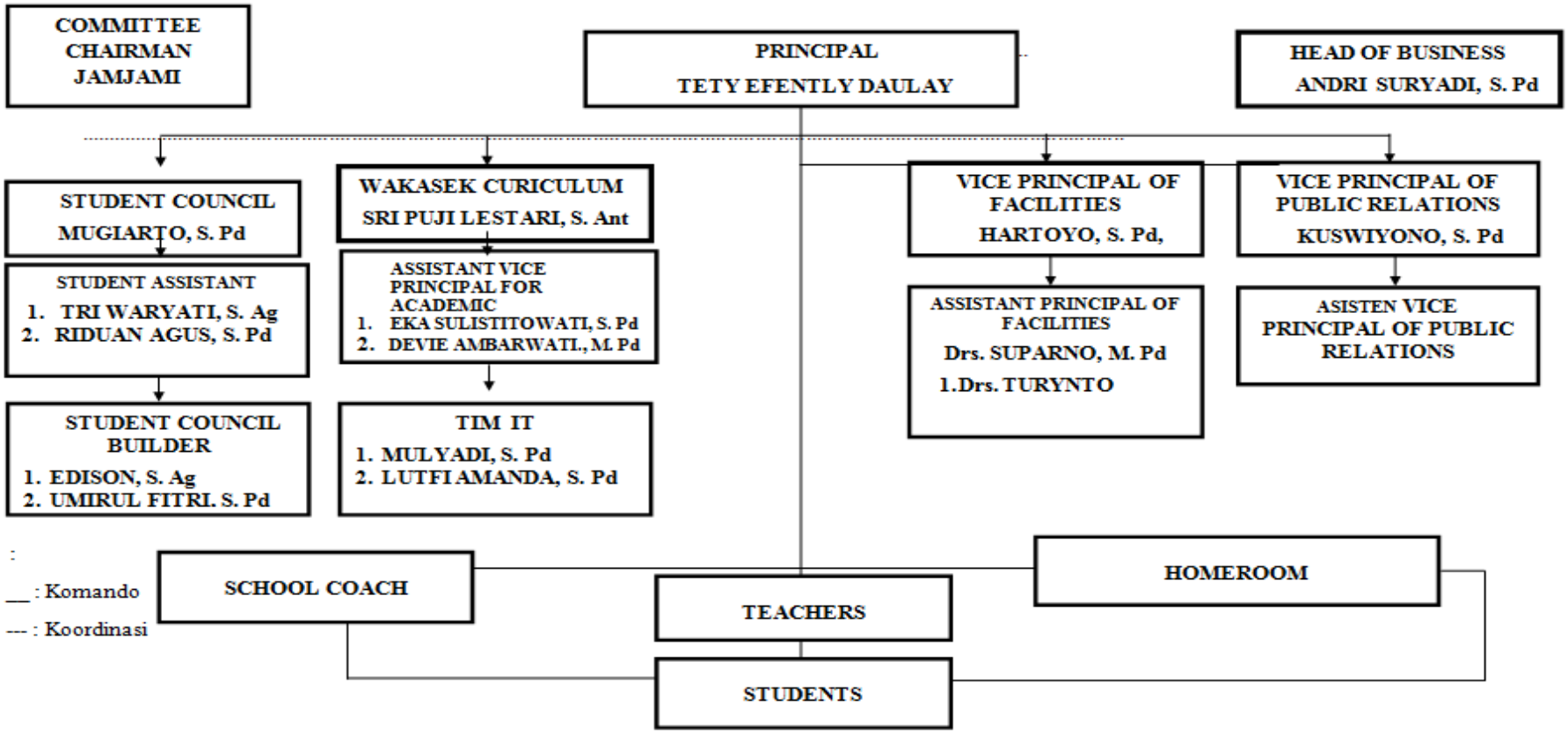
2) Mission of the School

a) Increasing faith and piety towards God Almighty

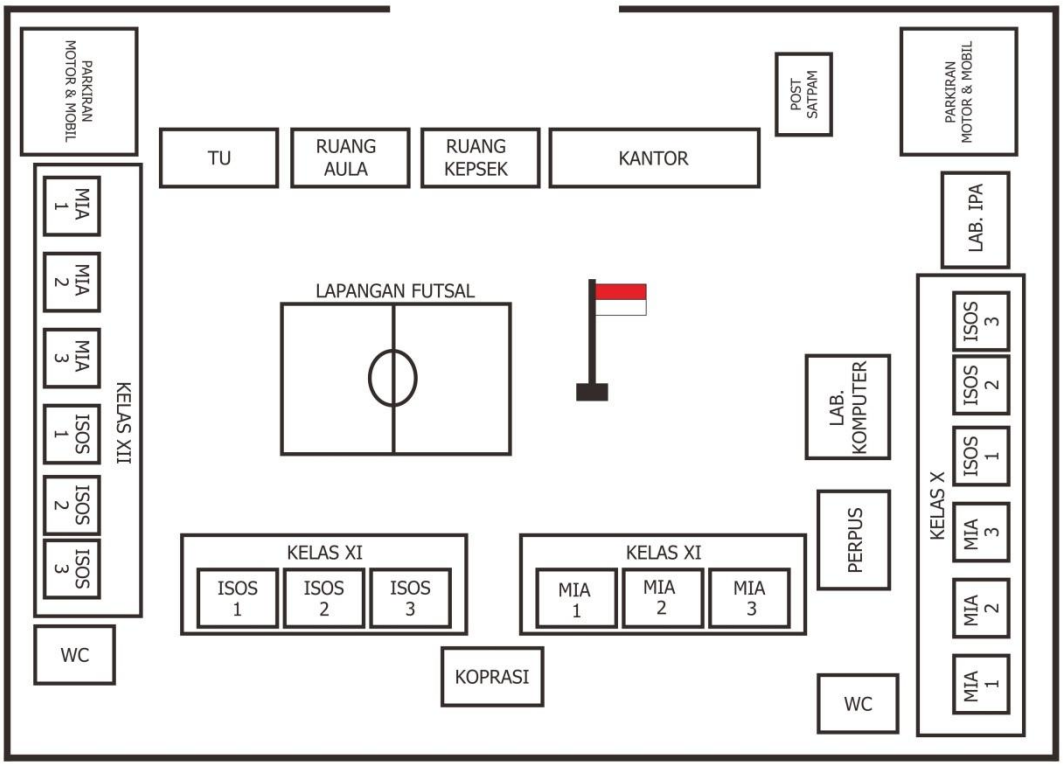
b) Improving the performance of learners in academic and non-academic fields
c) Carrying out creative, innovative, information technology-based learning
d) Developing character-based education
e) Applying discipline by putting forward suri tauladan
f) Increasing the concern of school residents for the environment
g) Developing community and stakeholder confidence in the development and progress of the school.
h) Developing interests, talents, and creativity in order to grow and develop in accordance with their potential
i) Improving facilities and infrastructure as a support for learning activities and school activities
j) Improving excellent service in the field of professional, effective, and efficient administration.

c. The Organization of SMAN 1Kibang

ORGANIZATION STRUCTURE
SEKOLAH MENENGAH ATAS NEGERI 1 KIBANG
TAHUN PELAJARAN 2021/202



d. **The Location Sketch of SMAN 1Kibang**



(source: the school archieve given by the administration staff of SMAN 1 Kibang)

2. Description of the research

This research was conducted through classroom action research. It was conducted in two cycles including of cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class, the researchermade lesson plan. The action of this research used Defends Strategy to improve the students' writing skill.

a. Pre-test activity

The study, the researcher conducted conduction on Wednesday, September 06th 2021 at 11:30 to 12:00. All students are ready when teaching time arrives. The researcher greeted the students. The researcher told the students that researcher conducted their classroom research to find out their writing skill skills before performing a class-action research action. Pre-tests are administered to students to be completed individually. This type of test is an essay. Furthermore, students' pre-test results are provided in the table below:

Table 4

The Result of the Pre-Test Students'Writing Skill among the Eleventh Graders at SMAN 1 Kibang

No	Name Of The Students	**Grade**	**Criteria**
1	A A	47	Incomplete
2	AN F	47	Incomplete
3	A G R	51	Incomplete
4	AN	47	Incomplete
5	Al A	52	Incomplete
6	A E A	48	Incomplete
7	A S	49	Incomplete
8	A S	53	Incomplete
9	AA	51	Incomplete
10	BSS	53	Incomplete
11	DP	53	Incomplete
12	DA S	48	Incomplete
13	D A	53	Incomplete
14	D P A	59	Incomplete
15	D FY	71	Incomplete
16	EP	75	Complete
17	F R S	64	Incomplete

18	FM C	87	Complete
19	FA L	88	Complete
20	F A	66	Incomplete
21	F J N	69	Incomplete
22	F A T	64	Incomplete
23	G L	65	Incomplete
24	L L	66	Incomplete
25	M Z	74	Incomplete
26	MA S	58	Incomplete
27	RP	61	Incomplete
28	R A	72	Incomplete
29	Z N P Y	68	Incomplete
30	J	57	Incomplete
	Total	1816	
	Average	60,53	

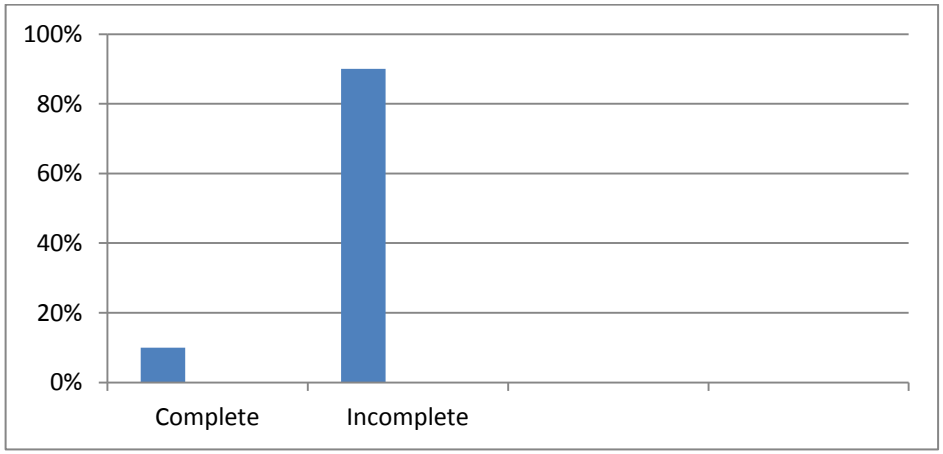
Table 5
The Frequency of students' score in pre-test

