

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF LEXICAL CHAIN ON THE WRITING OF SUMMARIZATION
AMONG THE ELEVENTH GRADE STUDENT OF SENIOR HIGH SCHOOL
AT DARUSYSYAFAH KOTAGAJAH IN
THE ACADEMIC YEAR OF 2020/2021**



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**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHING TRAINING FACULTY**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M**

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THE ACADEMIC YEAR OF 2020/2021

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

**By:
ALFITRIYANITA
Student Number: 1601070063**

Sponsor : Dr. Ahmad Subhan Roza, M.Pd

**TARBIYAH FACULTY
ENGLISH EDUCATION PROGRAM**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
(IAIN)
1443 H/2022 M**



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The Honorable the Head of Tarbiyah Department
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Assalamu'alaikum, Wr. Wb

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which is written by:

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Title : AN ANALYSIS OF LEXICAL CHAIN ON THE WRITING
OF SUMMARIZATION AMONG THE ELEVENTH
GRADE STUDENT OF SENIOR HIGH SCHOOL AT
DARUSYSYAFAH KOTAGAJAH IN THE ACADEMIC
YEAR OF 2021/2022

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

Wassalmu'alaikum Wr. Wb

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Assalamu'alaikum Wr.Wb

Setelah kami mengadakan pemeriksaan dan bimbingan seperlunya, maka
proposal penelitian yang telah disusun oleh :

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WRITING OF SUMMARIZATION AMONG THE
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Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu
Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosahkan sebagai
syarat untuk menyusun skripsi.

Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.
Wassalamu'alaikum Wr.Wb

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APPROVAL PAGE

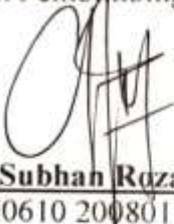
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RATIFICATION PAGE

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The Undergraduate Thesis entitled: AN ANALYSIS OF LEXICAL CHAIN ON
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Secretary : Eka Yuniasih, M.Pd



The Dean of Tarbiyah and Teachers Training Faculty



**AN ANALYSIS OF LEXICAL CHAIN ON THE WRITING OF
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SENIOR HIGH SCHOOL AT DARUSYSYAFAH KOTAGAJAH IN THE
ACADEMIC YEAR OF 2020/2021**

ABSTRACT

By: ALFITRIYANITA

The objectives of this research were to investigate the most dominant type of cohesive relation in lexical chain investigated in students' writing, and to analyze the difficulties of lexical chain mastery at the eleventh graders at SMA Darusysyafa'ah. The researcher analyzed those phenomena based on the consideration of the students' problem in writing investigated in the process of pre-survey. Therefore, it is hoped that this research is beneficial in illustrating the phenomena of using lexical chain in the students' writing.

The method of this research was qualitative research in the form of a case study carried out at SMA Darusysyafa'ah. The primary sources of this research are the results of interview with English teacher and the documents of writing assignment of the eleventh graders at SMA Dasrusysyafa'ah that consists of 12 students. The researcher used observation, documentation and interview in collecting the data. The observation was conducted to know the most dominant cohesive relation of lexical chain in the students' writing. The interview was conducted to analyze the difficulties of lexical chain mastery of the research objectives.

The research results show the most dominant cohesive relation of lexical chain investigated in the students' writing skill that is repetition same word in the same sense. Furthermore, the second research result is about the difficulties of lexical chain mastery analyzed in the students' writing including the students' difficulties in using lexical chain in writing; in applying synonyms for words with the same meaning; in using hypernyms; and in using hyponyms

Keywords: *analysis, lexical chain, writing, qualitative research.*

**ANALISIS RANTAI LEXICAL TERHADAP PENULISAN RINGKASAN
SISWA KELAS XI SMA DARUSYSYAFAH KOTAGAJAH TAHUN
PELAJARAN 2020/2021**

ABSTRAK

OLEH:

ALFITRIYANITA

Tujuan dari penelitian ini adalah untuk menyelidiki jenis hubungan kohesif yang paling dominan dalam rantai leksikal yang diselidiki dalam tulisan siswa, dan untuk menganalisis kesulitan penguasaan rantai leksikal pada siswa kelas sebelas di SMA Darusysyafa'ah. Peneliti menganalisis fenomena tersebut berdasarkan pertimbangan masalah siswa secara tertulis yang diselidiki dalam proses pra-survei. Oleh karena itu, penelitian ini diharapkan bermanfaat dalam menggambarkan fenomena penggunaan rantai leksikal dalam tulisan siswa.