No	Grade	Frequency	Percentage	Explanatin
1	≥75	3 students	10%	Complete
2	< 75	27 students	90%	Incomplete
	Total	100%		

Source: the result score of writing pre-test at XI MIA SMAN 1 Kibang September 06th 2021

Figure 2

The Percentage of the Students Completeness Score on Pre-test



Based on the data above, it is inferred that 27 students (90%) were not successful and 3 oher students (10%) were seccessful. The successfulstudents were those who got the minimum mastery criteria at SMAN 1 Kibang at least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 61 so the result was unsatisfied. Therefore, the researcher used Defends Strategy to improve the students' writing skill.

b. Cycle 1

1) Planning

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

2) Acting

The first meeting was conducted on Wednesday, October 13th 2021 at 10:30 to 12:00 and followed by 30 students. The meeting begins with praying, greeting and checking the

attendance list. In implementing the Defends strategy in the Action Process, the researcher applied the ten-step Defends strategy. The researcherdiscussed the text read by the students. At this stage, the researcher provide factual report texts about animals the title of komodo dragon. Furthermore, researcher explained that the purpose of writing factual report text is to understand paragraphs that contain sentences to describe something. It could be about animals, natural circumstances or phenomena, tourist attractions and plants. In the first step, The students reads an example of a passage that defends a particular position on a topic or area of interest to the students.

Furthermore, in the second step, the students to read the passage and to note each reason and its associated points, creating a list of points. The students try writing their own version of the passage using DEFENDS.In the third step, the students can combine them into a composition as an example.In the fourth step,The students remember the steps in DEFENDS by providing the students with a printed form with the letters D, E. F. E, N, D, and S down the left side and their.

In the fifth steps, the students decide on their exact positionn in the process of writing the topic.In the sixth steps, the students examine the reasons for their The students Expose their position in the first sentence.In the seventh steps, The

students form a list of points that explain each reason.In the eighth steps, the students Expose their position in the first sentence.In the ninth steps, the students note each reason for supporting points. In the tenth steps, the students search for errors and correct.

3) The second meeting

The second meeting was conducted on Saturday, August 21th 2021 at 07.30 until 09.00 for 2x45 minutes after the students given the action. 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 factual report text about natural events how to apply Defends strategy to understanding. When students had understood about factual report text and had completed their task to find the main idea and supporting details. The researcher gave the opportunity for students to explain and read the results of their assignments. The students also mentioned examples of factual report text in the surrounding environment such as , animals, famous people, and also famous buildings.

Furthermore, at the end this meeting the researcher gave post test cycle I with similar task on pre test before. The result of post test 1 was better than test in pre-test before.

Table 6

The Result of the Post-Test 1 Students'Writing Skill among the Eleventh Graders at SMAN 1 Kibang

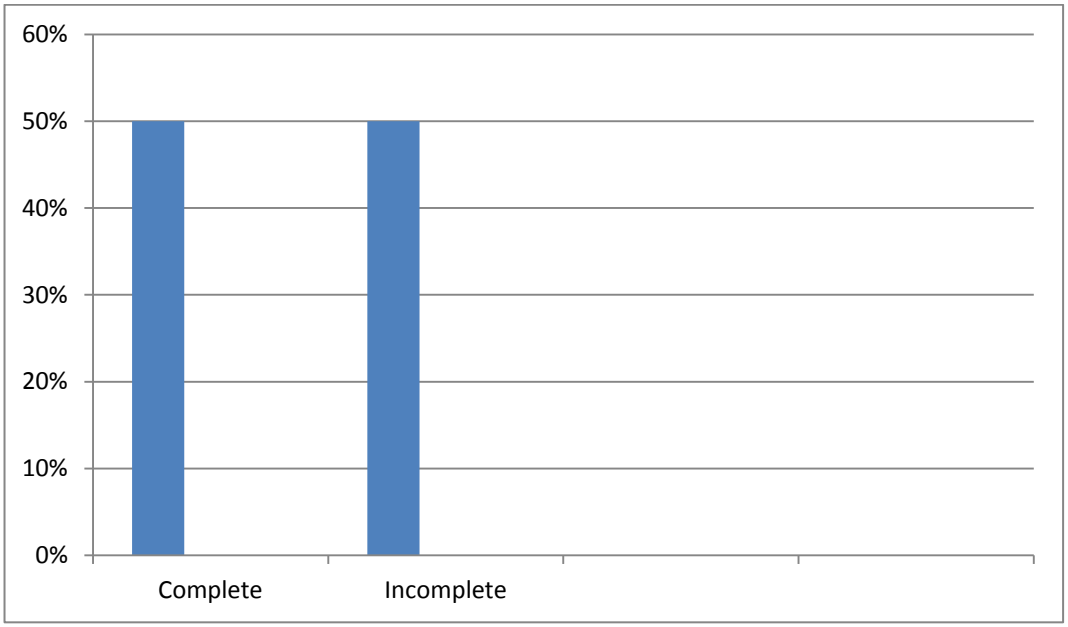
NO	Name Of The Students	**Grade**	**Criteria**
1	A A	47	Incomplete
2	AN F	47	Incomplete
3	A G R	51	Incomplete
4	AN	58	Incomplete
5	Al A	78	Complete
6	A E A	82	Complete
7	A S	75	Complete
8	A S	75	Complete
9	AA	75	Complete
10	BSS	79	Complete
11	DP	75	Complete
12	DA S	53	Incomplete
13	D A	59	Incomplete
14	D P A	71	Incomplete
15	D FY	75	Complete
16	EP	64	Incomplete
17	F R S	87	Complete
18	FM C	66	Complete
19	FA L	66	Incomplete
20	F A	77	Complete
21	F J N	76	Complete
22	F A T	75	Complete
23	G L	65	Incomplete
24	L L	74	Incomplete
25	M Z	75	Complete
26	MA S	61	Incomplete
27	RP	72	Incomplete
28	R A	68	Incomplete
29	Z N P Y	76	Complete
30	J	75	Complete
Total		2173	
Average		72	

Table 7
The Frequency of students score in post-test 1

No	Grade	Frequency	Persentage	Explanatin
1	≥75	15 students	50%	Complete
2	< 75	15 students	50%	Incomplete
	Total	100%		

Source: the result score of writing post-test at XI MIA SMAN 1 Kibang September 06th 2021

Figure 3
The Percentage of the Students Completeness Score on Post-test 1



Based on the data above, it is inferred that 15 students (50%) were not successful and 15 oher students (50%) were seccessful. The successfulstudents were those who got the minimum mastery criteria at SMAN 1 Kibang at least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the

researcher got the average of 72,43 so the result was unsatisfied. Therefore, the researcher used Defends Strategy to improve the students' writing skill.

3) Observing

In observing the actions of researcher, collaborators observe the student's activities. Researcher as teachers provide material about writing texts, especially factual report texts using the Defends Strategy.

While treatment is being implemented, student activities during the learning process are also being observed by observers. The students who were active in the discussion earned points by writing the text on the observation sheet for meeting 1 and meeting 2. The consequence of student learning activity is presented in the following table:

Table 8
The Students' Learning Activities Observation in Cycle 1

NO	Name of the Students	Students are asked to read the passage and note each reason and its associated points, creating a list of points.	Thestudentsdecideon their exact positionin the process of writing the topic.	The studentsexamine the reasons for their position.	The studentsform a list of points that explain each reason.	The studentsthe student's Expose your position in the first sentence.	The students note each reason for supporting points.	The studentsdrive home the position in the last sentence.	The studentssearch for errors and correct.
1.	AA								
2.	ANF								
3.	AGR								
4.	AN								
5.	AA	✓	✓	✓	✓	✓	✓	✓	✓
6.	AEWA	✓	✓	✓	✓	✓	✓	✓	✓
7.	AS	✓	✓	✓	✓	✓	✓	✓	✓
8.	AS	✓	✓	✓	✓	✓	✓	✓	✓
9.	AA	✓	✓	✓	✓	✓	✓	✓	✓
10.	BSS	✓	✓	✓		✓	✓	✓	✓
11.	DP	✓	✓	✓	✓	✓	✓	✓	✓
12.	DAS								
13.	DA								

14.	DPA	✓	✓	✓	✓	✓	✓	✓	✓
15.	DFY	✓	✓	✓			✓	✓	✓
16.	EP	✓	✓	✓	✓	✓	✓	✓	✓
17.	FRS	✓	✓		✓	✓	✓	✓	✓
18.	FMC	✓	✓	✓	✓		✓	✓	✓
19.	FAL	✓	✓	✓	✓	✓	✓	✓	✓
20.	FA	✓	✓	✓	✓	✓		✓	✓
21	FJN	✓	✓	✓	✓	✓	✓	✓	✓
22.	FAT	✓	✓	✓	✓	✓	✓	✓	
23.	GL	✓	✓	✓	✓	✓	✓	✓	✓
24.	LL	✓	✓	✓		✓	✓	✓	✓
25.	MZ	✓	✓	✓	✓	✓	✓	✓	
26.	MAS	✓	✓	✓	✓	✓	✓	✓	✓
27.	RP	✓	✓	✓	✓	✓	✓	✓	✓
28	RA	✓	✓	✓	✓	✓	✓	✓	✓
29.	ZNPY	✓	✓	✓	✓	✓	✓	✓	✓
30.	J	✓	✓	✓	✓	✓	✓	✓	✓
	Total	24	24	23	22	23	23	24	22

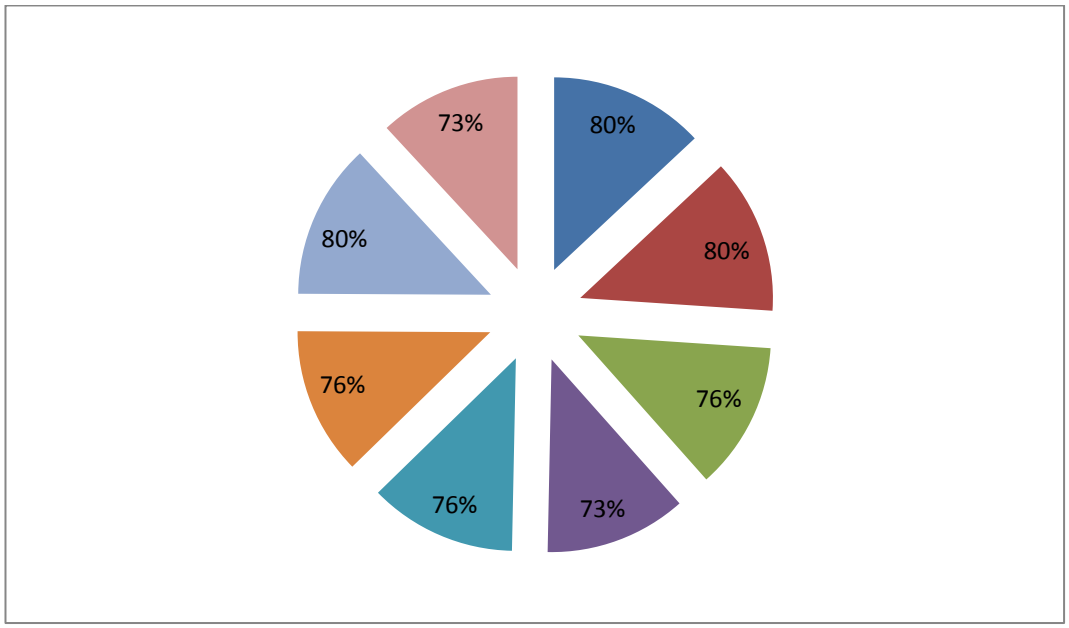
Table 9

The Percentage Stdents' Learning Activities in Cycle 1

No	**Learning Activity**	**Percentage**
1	Students are asked to read the passage and note each reason and its associated points, creating a list of points.	80 %
2	The students decide on their exact positionin the process of writing the topic.	80 %
3	The students examine the reasons for their position.	76 %
4	The students form a list of points that explain each reason	73 %
5	The students the student's Expose your position in the first sentence.	76 %
6	The students note each reason for supporting points.	76 %
7	The students drive home the position in the last sentence.	80 %
8	The students search for errors and correct.	73%
	The average	77 %

Figure 4

Graph of Students Activities in Cycle I



4) Reflecting

In this step, the researcher concluded that the result of post test 1 did not achieve the Passing grade. It was analyzed based on the result of pre-test and post-test I score. Moreover, most of the students' score had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problems that found, as follows:

a) There were some students that shown unexcited to the teacher's explanation.

Some students did not ask and answer the teacher's questions. Based on the result of reflection in cycle I, there were some suggestions to be revised in cycle II, such as:

The teacher gave more detail explanation and questions after explaining the materials to control the students.

1) The teacher gave more detail explanation and questions after explaining the materials to control the students.
(2) The teacher gave reward to the students who are active and achiever.

Furthermore, the result of the learning result of cycle I before and after doing the treatment could be analyzed in the following table:

Table 10

The Score of the Pre- test and Post Test I Students' Writing Skill among the eleventh graders at SMAN1 Kibang

No	Name Of The Students	Pre-test score	Post-test 1 score	Improving	Explanation
1	A A	47	55	8	Improved
2	AN F	47	60	13	Improved
3	A G R	51	51	-	Constant
4	AN	58	58	-	Constant
5	Al A	52	78	26	Improved
6	A E A	48	82	34	Improved
7	A S	49	75	26	Improved
8	A S	53	75	22	Improved
9	AA	51	75	24	Improved
10	BSS	53	79	26	Improved
11	DP	53	75	22	Improved
12	DA S	48	53	5	Improved
13	D A	53	59	6	Constant

14	D P A	59	71	12	Improved
15	D FY	71	75	4	Improved
16	EP	75	85	10	Improved
17	F R S	64	87	-	Improved
18	FM C	66	77	11	Improved
19	FA L	66	66	-	Constant
20	F A	69	76	7	Improved
21	F J N	64	75	11	Improved
22	F A T	65	65	-	Constant
23	G L	66	74	8	Improved
24	L L	74	75	1	Improved
25	M Z	58	61	3	Improved
26	MA S	61	61	-	Constant
27	RP	72	83	11	Improved
28	R A	67	76	9	Improved
29	Z N P Y	57	76	19	Improved
30	J	53	75	22	Improved
		Total score		1827	2173
		Average		61	72

In this research, pre-test and post-test I had been done individually. It was purposed to know the ability of the students before and after the treatment. From the result of pre-test and post-test I, it was investigated that there was an improvement from the students' result score. It could be seen from the average in pre-test was 60,9 and post-test I was 72,43. Even though there was an improvement of the students' attainment, cycle I was not successful yet because only 10 students who passed in post-test I. It can be concluded that cycle I was not successful yet because the indicator of success was not achieved yet and the researcher had to revise the teaching and learning process in the next cycle. Thus, this research was continued to cycle II.

b. Cycle II

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

1. Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. In addition, the researcher and collaborator planned to give the material for students writing factual report text with the defends strategy.

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

2. Acting

a) The first meetings

The first meeting was conducted on Wednesday, September 29th 2021at 10.30 to 12.00 and followed by 30 students. The meeting was started by praying, greeting and checking the attendance list. In implementing defends strategy in the process of action, the researcher applied the ten steps of defends strategy. The

researcher prepared the text that was read by the students. At this stage, the researcher provided the factual report natural event.

Furthermore, in the second step, the students to read the passage and to note each reason and its associated points, creating a list of points. The students try writing their own version of the passage using DEFENDS.In the third step, the students can combine them into a composition as an example.In the fourth step,The students remember the steps in DEFENDS by providing the students with a printed form with the letters D, E. F. E, N, D, and S down the left side and their.

In the fifth steps, the students decide on their exact positionn in the process of writing the topic.In the sixth steps, the students examine the reasons for their The students Expose their position in the first sentence.In the seventh steps, The students form a list of points that explain each reason.In the eighth steps, the students Expose their position in the first sentence.In the ninth steps, the students note each reason for supporting points. In the tenth steps, the students search for errors and correct.

The second meating

The second meeting was conducted on Wednesday, 6thoctober 2021 at 07.30 until 09.00 for 2x45 minutes after the students given the action. 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 factual report text about natural events how to apply Defends strategy to understanding. When students had understood about factual report text and had completed their task to find the main idea and supporting details. The researcher gave the opportunity for students to explain and read the results of their assignments. The students also mentioned examples of factual report text in the surrounding environment such as , animals, famous people, and also famous buildings.

Furthermore, at the end this meeting the researcher gave post test cycle I with similar task on pre test before. The result of post test 1 was better than test in pre-test before.

Table 11

The Result of the Post-Test 2 Students'Writing Skill among the Eleventh Graders at SMAN 1 Kibang

No	Name Of The Students	**Grade**	**Criteria**
1	A A	85	Complete
2	AN F	77	Complete
3	A G R	76	Complete
4	AN	71	Incomplete
5	Al A	83	Complete
6	A E A	84	Complete
7	A S	81	Complete
8	A S	81	Complete
9	AA	81	Complete
10	BSS	83	Complete
11	DP	85	Complete
12	DA S	88	Complete
13	D A	85	Complete

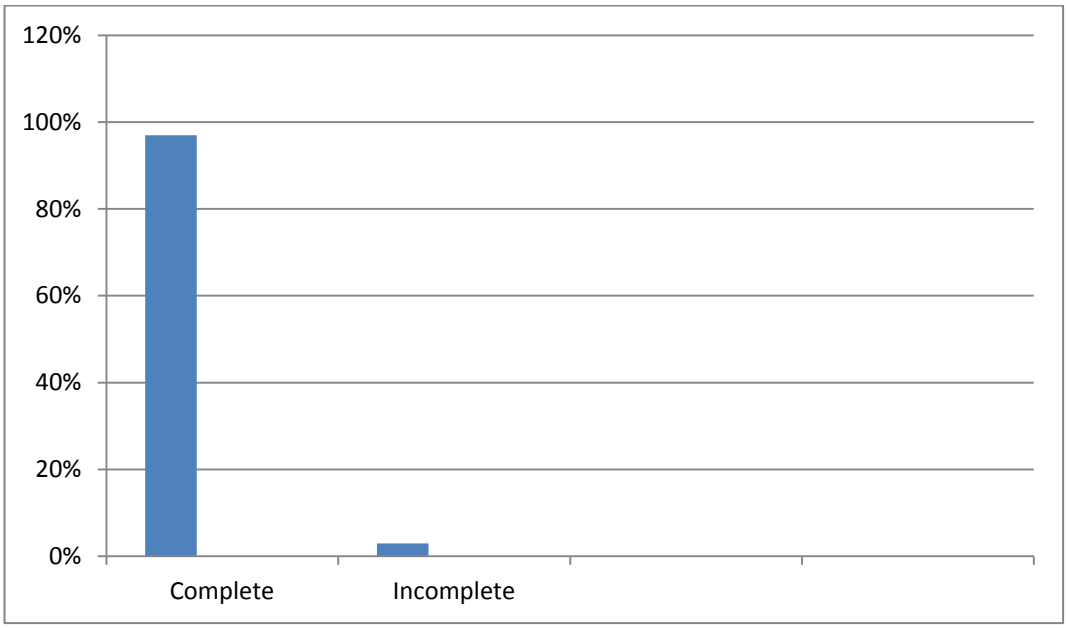
14	D P A	88	Complete
15	D FY	89	Complete
16	EP	89	Complete
17	F R S	92	Complete
18	FM C	85	Complete
19	FA L	87	Complete
20	F A	84	Complete
21	F J N	85	Complete
22	F A T	86	Complete
23	G L	81	Complete
24	L L	78	Complete
25	M Z	84	Complete
26	MA S	79	Complete
27	RP	88	Complete
28	R A	85	Complete
29	Z N P Y	81	Complete
30	J	79	Complete
	Total score	2500	
	Average	83	

Table 12
The Ferequency of students score in post-test 2

No	Grade	Frequency	Persentage	Explanatin
1	≥75	29 students	97 %	Complete
2	< 75	1 students	3%	Incomplete
	Total	100%		

Source: the result score of writing post-test 2 at XI MIA SMAN 1 Kibang October 06th 2021

Figure 5
The Percentage of the Students Completness Score on Post-test II



Based on the data above, it is inferred that 1 students (3%) were not successful and 29 oher students (97%) were seccessful. The successfulstudents were those who got the minimum mastery criteria at SMAN 1 Kibang at least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 83 so the result was unsatisfied. Therefore, the researcher used Defends Strategy to improve the students' writing skill.

3. Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave material about writing text especially factual report text by using defends Strategy.

While the treatment was being executed, the students' activities during the learning process were also being observed by the observer. The students who were active in discussion got the point by ticking it on the observation sheet for meeting 1 and meeting 2. The consequence of the students' learning activity is presented in the following table:

Table 13

The Students' Learning Activities Observation in Cycle 2

NO	Name of the Students	Students are asked to read the passage and note each reason and its associated points, creating a list of points.	The students decide on their exact positionin the process of writing the topic.	The students examine the reasons for their position.	The students form a list of points that explain each reason.	The students the student's Expose your position in the first sentence.	The students note each reason for supporting points.	The students drive home the position in the last sentence.	The students search for errors and correct.
1.	AA	✓	✓	✓	✓	✓	✓		✓
2.	ANF				✓	✓	✓		✓
3.	AGR	✓			✓	✓	✓		✓
4.	AN				✓		✓		✓
5.	AA	✓	✓	✓	✓	✓	✓	✓	✓
6.	AEWA	✓	✓	✓	✓	✓	✓	✓	✓
7.	AS	✓	✓	✓	✓	✓	✓	✓	✓
8.	AS	✓	✓	✓	✓	✓	✓	✓	✓
9.	AA	✓	✓	✓	✓	✓	✓	✓	✓
10.	BSS	✓	✓	✓		✓	✓	✓	✓
11.	DP	✓	✓	✓	✓	✓	✓	✓	✓
12.	DAS					✓			✓
13.	DA	✓							✓

14.	DPA	✓	✓	✓	✓	✓	✓	✓	✓
15.	DFY	✓	✓	✓		✓	✓	✓	✓
16.	EP	✓	✓	✓	✓	✓	✓	✓	✓
17.	FRS	✓	✓		✓	✓	✓	✓	✓
18.	FMC	✓	✓	✓	✓		✓	✓	✓
19.	FAL	✓	✓	✓	✓	✓	✓	✓	✓
20.	FA	✓	✓	✓	✓	✓		✓	✓
21	FJN	✓	✓	✓	✓	✓	✓	✓	✓
22.	FAT	✓	✓	✓	✓	✓	✓	✓	
23.	GL	✓	✓	✓	✓	✓	✓	✓	✓
24.	LL	✓	✓	✓		✓	✓	✓	✓
25.	MZ	✓	✓	✓	✓	✓	✓	✓	
26.	MAS	✓	✓	✓	✓	✓	✓	✓	✓
27.	RP	✓	✓	✓	✓	✓	✓	✓	✓
28	RA	✓	✓	✓	✓	✓	✓	✓	✓
29.	ZNPY	✓	✓	✓	✓	✓	✓	✓	✓
30.	J	✓	✓	✓	✓	✓	✓	✓	✓
	Total	27	25	24	26	29	27	24	28

Table 14

The Percentage Stdents' Learning Activities in Cycle 2

No	**Learning Activity**	**Percentage**
1	Students are asked to read the passage and note each reason and its associated points, creating a list of points.	90 %
2	The students decide on their exact positionin the process of writing the topic.	80 %
3	The students examine the reasons for their position.	80 %
4	The students form a list of points that explain each reason	86 %
5	The students the student's Expose your position in the first sentence.	96 %
6	The students note each reason for supporting points.	90 %
7	The students drive home the position in the last sentence.	80 %
8	The students search for errors and correct.	93%
	The average	87 %

Figure 6

Graph of Students Activities in Cycle II

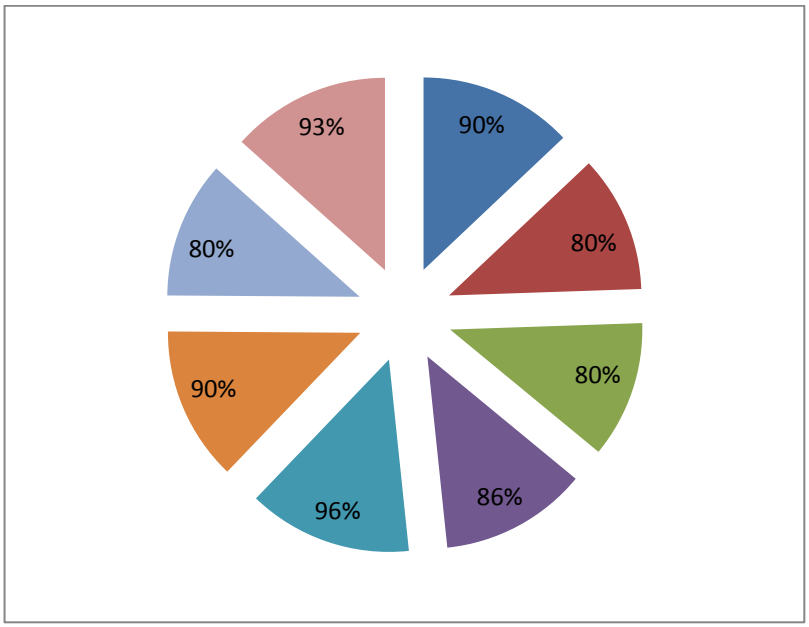


Table 14

The Score of The Pre- test and Post Test I Students' Writing Skill among the eleventh graders at SMAN 1 Kibang

No	Name Of The Students	Pre-test score	Post-test 1 score	Improvement	Explanation
1	A A	47	55	8	Improved
2	AN F	47	60	13	Improved
3	A G R	51	51	-	Constant
4	AN	58	58	-	Constant
5	Al A	52	78	26	Improved
6	A E A	48	82	34	Improved
7	A S	49	75	26	Improved
8	A S	53	75	22	Improved
9	AA	51	75	24	Improved
10	BSS	53	79	26	Improved
11	DP	53	75	22	Improved

12	DA S	48	53	5	Improved
13	D A	53	59	6	Constant
14	D P A	59	71	12	Improved
15	D FY	71	75	4	Improved
16	EP	75	85	10	Improved
17	F R S	64	87	-	Improved
18	FM C	66	77	11	Improved
19	FA L	66	66	-	Constant
20	F A	69	76	7	Improved
21	F J N	64	75	11	Improved
22	F A T	65	65	-	Constant
23	G L	66	74	8	Improved
24	L L	74	75	1	Improved
25	M Z	58	61	3	Improved
26	MA S	61	61	-	Constant
27	RP	72	83	11	Improved
28	R A	67	76	9	Improved
29	Z N P Y	57	76	19	Improved
30	J	53	75	22	Improved
	Total score	1827	2173		
	Average	60,9	72,43		

Table 15
The Score of Post-test I and Post-Test II
Students' Writing Skill among the eleventh graders
at SMAN 1Kibang

No	Name Of The Students	Post-test 1 score	Post test 2 score	Improvement	Explanation
1	A A	55	85	30	Improved
2	AN F	60	77	17	Improved
3	A G R	51	76	25	Improved
4	AN	58	71	13	Improved
5	Al A	78	83	5	Improved
6	A E A	82	84	2	Improved
7	A S	75	81	6	Improved
8	A S	75	81	6	Improved
9	AA	75	81	24	Improved
10	BSS	79	83	6	Improved

11	DP	75	85	10	Improved
12	DA S	53	88	35	Improved
13	D A	59	85	26	Constant
14	D P A	71	88	17	Improved
15	D FY	75	89	14	Improved
16	EP	85	89	4	Improved
17	F R S	87	92	5	Improved
18	FM C	77	85	8	Improved
19	FA L	66	86	20	Constant
20	F A	76	81	5	Improved
21	F J N	75	86	11	Improved
22	F A T	65	81	-	Constant
23	G L	74	78	8	Improved
24	L L	75	84	10	Improved
25	M Z	61	79	18	Improved
26	MA S	61	88	17	Constant
27	RP	83	88	5	Improved
28	R A	76	85	9	Improved
29	Z N P Y	76	81	5	Improved
30	J	75	79	4	Improved
	Total score	2173	2500		
	Average	72	83		

Based on the table above, Defends strategy could improve the students' writing comprehension ability because there was improvement from average in post- test I was 72,43 became 83,33 in

post-test II. In cycle II, most of the students were able to develop their performance. It means that cycle II was successful.

B. DISCUSSION

The students' writing skill which is shown from the results of the pre-test is very low. This is because the results of the pre-test show that students who are able to complete passing gradeis 10%. In the other words, the students have difficulties in writing skill. This happens because students have limited English vocabulary. They are difficult to determine the main idea, supporting ideas, and inference. This problems were known by the researcher from the result contained in the pre-test.

Therefore to address this the researcher had conducted classroom action research in two cycles by applying Defends Strategy. In the first cycle the researcher taught twice and from the results of post-test 1 showed progress in ability students' writing skill. That is because 50% of students complete passing grade from the results of post-test 1, but it had not yet reached the indicators of success. Therefore, the researcher conducted cycle 2 by applying defends Strategy. The results of post-test 2 showed success and achieved indicators of success because the percentage of students who were able to reach the passing gradeis 97% . Therefore, this study was declared successful.

This progress is relevant with the theory Catherin Collier who states that DEFENDS is a teaching strategy that builds the awareness of appropriate cognitive academic language and develops analytical skills.