Metode penelitian ini adalah penelitian kualitatif berupa studi kasus yang dilaksanakan di SMA Darusysyafa'ah. Sumber utama penelitian ini adalah hasil wawancara dengan guru bahasa Inggris dan dokumen tugas menulis siswa kelas XI SMA Dasrusysyafa'ah yang terdiri dari 12 siswa. Peneliti menggunakan observasi, dokumentasi dan wawancara dalam mengumpulkan data. Observasi dilakukan untuk mengetahui hubungan kohesif rantai leksikal yang paling dominan dalam tulisan siswa. Wawancara dilakukan untuk menganalisis kesulitan penguasaan rantai leksikal tujuan penelitian.

Hasil penelitian menunjukkan hubungan kohesif rantai leksikal yang paling dominan diselidiki dalam keterampilan menulis siswa yaitu pengulangan kata yang sama dalam arti yang sama. Selanjutnya, hasil penelitian kedua adalah tentang kesulitan penguasaan rantai leksikal yang dianalisis dalam tulisan siswa termasuk kesulitan siswa dalam menggunakan rantai leksikal dalam menulis; dalam menerapkan sinonim untuk kata-kata dengan arti yang sama; dalam menggunakan hipernim; dan dalam menggunakan hiponim.

Kata kunci: analisis, lexical chain, menulis, penelitian kualitatif

STATEMENT OF RESEARCH ORIGINALITY

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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 bibliography mentioned.

Metro, 20 January 2022

The Researcher



Alfitriyanita

1601070063

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

Metro, 20 Januari 2022

Yang membuat pernyataan,



MOTTO

وَلَا تَهِنُوا وَلَا تَحْزِنُوا وَأَنْتُمُ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُّؤْمِنِينَ

"And do not (feel) weak, and do not (also) grieve, because you are the highest (degree), if you are believers," (Surah Ali Imran: 139).

DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents

(Mr. Santoso and Mrs .Yatmani)

My Beloved Lectures of English Education Department

of State Institute for Islamic Studies of Metro

My Beloved Friends

Absolute (B) Class of english Education Department and my Beloved Campus

IAIN Metro

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Praise to be Allah SWT the Almighty and the most merciful who has given his blessings and guidance so that the writer can complete a undergraduate thesis entitled "*An Analysis Of Lexical Chain On The Writing Of Summarization Among The Eleventh Grade Student Of Senior High School At Darusysyafa'ah Kotagajah In The Academic Year Of 2020/2021*". The writer would like to express his gratitude to the sponsor, Dr. Ahmad Subhan Roza, M.Pd who have sincerely guided the writer to accomplish this undergraduate thesis in time.

Considering the limitations of knowledge, got and writing ability of the writer, this undergraduate thesis is inseparable from deficiencies and is not perfect, but the writer hope that this undergraduate thesis can be useful for writer in particular, and for all those who wish to use it.

Wassalamu'alaikum Wr. Wb.

Metro, 20 Januari 2022



ALFITRIYANITA
NPM.1601070063

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16. Surat Keterangan Bebas Pustaka
17. Kartu Konsultasi Bimbingan Skripsi
7. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the subjects that taught in senior high schools . English is an important international language in various aspects of human life. The English mastery contributes significantly to human life significantly. By learning English, people develop life skills. Learning a foreign language involves different learning skills and helps develop key skills through listening, writing, reading, speaking. Students can develop better vocabularies and an improved level of literacy all through studying a foreign language. In Indonesia, English is a foreign language that should be learned in both formal and informal institutions. Teaching English includes four language skills which include speaking, listening, reading and writing.