In addition, the progress seen in terms of learning activities in cycle 2 consist of writing of each Students are asked to read the passage and note each reason and its associated points, creating a list of points 90%, The students decide on their exact positionin the process of writing the topic 80%, The students examine the reasons for their position 86%, The students form a list of points that explain each reason 96%, The students the student's Expose your position in the first sentence 90%, The students note each reason for supporting points 80%, The students drive home the position in the last sentence 93%, The students search for errors and correct 87%. The percentage indicated that learning activities in cycle II had achieved the indicator of success that is 75%. Therefore, it is concluded that is research is successful in improving the students' writing skill ability and their learning ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

The researcher would like to describe the conclusion that the writing skill ability could be improved through DEFENDS strategy at the eleventh graders of SMAN 1Kibang, as follows: the researcher concludes the research results by answering the problem formulation which consists of improving writing skill and learning activities using the DEFENDS strategy. DEFENDS Moreover, strategy improves writing skill at eleventh graders of SMAN 1Kibang the. It is investigated on the progress from pre-test to cycle I and cycle II. The result of post-test 2 shows that the percentage of students' writing skill achieved passing gradeis 97 %. It means that the result of cycle II had alreadyachieved the indicator of succes that was 75% students fulfill the minimummastery creteria (passing grade).

In addition, DEFENDS strategy can improve learning activity at the eleventh graders of SMAN 1 Kibang. The percentage of students' learning activity in cyle 2 is 87%. It means that the students' learning activity achieves the indicator of succes.

B. SUGGESTION

Based on the conclusion above, some suggetions are stated to be shared more attention in teaching and learning process.

1. For English Teacher

   The result of this study could be consideration for the teacher to use DEFENDS Strategy as an alternative stategy in improving writing skill.

2. For the Students

   The result of this research could give positive contribution forr students to improve their writing skill.

3. For Headmaster

   This research can be used as the quality improvement of teaching and learning generally in English subject in SMAN 1 Kibang.

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APPENDICES

The Formation of Teacher and Official Employes of SMAN 1 Kibang

Table 16

The Formation of Teacher and Official Employees of SMAN 1 Kibang can be identified, as follows:

No	Subject	Total
	A. COMPULSORY GROUPS	
1	Islamic Religious Education	4
2	Christian religious education	1
3	Civid Education	5
4	Indonesian Language	4
5	Mathematics	3
6	History of Indonesia	2
7	English	4
8	Cultural Arts	1
9	Penjaskes	3
10	Etrepreneurship	3
11	Lampung Language	
	B. MIA'S GROUP OF INTERESTS	
12	Mathematics	1
13	Biology	3
14	Physics	3
15	Chemistry	4
	C. ISOS INTEREST GROUP	
16	History	2
17	Geography	2
18	Economics	5
19	Sociology	2
		52

Source: SMAN Curriculum Document 1 Kibang, 2021

The Quanty of the Students of SMAN 1 Kibang

The Quanty of the Students of SMAN 1 Kibang can be identified, as follow:

Table17
The Student's Quanty of SMAN 1 Kibang

NO	CLASS	GENDER		TOTAL
		MALE	FEMALE	
1	X	57	116	173
2	XI	48	94	142
3	XII	57	111	168
		162	321	483

The Building of SMAN 1 Kibang

Table 18

The condition of facilities in SMAN 1 Kibang can be seen on the table bolow:

No	Names of Building
1	Class Room
2	Head Master
3	Teacher office
4	Hall
5	Administration room
7	Class
8	Library
9	Lab computer
10	Security post
11	Parking area
12	Futsal court
13	Lab IPA

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS-WAJIB

Kelas : XI

Kompetensi Inti : Factual Report

KI 1**:** Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	**Materi Pokok**	**Pembelajaran**	**Penilaian**	**Alokasi Waktu**	**Sumber Belajar**
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar	**Teks ilmiah faktual (*factualreport*) lisan dan tulis sederhana tentang benda, binatang**	**Mengamati** • Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan • Siswa mengamati fungsi sosial,	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks ilmiah faktual • Ketepatan	4 x 2 JP	• CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan komunikasi International yang diwujudkan dalam semangat belajar	**dan gejala/peristiwa alam**, *ngsi sosial* - Mengamati alam - Menulis paparan ilmiah mengenai benda,binatang dan gejal/ peristiwa alam *Struktur* - Klasifikasi Umum tentang binatang/ benda yang ditulis, e.g. Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with .... - Penggambaran mengenai bagian, sifat dan tingkah lakunya *Unsur kebahasaan* - Simple Present - Kata	struktur dan unsur kebahasaan teks ilmiah faktual • Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu **Mempertanyakan (questioning)** • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. • Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. **Mengeksplorasi** Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks. **Mengasosiasi** • Dalam kerja kelompok	unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan		internet: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.	kerja yang menggambarkan binatang/ benda/ gejala alam - Kata sifat - Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. Rujukan kata	terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. • Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok **Komunikasi** • Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas • Siswa menyampaikan laporan berupa catatan (*note taking*) dari hasil membaca beberapa teks	catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

		ilmiah faktual. • Membuat learning journal dalam pembelajaran ini. da saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan			

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama satuan pendidikan : SMA Negeri 1 Kibang
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/1
Materi pokok : Text Factual Report tentang binatang
Alokasi waktu : 2 x 45 menit

A. Kompetensi Inti

KI 1 **:** Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

B. Kompetensi Dasar

3.9 struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.

Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

C. Indikator

- Mengidentifikasi makna, tujuan komunikasi, struktur teks, dan unsur bahasa yang terdapat dalam teks factual report.
- mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report.
- menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain.

D. Materi Pembelajaran

Report Text

Snakes are reptiles (cold-blooded creatures). They belong to the same group as lizards (the scaled group, Squamata) but from a sub-group of their own (Serpentes).Snakes have two legs but a long time ago they had claws to help them slither along. Snakes are not slimy. They are covered in scales which are just bumps on the skin. Their skin is hard and glossy to reduce friction as the snake slithers along the ground. Snakes often sun bathe on rocks in the warm weather. This is because snakes are cold-blooded; they need the sun’s warmth to heat their bodies up.

Most snakes live in the country. Some types of snakes live in tress, some live in water, but most live on the ground in deserted rabbit burrows, in thick, long grass and in old logs.

A snake's diet usually consists of frogs, lizard, and mice and other snakes. The Anaconda can eat small crocodiles and even bears. Many snakes protect themselves with their fangs. Some snakes are protected by scaring their enemies away like the Cobra. The flying snakes glide away from danger. Their ribs spread apart and the skin stretches out. Its technique is just like the sugar gliders.

E. Metode Pembelajaran :

1. Metode Pembelajaran : Strategi pengajaran *DEFENDS*

F. Media, Alat dan Sumber Pembelajaran

Media:

- Worksheet atau lembar kerja (siswa)
- Lembar penilaian
- SUARA GURU

Alat/Bahan: media Whatsapp

Sumber Belajar:

- SUARA GURU
- Buku ajar bahasa Inggris kelas XI kurikulum 2013
- Koran/ majalah berbahasa Inggris

G. Langkah-Langkah pembelajaran

Pertemuan ke-1 (2x45)

Pendahuluan/Kegiatan Awal

Guru:

Kegiatan Pendahuluan

1. Salam dan sapa
2. Ajakan berdoa

3. Guru memotivasi peserta didik agar tetap semangat, disiplin, rajin belajar dan jujur dalam mengerjakan evaluasi.

4. Guru mengingatkan peserta didik untuk selalu mematuhi etika berkomunikasi selama pembelajaran berlangsung.

5. Guru mengingatkan kembali materi pelajaran yang telah lalu.

Kegiatan inti

a. Mengamati

1) Siswa membaca contoh petikan yang mempertahankan posisi tertentu pada topik atau bidang yang menarik bagi siswa.

2) Siswa untuk membaca bagian dan mencatat setiap alasan dan poin terkait, membuat daftar poin. Para siswa mencoba menulis versi mereka sendiri dari bagian menggunakan DEFENDS.

b. Mempertanyakan

Siswabertanyatentang hal yang kurang difahami.

c. Mengeksplorasi

Siswa dapat menggabungkannya menjadi komposisi sebagai contoh.

d. Mengasosiasi

1) Siswa mengingat langkah-langkah di DEFENDS dengan memberikan siswa formulir cetak dengan huruf D, E. F. E, N, D, dan S di sisi kiri dan mereka.

2) Siswa memutuskan posisi yang tepatdalam proses penulisan topik.

3) Siswa memeriksa alasan posisi mereka.

4) Siswa membentuk daftar poin yang menjelaskan setiap alasan.

e. mengkomunikasikan

- Siswa Mengekspos posisi mereka pada kalimat pertama.
- Siswa mencatat setiap alasan untuk poin pendukung.
- Siswa mengantar pulang posisi dalam kalimat terakhir.
- Siswa mencari kesalahan dan memperbaikinya

Kegiatan Penutup

a. Guru meminta siswa untuk menyimpulkan materi yang telah dipelajari dan menambahkan kesimpulan jika kesimpulan dari siswa belum lengkap..
b. Guru mengecekkembali sejauh mana pemahaman materi yang telah dikuasi.
c. Guru memberikan umpan balik atau/dan penilaian terhadap pemahaman siswa terhadap proses dan hasil pembelajaran.
d. Guru memberikan tugas tertulis secara individu sesuai materi pembelajaran yang dipelajari.

Penilaian

Skor	**Content**
30-27	unggul untuk sangat baik: substantif berpengetahuan dll.
26-22	baik untuk rata-rata: beberapa pengetahuan tentang subjek sedikit substansi dll
21-17	adil untuk miskin terbatas subtance subjek dll.
16-13	sangat miskin tidak menunjukkan pengetahuan tentang subjek non substantif dll.
Organization	
20-18	Unggul untuk ide-ide ekspresi fasih yang sangat baik jelas dinyatakan dll.
17-14	Baik untuk rata-rata agak berombak longgar terorganisir tetapi ide-ide utama menonjol dll
13-10	ide yang tidak lancar bingung atau bingung dll
9-7	sangat miskin tidak berkomunikasi tidak ada organisasi dll.
Vocabulary	
20-18	sangat baik untuk rentang sophistecated yang sangat baik pilihan kata / idom efektif dan penggunaan dll.
17-14	baik untuk rata-rata rentang yang memadai sesekali orror pilihan kata / idom dan penggunaan tetapi berarti tidak dikaburkan.
13-10	adil untuk buruk terbatas sering kesalahan pilihan kata /

	idom dan penggunaan dll.
9-7	sangat buruk pada dasarnya terjemahan
Language use	
25-22	konstruksi kompleks yang sangat baik untuk sangat efektif
21-19	baik untuk efective rata-rata tapi sederhana konstraksisetc
17-11	masalah besar yang adil terhadap masalah besar yang burukdalam konstruksi sederhana / kompleks
10-5	sangat buruk: hampir tidak ada penguasaan aturan konstruksi kalimat
Mechanic	
5	unggul untuk sangat baik menunjukkan penguasaan konventin
4	baik untuk rata-rata kesalahan sesekali tanda baca ejaan
3	kesalahan ejaan yang sering terjadi secara adil hingga buruk, kapitalisasi, dll
2	sangat buruk: tidak ada penguasaan konvensi yang didominasi oleh kesalahan ejaan, tanda baca, kapitalisasi, paragraf, dll

Kibang, 13September 2021

Guru B.Inggris	**Peneliti**
Mulyadi, S.Pd	**Windyana Prestiwanti**
NIP. 19810417 200903 1 002	**1601070059**

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama satuan pendidikan : SMA Negeri 1 Kibang
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/1
Materi pokok : Text Factual Report tentang peristiwa alam
Alokasi waktu : 2 x 45 menit

A. Kompetensi Inti

KI 1 **:** Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

B. Kompetensi Dasar

3.10 struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda,

gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.

Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

C. Indikator

- Mengidentifikasi makna, tujuan komunikasi, struktur teks, dan unsur bahasa yang terdapat dalam teks factual report.
- mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report.
- menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain.

D. Materi Pembelajaran

Report Text

Every single rock on the surface of the Earth-whether it is gravestone, a piece of solidified lava from a volcano or a boulder that has broken from a cliff or mountain-is slowly being broken down. This breaking down of rocks at or near the Earth's surface is called weathering. The word is used because the weather is mainly responsible. Weathering turns solid rock into soft materials that may eventually form soil.

Air and water are the cause of most weathering. Sometimes they change the chemical in the rocks, and sometimes they just break apart the rock physically. If water seeps into the cracks in the rocks, for example, it may later freeze if the temperature falls below 0 degrees Celsius. As the water turns to ice, it expands, pushing against the sides of the rock with a pressure believe to be as much as 2,100 kilograms per square centimetre. This forces

the cracks open. Repeated freezing and thawing causes the fragments to break away from the original rock, these may slide down a cliff or mountain and form a sloping mass of fragments at the bottom, called scree.

E. Metode Pembelajaran :

Metode Pembelajaran : Strategi pengajaran *DEFENDS*

H. Media, Alat dan Sumber Pembelajaran

Media:

- Worksheet atau lembar kerja (siswa)
- Lembar penilaian
- SUARA GURU

Alat/Bahan: media Whatsapp

Sumber Belajar:

- SUARA GURU
- Buku ajar bahasa Inggris kelas XI kurikulum 2013
- Koran/ majalah berbahasa Inggris

I. Langkah-Langkah pembelajaran

Pertemuan ke-1 (2x45)

Pendahuluan/Kegiatan Awal

Guru:

Kegiatan Pendahuluan

1. Salam dan sapa
2. Ajakan berdoa
3. Guru memotivasi peserta didik agar tetap semangat, disiplin, rajin belajar dan jujur dalam mengerjakan evaluasi.
4. Guru mengingatkan peserta didik untuk selalu mematuhi etika berkomunikasi selama pembelajaran berlangsung.

5. Guru mengingatkan kembali materi pelajaran yang telah lalu..

2. Kegiatan inti

a. Mengamati

1) Siswa membaca contoh petikan yang mempertahankan posisi tertentu pada topik atau bidang yang menarik bagi siswa.

2) Siswa untuk membaca bagian dan mencatat setiap alasan dan poin terkait, membuat daftar poin. Para siswa mencoba menulis versi mereka sendiri dari bagian menggunakan DEFENDS.

b. Mempertanyakan

Siswabertanyatentang hal yang kurang difahami.

c. Mengeksplorasi

Siswa dapat menggabungkannya menjadi komposisi sebagai contoh.

d. Mengasosiasi

1)Siswa mengingat langkah-langkah di DEFENDS dengan memberikan siswa formulir cetak dengan huruf D, E. F. E, N, D, dan S di sisi kiri dan mereka.

2)Siswa memutuskan posisi yang tepatdalam proses penulisan topik.

3)Siswa memeriksa alasan posisi mereka.

4)Siswa membentuk daftar poin yang menjelaskan setiap alasan.

e. mengkomunikasikan

- Siswa Mengekspos posisi mereka pada kalimat pertama.
- Siswa mencatat setiap alasan untuk poin pendukung.
- Siswa mengantar pulang posisi dalam kalimat terakhir.
- Siswa mencari kesalahan dan memperbaikinya

Kegiatan Penutup

e. Guru meminta siswa untuk menyimpulkan materi yang telah dipelajari dan menambahkan kesimpulan jika kesimpulan dari siswa belum lengkap..
f. Guru mengecekkembali sejauh mana pemahaman materi yang telah dikuasi.
g. Guru memberikan umpan balik atau/dan penilaian terhadap pemahaman siswa terhadap proses dan hasil pembelajaran.
h. Guru memberikan tugas tertulis secara individu sesuai materi pembelajaran yang dipelajar.

Penilaian

Skor	**Content**
30-27	unggul untuk sangat baik: substantif berpengetahuan dll.
26-22	baik untuk rata-rata: beberapa pengetahuan tentang subjek sedikit substansi dll
21-17	adil untuk miskin terbatas subtance subjek dll.
16-13	sangat miskin tidak menunjukkan pengetahuan tentang subjek non substantif dll.
Organization	
20-18	Unggul untuk ide-ide ekspresi fasih yang sangat baik jelas dinyatakan dll.
17-14	Baik untuk rata-rata agak berombak longgar terorganisir tetapi ide-ide utama menonjol dll
13-10	ide yang tidak lancar bingung atau bingung dll
9-7	sangat miskin tidak berkomunikasi tidak ada organisasi dll.
Vocabulary	
20-18	sangat baik untuk rentang sophistecated yang sangat baik pilihan kata / idom efektif dan penggunaan dll.
17-14	baik untuk rata-rata rentang yang memadai sesekali orror pilihan kata / idom dan penggunaan tetapi berarti tidak dikaburkan.
13-10	adil untuk buruk terbatas sering kesalahan pilihan kata / idom dan

	penggunaan dll.
9-7	sangat buruk pada dasarnya terjemahan
Language use	
25-22	konstruksi kompleks yang sangat baik untuk sangat efektif
21-19	baik untuk efective rata-rata tapi sederhana konstraksisetc
17-11	masalah besar yang adil terhadap masalah besar yang burukdalam konstruksi sederhana / kompleks
10-5	sangat buruk: hampir tidak ada penguasaan aturan konstruksi kalimat
Mechanic	
5	unggul untuk sangat baik menunjukkan penguasaan konventin
4	baik untuk rata-rata kesalahan sesekali tanda baca ejaan
3	kesalahan ejaan yang sering terjadi secara adil hingga buruk, kapitalisasi, dll
2	sangat buruk: tidak ada penguasaan konvensi yang didominasi oleh kesalahan ejaan, tanda baca, kapitalisasi, paragraf, dll

Kibang, 13September 2021

Guru B.Inggris **Peneliti**

Mulyadi, S.Pd **Windyana Prestiwanti**

NIP. 19810417 200903 1 002 **1601070059**

Writing test

Pre-test

Compose a short passage of factual report text based on the topic of "komodo dragon" !

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Writing test

Post-test 1

Compose a short passage of factual report text based on the topic of "covid 19" !

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Writing test

Post-test 2

Compose a short passage of factual report text based on the topic of "Guava" !

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Name : Adero Ajijah.

Writing test

Pre-test

77

Compose a short passage of factual report text based on the topic of "komodo dragon" !

Komodo dragons are the largest lizard in the world. They live just on god small island in Indonesia. Komodo dragons are endemic to Musa Tenggara. Komodo dragons can reach 3 m. Komodo dragons live in the grassy savanna and forested areas that cover most of the island. There are several thousand komodo dragons in Indonesia. This species is threatened with extinction and is currently protected by law. Komodo is an agile and fast runner. They ~~can't~~ can run as fast as 20 kilometers per hour.

These lizards eat insect, birds, reptiles an their eggs, small mammals, and carrion. They use their sharp, curved teeth and claws to bite and tear the flesh of their prey. Their mouths produce poison to help subdue their prey by poisoning the blood of their prey.

NAMA : DIAH PINKAN . A

Writing test

Pre-test

59

Compose a short passage of factual report text based on the topic of

"komodo dragon" !

Do you know what is the largest lizard? This lizard is called komodo. It lives in the scrub and woodland of a few Indonesian island. Komodo dragon is the world's heaviest lizard, weighing 150 pounds or more. The largest komodo ever measured was more than 10 feet (3meters) long and weighed 366 pounds (166 kg) but the average size of komodo in the wild is about 8 feet (2.5 m)

The komodo dragon's teeth are almost completely covered by its gums. When it feeds, the gums bleed, creating an ideal culture for virulent bacteria. The bacteria that live in the komodo dragon's saliva causes septicemia, or blood poisoning, in its victims. A dragon will bite it's prey, then follow it until the animal is too weak to carry one. The lizard species is threatened by hunting, loss of prey species and habitat loss.

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Nama: Doswita Azahra.

Writing test

Pre-test 53

Compose a short passage of factual report text based on the topic of "komodo dragon" !

Komodo Dragons are the largest lizard in the world. They live just on Fed: Smal island in Indonesia. Komodo dragons can be 3 m long. That's very long, as long car. Komodo dragons are very greedy. They eat almost anything, but their Favorite Food is wild Pigs and deer. They can Chase as small animal, such as monkey in one gulp.

Adult komodo dragons hide in long grass, then jump out on their Prey. They grab their Prey in their Strong Jaw. They can also swallo their Prey. Adult dragon can move Faster than a human can run. Young komodo dragon are good Climbers. They climb trees to catch and eat small lizard and birds.

Scanned with CamScanner

M. Aris . Susanto

Writing test

Post-test 1

61

Compose a short passage of factual report text based on the topic of "covid 19" !

Covid - 19 or Coronavirus Disease - 2019 is an infectious disease caused by a new virus called SARS - Cov - 2. This disease first identified in Wuhan, China, in the end of 2019. The virus widely spread over many countries and then in March 2020, WHO declared Covid - 19 a pandemic.