One of English skill is writing that has an important role in language learning process.,Writing is a complex sociocognitive process involving the construction of recorded messages on paper or on some other material, and, more recently, on a computer screen.¹Writing is nothing more than thought on paper considered, organized thought. Many people are protective of their thoughts and, therefore, prefer to keep them hidden inside their heads.

However, writing is not an easy language skill. There are many problems got by students in the process of writing in English.In fact, not all students are able to write well. There are so many problems that make

¹ John M . Swales and Christine B. Feak, *Academic Writing for Graduate Students*, Michigan ELT (2012), p.4

students unable to write well. These problems make students less interested in writing skills. For example, a student is unable to write due to their low grammar mastery and also as another example is due to low motivation which causes students to be lazy to write. Finally, the writer conclude that writing problems are caused by the low contribution of the linguistic and non-linguistic aspects. Various writing problems caused by low linguistic aspects include limited English vocabulary, low grammar mastery, difficulty in developing ideas, while writing problems caused by low non-linguistic aspects include low motivation to write, lack of interest in the writing process, lack of environmental support, poor writing habits. Inaccuracies in the selection of instructional media and teaching strategies.

In line with general writing problems, it was found that there was a specific writing problem as the result of pre-survey by the researcher. The writer had conducted a pre-survey to find out the problems of students in writing English. The pre-survey was conducted on June 8th, 2020 in grade eleventh at Darusysyafa'ah Kotagajah High School. It was investigated that the eleventh graders have writing problems. The researcher got the result the students' on daily assignments. In writing a summary text the students find the difficulties to understand what are main idea in the text. Besides that, students have lack to understanding the contents of the texts, furthermore, students are also weak in mastering English vocabulary. Eventually, the resulting paragraph becomes non-standard and ineffective. The data of pre-survey was the average score of student writing assignment related on writing

summarization text. The pre-survey results are illustrated in the following table:

Table 1
Data of Pre-Survey Result
Writing Skill among the eleventh Graders
At SMA Darusy syafa'ah Kotagajah in the Academic Year of 2020/2021

| NO | Students | Grade | Criteria |
|----|----------|-------|------------|
| 1 | ADT | 65 | INCOMPLETE |
| 2 | ADA | 65 | INCOMPLETE |
| 3 | INA | 80 | COMPLETE |
| 4 | INK | 65 | INCOMPLETE |
| 5 | KS | 60 | INCOMPLETE |
| 6 | KJM | 65 | INCOMPLETE |
| 7 | LAP | 75 | COMPLETE |
| 8 | NAC | 65 | INCOMPLETE |
| 9 | NR | 60 | INCOMPLETE |
| 10 | NRK | 65 | INCOMPLETE |
| 11 | PMK | 60 | INCOMPLETE |
| 12 | RH | 75 | COMPLETE |

In line with the data of pre-survey provided on the table above, summarization text as one of the text types stated on the basic competence of teaching writing at senior high school was not simple as taught. At the beginning of writing activity, including writing summarization text, students

have to find out the ideas to write. Unfortunately, getting and generating ideas in writing summarization text were difficult to do by the students.

The results of the pre-survey were categorized into 2 criteria namely complete and incomplete based on the minimum mastery criteria (MMC) of the eleventh grade subjects at Darusysyafa'ah Kotagajah High School is 70. The results of the pre-survey data categorization are as follows:

Table 2
The Categorization of Pre-Survey Result
Writing Skill among the eleventh Graders
At SMA Darusysyafa'ahKotagajah in the Academic Year of 2020/2021

| NO | Grade | Frequency | Percentage | Criteria |
|----|-----------|----------------------|---------------|------------|
| 1 | < 70 | 9 students | 9/12x100%=75% | INCOMPLETE |
| 2 | ≥ 70 | 3 students | 3/12x100%=25% | COMPLETE |
| | | $\Sigma 12$ Students | | |

Based on the table above it is known that the percentage of students whose writing summarization skills are less than (MCC) is 75%, while the percentage of students whose writing summaritation skills are more than (MCC) is 25%. That means that the percentage of students who are less than (MCC) is less than the percentage of students who are more than (MCC). Therefore, it can be concluded that the writing summarization skills of the eleventh grade students of SMA Darusysyafa'ah Kotagajah were unsatisfied.