This disease attacts respiratory system. Covid - 19 also makes people who get infected experience several symptoms. The common symptoms are fever, dry cough, and tiredness. Some also experience aches, sore throat, diarrhea, conjunctivitis, headache, and loss of taste or smell. Mean while the serious.

Scanned with CamScanner

Nama : Elza zahwana putri

64

Writing test

Post-test 1

Compose a short passage of factual report text based on the topic of "covid 19" !

The number of cases of corona virus infection in Indonesia is increasing. The increase in the number of cases has made the number of Covid-19 infection in Indonesia exceed 1 million. We should be more obedient to the health protocol that have been determined by the Indonesia government. This healt protocol is intended to prevent the transmission of the corona virus and minimizer the increase in the number of infection cases.

The health protocol include wearing masks, washing hands regularly, and maintaining social distance. This not an easy thing, because it is not a habit for all of us.

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NAMA : FANINA MAY CHYANI

Writing test

Post-test 1

66

Compose a short passage of factual report text based on the topic of "covid 19" !

Covid-19

covid-19 or corona virus disease-2019 is an infectious disease caused by a new virus called SARS-cov-2. This disease first identified in wuhan, china, in the end of 2019. The virus widely spread over many countries and then in march 2020, who declared covid-19 a pandemic.

This disease attacks respiratory sistem. covid-19 also makes people who get infected experience several symptoms. the common symptoms are fever, dry cough, and tiredness. Some also experience aches, sore throat, diarrhea, conjunctivitis, headache, and loss of taste or smell. Moanwhile the serious symptoms are shortness of breath, chest pain, and loss of speech. However, there are many who do not experience symptoms.

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Nama : Lisa Listiana

Writing test

Post-test 2

78

Compose a short passage of factual report text based on the topic of "Guava" !

Guava

Water guava is a species of brush cherry tree. Its common names include water cherry. Water Rose apple, and lau lau names like "water apple" and "bell fruit" may refer to any species of syzygium grown for its fruit. In malay, it is know as jambu air meaning "Water guava" in Bangali language. the fruit is called Golaplaam. The tree is cultivated for its wood and edible fruit.

The fruit is a fleshy yellow or red berry wich is bell shaped, waxy and crips. Syzygium aqueum is sold in Indonesia and Papua New Guinea. The tree requires heavy rainfall and can be used to make tools. The bark of the tree is sometimes used in herbal medicines. It is grown in orchards and gardens and Parker as an ornamental plant. The leaves are edible and are sometimes used to wrap food. The fruit has a very mild and slightly sweet taste similar to apples.

Scanned with CamScanner

RIFAI ANWAR

Writing test

85

Post-test 2

Compose a short passage of factual report text based on the topic of "Guava" !

Guava

Guava is a plant in the myrtle family (Myrtaceae) genus Psidium. It is native to mexico and central America. Northern South america, parts of the caribbean and some parts of north africa and also some parts of india. The guava tree is not big. It is about 33 feet with spreading branches. The bark is smooth with green or reddish brown color.

The plants branches are close to the ground. its young twigs are soft. It has hard dark elliptic leaves. It is about 2-6 inches long and 1-2 inches wide

Scanned with CamScanner

Nama: Fikra Akbar Tawakal.

Writing test

86

Post-test 2

Compose a short passage of factual report text based on the topic of "Guava" !

Guava is a plant inthe myrtle family (myrtaceae) genus psidium. It is native to mexico and central America, northern South America, prats of the caribean and some prats of north Africa and also some parts of India. The guava tree is not big. It is about 33 feet with spreading branches. The brak is smooth whit green or reddish brown color.

Guava fruit, usually 2 to 4 inches long, is roud or oval depending on the species. varying between speries the skin can be any thickess, It is usually green when ripe. The flesh of guava fruit is sweet or sour. The color of the flesh may be withe, pink, yellow or red, with seed in the central park of the flesh. The seed are numerous but small. In some good varieties, the are edible. Actual seed ~~of~~ counts have ranged from 112 to 535.

Scanned with CamScanner

Daftar Hadir Siswa
Pre-test

Kelas : XI MIA 1

No	Nama	Tanda tangan
1	ADZRO AFIFAH	
2	AFIFAH NUR FAUZIAH	
3	AFREDHO GILANG RAMADHAN	
4	AJENG NOVITASARI	
5	AL ANNURAROKHIM	
6	ANASTASYA EKA WARDANI A	
7	ANGGI SAPUTRA	
8	ANGGI SEPTIANA	
9	AZIZAH AZZAHRA	
10	BENO SURYADI SAPUTRA	
11	DANI PRASETYO	
12	DELA AFTINA SARI	
13	DESWITA AZAHRA	
14	DIAH PINKAN ANGGRAINI	
15	DOLISY FEBRIANI YURNI	
16	ELZAZAHWANA PUTRI	
17	FAIZIO RAKA SIWI	
18	FANINA MAY CAHYANI	
19	FEBBY ANGELIYA LARASATI	

Scanned with CamScanner

20	FEDIA ARIANTI	
21	FERLINA JAD NINGSIH	
22	FITRA AKBAR TAWAKAL	
23	GITA LUSIANA	
24	LISA LISTIANA	
25	MELINDA ZUNAEROH	
26	MUHAMMAD ARIS SUSANTO	
27	RADITYA PRAYOGA	
28	RIFAI ANWAR	
29	ZHAVELA NOVEL PUTRI YULIA	
30	JAYA	

Scanned with CamScanner

Daftar Hadir Siswa
post - test 1

Kelas : XI MIA1

No	Nama	Tanda tangan
1	ADZRO AFIFAH	
2	AFIFAH NUR FAUZIAH	
3	AFREDHO GILANG RAMADHAN	
4	AJENG NOVITASARI	
5	AL ANNURAROKHIM	
6	ANASTASYA EKA WARDANI A	
7	ANGGI SAPUTRA	
8	ANGGI SEPTIANA	
9	AZIZAH AZZAHRA	
10	BENO SURYADI SAPUTRA	
11	DANI PRASETYO	
12	DELA AFTINA SARI	
13	DESWITA AZAHRA	
14	DIAH PINKAN ANGGRAINI	
15	DOLISY FEBRIANI YURNI	
16	ELZAZAHWANA PUTRI	
17	FAIZIO RAKA SIWI	
18	FANINA MAY CAHYANI	
19	FEBBY ANGELIYA LARASATI	

Scanned with CamScanner

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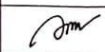
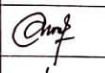
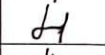
26	MUHAMMAD ARIS SUSANTO	
27	RADITYA PRAYOGA	
28	RIFAI ANWAR	
29	ZHAVELA NOVEL PUTRI YULIA	
30	JAYA	

Scanned with CamScanner

Daftar Hadir Siswa
Post test II

Kelas : XI MIA 1

No	Nama	Tanda tangan
1	ADZRO AFIFAH	
2	AFIFAH NUR FAUZIAH	
3	AFREDHO GILANG RAMADHAN	
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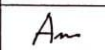
5	AL ANNURAROKHIM	
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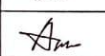
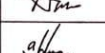
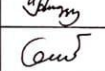
7	ANGGI SAPUTRA	
8	ANGGI SEPTIANA	
9	AZIZAH AZZAHRA	
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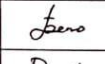
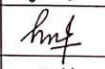
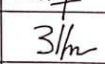
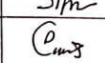
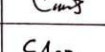
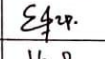
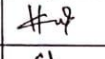
11	DANI PRASETYO	
12	DELA AFTINA SARI	
13	DESWITA AZAHRA	
14	DIAH PINKAN ANGGRAINI	
15	DOLISY FEBRIANI YURNI	
16	ELZAZAHWANA PUTRI	
17	FAIZIO RAKA SIWI	
18	FANINA MAY CAHYANI	
19	FEBBY ANGELIYA LARASATI	

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29	ZHAVELA NOVEL PUTRI YULIA	
30	JAYA	

Scanned with CamScanner

Student answer sheet

(Pre Test)

Cycle 1

(Meating 1)

Cycle 1

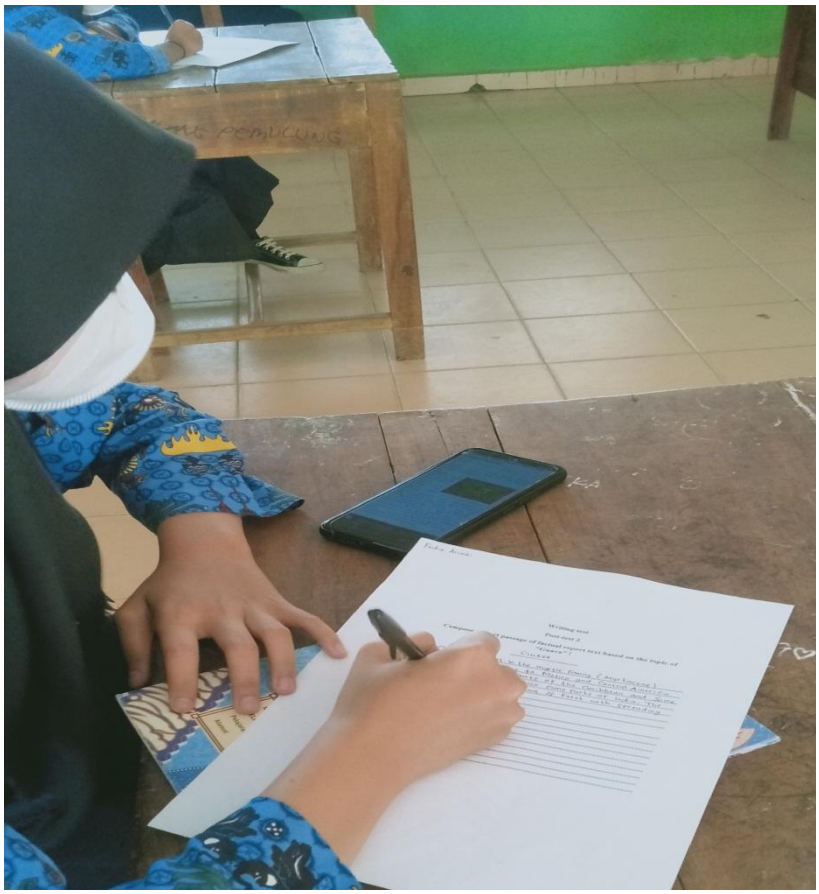
(Meating 2)