From the results of the survey, it is known that the problem of writing summarization skills students is caused by the weak mastery of English

vocabulary which is controlled by students. In addition, writing problems of eleventh grade students of SMA Darusysyafa'ah Kotagajah were also caused by the weak mastery of English grammar. Another problem in writing is the difficulty of students in developing writing ideas. Other problems in writing include the lack of motivation and interest in writing or speaking in English.

In connection with the writing problems above, it is necessary to make efforts to uncover components that can influence and support writing skills. One of these components is written discourse in the scope of cohesion. One of the cohesion concepts that affect writing is lexical chain. The sense of the lexical chain consists of elements that are typically semantically connected to each other by co-extensional relations. In a co-extension relationship, lexical words are possibly found.²

A lexical chain is a sequence of related words in writing, spanning short (adjacent words or sentences) or long distances (entire text). A chain is independent of the grammatical structure of the text and in effect it is a list of words that captures a portion of the cohesive structure of the text. In addition, the role of lexical chain in writing especially summarization text is to reaffirm the contents conveyed in a concise and clear manner.

Based on the entire description above, the researcher discusses an attempt to assess the phenomenon of understanding and use of lexical chain in writing. In this case, the researcher will conduct qualitative research with a special type of research to analyze understanding and use of lexical chain in

²Marcelino Torrecilla, "Analysis of lexical Chains and Coherence in a Children's and News Story", MA University Liverpool (2003), p. 37

writing. To achieve that, the writer will conduct in the eleventh grade of SMA Darusysyafa'ah Kotagajah. Therefore, the writer purpose this research proposal entitled "*An Analysis of Lexical Chain on Students' Writing Summarization among the Eleventh Grade at Senior High School of Darusysyafa'ah Kotagajah in the Academic Year of 2020/2021*"

B. Research Question

In line with the previous discussion in the background of the study, the research question of this research as follows:

1. What is the most dominant cohesive relations of lexical chain that is used by the eleventh graders at SMA Darusysyafa'ah Kotagajah in the academic year of 2020/2021?
2. What are the difficulties to mastery of lexical chains analyzed in the student writing skills of eleventh graders at SMA Darusysyafa'ah Kotagajah in the academic year of 2020/2021?

C. Objectives and Benefits of the Study

1. Objectives of the study

Based on the research question that has been formulated, the writer set the objectives of the study, as follows:

- a. To analyze the dominant cohesive relations in using lexical chain in their writing summarization skill.

- b. To investigate the most difficult elements in mastery lexical chain by eleventh graders at SMA Darusysyafa'ah Kotagajah in the academic year of 2020/2021

2. Benefits of the Study

Talking about the benefits, this research is expected to be useful to give knowledge to increase the quality of students' writing by the use of cohesion device especially lexical chain in summarization text among the eleventh grade at senior high school of Darusysyafa'ah kotagajah in the academic year of 2020/2021. Specifically, it is expected to have the benefits as follows:

a. For the students

Theoretically, the result of this research can give the additional information for the students related to how to use lexical chain in their writing. In addition, it is beneficial to have the students understand the use of lexical chain that makes the sentence in the text becomes concise, varied, without reducing the meaning of its sentence. It also makes the text to become scientific.

b. For the teacher

The benefits of this research are also aimed at English teachers especially in Darusysyafa'ahKotagajah High School. That is because this research will provide information to teachers about the most difficult elements of the lexical chain used by class students. This research will also lead teachers to prepare alternative efforts to update

the quality of student writing. This research has some benefits to be one of additional references in teaching English. The teacher may be able to help the students to solve the problems related to use lexical chain in the text.

c. For Other Researcher

This research is expected to make a valuable contribution for the next writer who will conduct research on the same research topic related to the mastery of lexical chain in writing. The results of this study will one day become a reference for the next researchers who will solve the problem of the poor quality of student writing. That is because this study will provide an overview of data collection and processing procedures related to the use of lexical chain in writing.

D. Prior research

This research will be conducted by considering some prior writer. The first prior research had been done by Partha Mukherjee, Gondy Leroy, David Kauchak in 2019 entitled *Using Lexical Chains to Identify Text Difficulty: A Corpus Statistics and Classification Study*. The objectives of this prior research are to evaluate how lexical chain features can be used to distinguish between easy and difficult text and how they can be used to identify sentences that are difficult. The first prior research is qualitative research method.

The first previous research and this research have similarities and differences. The similarities of both are the research topic and research methods. The research method is qualitative research method. The differences

of the prior research and this research are the prior research analyzing all kinds of difficult texts, while this study only analyzes summary texts. The purpose of prior research is to evaluate how lexical chain features can be used to distinguish between easy and difficult text and how they can be used to identify sentences that are difficult. While, this study aims to investigate the most difficult elements of lexical chain and to analyze the students' problems in using lexical chains in their writing skills.³

In addition, the research entitled *Analysis of lexical Chains and Coherence in a Children's and News Story* by Marcelino Torrecilla N. The research aimed to found that lexical chain in two text and can make it coherence. The research which was conducted from MA University of Liverpool. This prior research is using qualitative research method.

The first previous research and this research have similarities and differences. The topic in this prior research is to analyze the lexical chain and coherence in two text. Furthermore, the prior research using qualitative research method that have same method with this research. Prior research aims to find lexical chain in two texts, a children's and news story, and see how they make for coherence. Under this analysis framework, it was found coherence to be a somewhat flawed in parts of both texts. That are have different aims from this research.⁴

³Partha Mukherjee, Gondy Leroy, David Kauchak, "Using Lexical Chains to Identify Text Difficulty: A Corpus Statistics and Classification Study", IEEE J Biomed Health Inform (2019), p.13

⁴Marcelino Torrecilla, "Analysis of lexical Chains and Coherence in a Children's and News Story", MA University Liverpool (2003), p. 37

In the other prior research that was conducted entitle *Lexical Cohesion In Chinese College EFL Writing*. This prior research was conducted by chenxuefan in *CELEA Journal (Bimonthly)* from Wuyi University. This prior research shown that discover the features of lexical cohesion in Chinese college EFL Writing.

Based on this research, the writer found the data from the student at Wuyi University in china. While, this research found the data from the students at eleventh grade in SMA Darusysyafa'ah Kotagajah. This prior research aimed to describe features of lexical cohesion in writing by Chinese college students. It was expected that they would be limited in ability to employ the range of lexical cohesive devices and that one subtype of lexical cohesion, exact repetition of words, would dominate in students writing. More specifically, it was hypothesis that, on one hand, students at a higher level of language proficiency would demonstrate a greater degree of lexical diversity on the other hand, no correlation would exist between lexical cohesion and text type. This prior research have same method with this research using qualitative research method.⁵

⁵Chen Xuefan, *Lexical Cohesion In Chinese College EFL Writing*, Wuyi University (2007),

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. The Concept of Writing

a. The Definition of writing performance

According to Nunan, writing is a manual process of committing symbols (letters of the alphabet) to paper or a computer screen by manipulating a pencil, pen, or keys on a keyboard.⁶ It means that writing is a manual process of deliver ideas and thinking about how to present them effectively in the form a written text.

Nation explains that writing is an activity that can be prepared for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use.⁷ It means that writing skills will produce output that can be written stories, letters, or other text types.

Furthermore, writing is a social and communal activity, involving writers and readers joining together to exchange information, support each other, and work toward a transfer of ideas, experiences, and opinions.⁸ It can be said that writing is skill to

⁶ David Nunan, *Teaching English to Speakers of Other Language: An Introduction* (New York: Routledge, 2015), 78.

⁷ I.S.P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009), 113.

⁸ Luis A. Nazario, Deborah D. Borchers, and William F. Lewis, *Bridges to Better Writing* (Wadsworth: Cengage Learning, 2010), 7.

explore, to communicate, and to give the information to others or readers, so that the readers can understand the purpose of the text.

Based on explanation above, it is concluded that writing is complex process for conveying and delivering ideas, thoughts, opinions and feelings in the form of written text. Writing can be learnt by everyone by much practicing and reading a lot of books to get inspiration to write.