Cycle 2

(Meating 1)

Cycle 2

(Meating 2)



KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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 : Windyana Prestiwanti
NPM : 1601070059
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.
Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, Februari 2022
Ketua Jurusan TBI

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1296/In.28/S/U.1/OT.01/11/2021

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

Nama	: WINDYANA PRESTIWANTI
NPM	: 1601070059
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1601070059

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 26 November 2021
Kepala Perpustakaan

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

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 KIBANG
Jln. Raya Kibang Kec.Metro Kibang Kab. Lampung Timur Telp. (0725) 7853058 KP. 34331
Email smansakibang@gmail.com website http//www.smansakibang.sch.id

Nomor : 420/366/11.12/SMA.1/2021
Lampiran : -
Hal : Izin Research

Yth. : Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di Tempat

Dengan hormat,

Berdasarkan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-3471/In.28/D.1/TL.00/08/2021 tanggal 31 Agustus 2021 perihal Izin Research, sehubungan dengan hal tersebut diatas kami mengizinkan kepada :

Nama : WINDYANA PRESTIWANTI
NPM : 1601070059
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

untuk mengadakan research/survey, dalam rangka menyelesaikan tugas akhir/skripsi denga judul : "THE USE OF DECIDE, ESTIMATE, FIGURE, EXPRESS, NOTE, DRIVE, AND SEARCH (DEFENDS) STRATEGY TO IMPROVE THE STUDENTS' WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMAN 1 KIBANG IN THE ACADEMIC YEAR OF 2021/2022".

Demikian surat izin research ini kami buat untuk dapat dilaksanakan sebagaimana mestinya.

Kibang, 28 September 2021
Kepala Sekolah,

PEMERINTAH PROVINSI LAMPUNG
SMAN 1 KIBANG
LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN

Kety Efently Daulay, S. Pd
NIP 19700106 199301 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3470/In.28/D.1/TL.01/08/2021

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

Nama	:	**WINDYANA PRESTIWANTI**
NPM	:	1601070059
Semester	:	11 (Sebelas)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMAN 1 KIBANG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF DECIDE, ESTIMATE, FIGURE, EXPRESS, NOTE, DRIVE, AND SEARCH (DEFENDS) STRATEGY TO IMPROVE THE STUDENTS' WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMAN 1 KIBANG IN THE ACADEMIC YEAR OF 2021/2022".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 31 Agustus 2021

Mengetahui,
Pejabat Setempat

PEMERINTAH PROVINSI LAMPUNG
SMAN 1 KIBANG
LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN

Tetu Frently Daulay, S.Pd
NIP : 19700106 199301 2003

Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3354/In.28.1/J/TL.00/08/2021
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Kuryani (Pembimbing 1)
Syahreni Siregar (Pembimbing 2)
di-
Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	:	**WINDYANA PRESTIWANTI**
NPM	:	1601070059
Semester	:	11 (Sebelas)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE USE OF DECIDE, ESTIMATE, FIGURE, EXPRESS, NOTE, DRIVE, AND SEARCH (DEFENDS) STRATEGY TO IMPROVE THE STUDENTS` WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMAN 1 KIBANG IN THE ACADEMIC YEAR OF 2021/2022

Dengan ketentuan sebagai berikut :

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 18 Agustus 2021
Ketua Jurusan,

Andianto M.Pd

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the seminar of Windyana Prestiwanti**
To:
The Honorable the Dean of Faculty of Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

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

Name : Windyana Prestiwanti
Students Number : 1601070059
Department : English Education
Faculty : Tarbiyah and Teacher Training Faculty
Title : THE USE OF *Decide, Estimate, Figure, Express, Note, Drive, and Search* (DEFENDS) STRATEGY TO IMPROVE THE STUDENTS' READING SKILL AMONG THE ELEVENTH GRADERS AT SMAN 1 KIBANG IN THE ACADEMIC YEAR OF 2020/2021.

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

Wassalmu'alaikumWr.Wb

Metro, 23 Mei 2021

Sponsor

Drs.Kuryani Utib, M.Pd
NIP.19620215 199503 1 001

Co-Sponsor

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

The Head of English Education Department

Andianto, M.Pd
NIP. 19871102201503 1 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title	:THE USE OF *Decide, Estimate, Figure, Express, Note, Drive, and Search* (DEFENDS) STRATEGY TO IMPROVE THE STUDENTS' READING SKILL AMONG THE ELEVENTH GRADERS AT SMAN 1 KIBANG IN THE ACADEMIC YEAR OF 2020/2021
Name	: Windyana Prestiwanti
Students Number	: 1601070059
Department	: English Education
Faculty	: Tarbiyah and Teacher Training

APPROVED BY:

To bediscussed in the proposal (seminar) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Metro, 23 Mei 2021

Sponsor

Drs.Kuryani, M.Pd
NIP.19620215 199503 1 001

Co-Sponsor

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.iainmetro.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor :

Lampiran :

Perihal : **Pengajuan Seminar Proposal**

Windyana Prestiwanti

Kepada yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri(IAIN) Metro

AssalamualaikumWr.Wb.

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

Nama : Windyana Prestiwanti

NPM :1601070059

Judul Skripsi : THE USE OF *Decide, Estimate, Figure, Express, Note, Drive, and Search* (DEFENDS) STRATEGY TO IMPROVE THE STUDENTS' READING SKILL AMONG THE ELEVENTH GRADERS AT SMAN 1 KIBANG IN THE ACADEMIC YEAR OF 2020/2021.

Sudah kami dapat setujui dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Metro, 23 Mei 2021

Pembimbing I

Dr. Kuryani, M.Pd
NIP.19620215 199503 1 001

PembimbingII

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

Ketua Jurusan Tadris Bahasa Inggris

Andianto, M.Pd
NIP. 19871102201503 1 004

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 KIBANG
Jln. Raya Kibang Kec. Metro Kibang Kab. Lampung Timur Telp. (0725) 7853058 KP. 34331
Email smansakibang@gmail.com website http//www.smansakibang.sch.id

Nomor : 420/241/11.12/SMA.1/2020
Lampiran : -
Hal : Izin Pra-Survey

Yth. : Ketua Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di Tempat

Dengan hormat,

Berdasarkan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-1670/In.28.1/J/TL.00/06/2020 tanggal 25 Juni 2020 perihal Izin Pra-Survey, sehubungan dengan hal tersebut diatas kami mengizinkan kepada :

Nama : WINDYANA PRESTIWANTI
NPM : 1601070059
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

untuk mengadakan pra-survey, dalam rangka menyelesaikan tugas akhir/skripsi denga judul : "THE USE OF DECIDE, ESTIMATE, FIGURE, EXPRESS, NOTE, DRIVE AND SEARCH (DEFENDS) STRATEGY TO IMPROVE THE STUDENTS' WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMAN 1 KIBANG IN THE ACADEMIC YEAR OF 2019/2020".

Demikian surat izin pra survey ini kami buat untuk dapat dilaksanakan sebagaimana mestinya.

Kibang, 09 September 2020
Kepala Sekolah,

SMAN 1 KIBANG LAMPUNG TIMUR

Ketty Efently Daulay, S. Pd
NIP 19700106 199301 2 003

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Windyana Prestiwanti
NPM : 1601070059
Jurusan : TBI
Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Rabu 18/8 2021	✓		- Langsung saja APD tidak perlu silabus dan RPP - Pedoman penilaiannya mana? - Tambahkan lembar pengamatan kinerja guru.	
2	Selasa 24/8 2021	✓		ACC APD	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102201503 1 004

Dosen Pembimbing I

Drs.Kuryani, M.Pd
NIP.19620215 199503 1 001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Windyana Prestiwanti
NPM : 1601070059
Jurusan : TBI
Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Senin 16/2021		✓	Acc APD	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102201503 1 004

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website ... E-mail ...

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

Nama : Windyana Prestiwanti
NPM : 1601070059

Jurusan : TBI
Semester : X

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Jumat 12 maret 2021	✓		- Bab I perbaiki di problem identification - Perbaiki problem limitation - perbaiki objective of the study	
2	Senin, 22/03/2021	✓		- Acc Bab I	
3	Kamis, 25/03/2021	✓		- konsep writing skill mana? - konsep tentang decide, estimate figure, - mana? - Action Hypothesis sesuaikan judul	
4	Jumat 23/04/2021	✓		Acc Bab II silahkan lanjut bab III	
5	Senin 26/04/2021	✓		Indicator of success kurang lengkap	
6	Rabu 5/05/2021	✓		Acc Seminar	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102201503 1 004

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 196202151995031001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Windyana Prestiwanti
NPM : 1601070059
Jurusan : TBI
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Senin 8/2 2021		✓	1. Bab I perbaiki bahasa di problem formulation menjadi "can the use of. teruskan seperti yang tertera di judul 2 Bab 2 tambah teori tentang defends 3. Bab 3 jabarkan metode penelitiannya.	
2.	Senin, 15/2 2021		✓	1. tabah di cover academic year menjadi 2020/2021 dan cek di dalamnya. 2. Bab 3 research instrument dihapus setelah seminar buat research instrument khusus. 3 perbaiki bubliyography	
3	Senin 01/03 2021		✓	Acc bab I, II, III	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102201503 1 004

Dosen Pembimbing II

Syahreni Siregar, M.Pd
NIP. 19760814 200912 2 004

CURRICULUM VITAE

The name of the researcher is Windyana Prestiwanti. She was born in Margototo City, East Lampung on May 20th, 1997. She is the first child from happy couple namely Mr. Sartono and Mrs. Sutarti. She has graduated from Elementary School (SDN 1 Margototo) on 2010. She continued her study in Junior High School (SMPN 1 Kibang) and graduated on 2013. After graduated from Junior High School, she continued to Vocational High School (SMK Muhammadiyah 2 Metro) and graduated on 2016. And on 2016 she continued her study as a student of S-1 English Education Department of State Institute for Islamic Studies of Metro (IAIN Metro).