In other hand, students are lacking writing skills as they spend most of their time in using their equipped smart phones, and they depend on electronic devices or gadgets which provide instant or readymade answers/results available in the internet. Then, they use their valuable time in searching what others are doing, instead of learning the language skills. Naturally students, having good writing skills, are always successful at expressing their ideas and reaching their goals. They should develop the writing skills for their multiple benefits and success in life. The process of writing is to teach students how to write with coherence, an appropriate grammar structure and an acceptable spelling.

b. The Process of writing

Writing is not easy, more than more than picking up a pen and putting the words on paper Writing is a recursive process, which means students revise throughout the process, frequently moving back

and forth among the stage. So, when the learners want to write, must know steps writing process.

In the following section, we examine this question in the context of the stages of the writing process: planing, drafting, editing and final version. A brief description of each stage follows:⁹

1) Planning

The writer should plan and decide what he is going to write and he is going to say. When planning writers have to think about three main issues as follows:

a) Purpose

Purpose of their writing since this will influence (among other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include

b) Audience

Experienced writers think of the audience they are writing for since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc), but also the choice of language-whether, for example, it is formal or informal in tone. From the statement above can be conclude that the audience influence shape of the writing (how

⁹ Alice Oshima and Ann Hogue, Introduction to Academic Writing, 3th Edition (New York: Pearson Education, 2007), 16-18.

it is laid out, how the paragraphs are structured), and also the choice of language-whether

c) Content structure

The writers have to consider the content structure of the piece-that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2) Drafting

Drafting is the preliminary stage of a written work in which the writer begins to develop a more cohesive product. A draft also describes the product the writer creates in the initial stage of the writing process. Writer can refer to the first version of piece of writing as a draft. From the statement above can be concluding that the first version of piece of writing is a draft which the writer begins to develop a more cohesive product.

3) Editing

Once writers have produced a draft they then, usually, read through what they that written to see where it works and where it does not. Perhaps the other of the information is not clear. Perhaps the way of something is written is ambiguous or confusing. From the statement above the researcher can concludes that editing is process of writing to reflecting and revising the product of the writing.

4) Final version

The writer produces the final version when he has edited his draft, making the changes he considers to be necessary.¹⁰ From the statement above the researcher conclude that the writer just has to complete the draft that has edited by improving their idea

c. Kinds of writing

In generally, there are three kinds of writing namely academic writing, personal writing, and creative writing. Alice and ann explained that Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing and personal writing. Creative writing is the kind of writing you do when you write stories. Personal writing is the kind of writing you do when you write letters or e-mails to your friends and family. Beside that, creative writing and personal writing are informal and academic writing is formal.¹¹

Academic Writing is a new kind of writing course for all international students who have to write exams or coursework in English. Academic Writing allows both teachers and students to quickly find the help they need with all writing tasks.¹²

¹⁰ Jeremy Harmer, *How To Teach Writing*, (England: Person: Pearson Education Limited, 2004), p.4

¹¹ Alice Oshima& Ann Haque, *Introduction to Academic Writing*, (The United State of America: Longman, 2007), 3th Edition, p.3

¹² Stephen Bailey, *Academic Writing A Hanbook for International Students Second edition*, (USA and Canada: Routledge), 2006. p.2

Academic writing is divided into four parts there are:

- 1) The writing process, guides students from the initial stage of understanding the essay title, through note making and paraphrasing, to the organization of the essay and finally proof-reading.
- 2) Elements of writing, deals with the skills that are needed for most types of assignment, such as making comparisons, giving examples and describing graphs.
- 3) Accuracy in writing, gives remedial practice in those areas that students often find confusing, such as using articles, passives or prepositions.
- 4) Writing models, offers examples of the type of writing that students commonly need, including letters and survey reports as well as assays.¹³

Beside that personal writing is subjective, it means that personal writing is based on personal opinions or feelings rather than facts or evidence. The content of personal writing is based on our own observation, experience, or opinion. It means that personal writing produce the write that on own observation, experience or opinion.

After that creative writing may be defined as having the power to create an imaginative, original literary production or composition and can be applied to a very broad spectrum of writing genres.¹⁴

¹³ Stephen Bailey, *Academic Writing*, p.vii

d. Type Of writing

1) Descriptive

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.¹⁵

2) Narrative

Narrative is story writing. When you write a narrative paragraph, you write about events in the order that they happen. In other words, you use time order to organize your sentences.¹⁶

3) Argumentation

Argumentation is a text in which you agree or disagree with a problem, using reasons to support your opinion, your goal is to convince your reader that your opinion is right. Its means that argumentation is used to make a case or to prove or disprove a statement or proposition.

4) Expository

Expository paragraphs deal with facts, ideas, beliefs. It explain, analyze, define, compare, illustrate. They answer questions like What? Why? How? What was the cause? The effect?

¹⁴Adele Rahmet, *Creative Writing: How to Unlock Your Imagination, Develop Your Writing Skills-and Published*, (United Kingdom: Spring Hill Road), 2007. p.xi

¹⁵Alice Oshima& Ann Haque, *Introduction to Academic Writing*,.p.61

¹⁶Ibid,p.24

Like what? Unlike what? They are the kinds of paragraph we write in reports or term papers or tests.¹⁷

e. Component of Writing

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

According to Jacobs (1981) the criteria of each writing score are: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25) and mechanic (2-5). So the total of the score of writing skill is 100.

Table 3
The Measurement Rubrics of Writing Essay Performance

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

¹⁷ Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), p. 89

| | | | |
|---------------------|-------|------------------------|--|
| Organization | 21-17 | Fair to Poor | Limited knowledge of subject, little substance, inadequate development of topic. |
| | 16-13 | Very poor | Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate. |
| | 20-18 | Excellent to Very Good | Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive. |
| | 17-14 | Good to Average | Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. |
| | 13-10 | Fair to Poor | Non-fluent, ideas confused or disconnected, lacks logical sequencing and development. |
| | 9-7 | Very Poor | Does not communicate, no organization, or not enough to evaluate. |
| Vocabulary | 20-18 | Excellent to Very Good | Sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register. |
| | 17-14 | Good to Average | Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured. |
| | 13-10 | Fair to Poor | Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured. |

| | | | |
|---------------------|-------|------------------------|---|
| Language Use | 9-7 | Very Poor | Essentially translation, little knowledge, of English vocabulary, idioms, word form, or not enough to evaluate. |
| | 25-22 | Excellent to Very Good | Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition. |
| | 21-18 | Good to Average | Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, article, pronouns, prepositions, but meaning seldom obscured. |
| | 17-11 | Fair to Poor | Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, run-ons, deletions, meaning confused or obscured. |
| | 10-5 | Very Poor | Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate. |
| | 5 | Excellent to Very Good | Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing. |
| | 4 | Good to Average | Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning or obscured. |

| | | | |
|-----------------|---|--------------|---|
| Mechanic | 3 | Fair to Poor | Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured. |
| | 2 | poor | No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hard writing illegible, or not enough to evaluate. |

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

f. The Purpose of Writing

Grenville argues that there are three purpose of writing. The purposes are as follows:¹⁸

1) To entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use their creativity. It must not make readers laugh, but engage their feeling in some ways.

¹⁸ Kate Grenville, Writing from Start to Finish: A Six Step Guided (Sydney: Allen and Unwin, 2001), 1

2) To inform

Writing to inform has purpose to tell the readers about something. The kind of informative writing can focus on objects, places, procedures and events it can be seen in newspaper, article, and instructions or procedures.

3) To persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the data or fact so that the readers follow writer opinions and act upon it.

Based on the explanation above, it is concluded that the purpose of writing is to express someone's idea to the reader in written form. The idea of writing can be delivered in different ways depended on the author's intention. It can persuade something, give information, and entertain to the reader.

g. The Characteristics of Writing

In addition to organization, writing in English must also have the characteristics of coherence, cohesion, and unity.¹⁹

1) Coherence

A paragraph has coherence when the supporting sentences are ordered according to principle. The principles for ordering depend on the type of paragraph you are writing.

¹⁹Chintia A. Boardman and JiaFrydenberg, Writing to Communicate 2: Paragraph and Essays, 3th Edition (New York: Pearson Education, 2008), 18-25.

2) Cohesion

Another characteristic of a good paragraph is cohesion.

When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentences.

3) Unity

The final characteristic of a good paragraph is unity. All the supporting sentences should relate to the topic sentence.

The qualified writing result has coherence, cohesion, unity. In other words, thematic progression pattern has grade function in determining the quality of writing results.

B. The Concept Of lexical chain

1. The definition of lexical chain

A lexical chain is made up of elements that are semantically related with each other usually through co extensional connections. Lexical words are likely to be found in a relation of co-extension. Lexical chains are based on lexical cohesion which is exhibited via cohesive relations. The relations are: 1) repetition of the same word in the same sense, 2) the use of synonyms/ hypernyms /hyponyms for a word.²⁰ Lexical chains are based on lexical cohesion , which is exhibited via cohesive relations. The

²⁰Marcelino Torrecilla, “*Analysis of lexical Chains and Coherence in a Children's and News Story*”, MA University Liverpool (2003), p. 44

relations are: 1) repetition of the same word in the same sense, 2) the use of synonyms/ hypernyms/hyponyms for a word.²¹

Lexical chains provide a valuable indicator of text structure and also semantic context for interpreting words, concepts, and sentences. Lexical chains help in the resolution of ambiguity and in the narrowing to a specific meaning of a word. Lexical chains provide means for the determination of coherence and discourse structure.²² Lexical chains is a sequence of related words in writing, spanning short (adjacent words or sentences) or long distances (entire text). Lexical chains correspond closely to the intentional structure. Lexical chains appeared to be almost entirely computable with the defined relations. Lexical chains are useful for finding segments. Lexalytics utilizes a technique called “lexical chaining” to connect related sentences. Lexical chaining links individual sentences by each sentence’s strength of association to an overall topic.

For example:

- a. I like beer. Miller just launched a new *pilsner*. But, because I am a *beer* snob, I am only going to drink pretentious Belgian *ale*.
- b. [gin; alcohol; sober; *drinks*] => noun "drinks" means "alcoholic drinks"
- c. [hair, curl, comb, *wave*] => noun "wave" does not mean "a water wave"

²¹Partha Mukherjee, Gondy Leroy, David Kauchak, "Using Lexical Chains to Identify Text Difficulty: A Corpus Statistics and Classification Study", IEEE J Biomed Health Inform (2019), p.3

²²Alexandr Chernov, *Lexical Cohesion Computed by Thesaural Relations as an Indicator of the Structure of Text*, Saarland University,(2013),p.3

Based on the definition above it is conclude that lexical chain is sequence of related words in writing, spanning short (adjacent words or sentences) or long distances (entire text). Lexical chain is a technique for connecting coherences in a text. Lexical chains are used to help find ambiguity in a text.

2. The Cohesive Relation In Lexical Chain

a. Repetition Of The Same Word In The Same Sense

Repetition of vocabulary that appears more often is the type related to a text; e.g. (1) *cat* in Putri saw a *cat*. The *cat* was wounded by the children. In order not to be called an item repeatedly, the item does not have to be a form morphological shape. (2) Doni *arrived* yesterday. His *arrival* made his father happy. *Arrived, arriving, and arrival* are all the same item, and includes other word repetitions. It's means that the inflected and derivative variations also have the same item and meaning.

b. Synonyms

Synonymy is a repetition of the same word. According to Salkie, synonymy is a part of cohesion that shows the sentence. Besides, near synonym is the relation between two words that are close in meaning.²³. Synonyms are used to prevent repetition of words, phrases, and sentences in the text. The term „synonym“ is used in semantics to refer to the main type of sense relationship between

²³ Raphael Salkie, Text Discourse Study (London: Routledge 1995)

lexical items which has almost the same meaning. For example; *big* and *large*.

In addition, the example of near synonym according to Gove, are error, mistake, slip, faux pas, lapse, bull, howler, boner and blunder.²⁴ It means that, the error is an incorrect or wrong judgment. Then, the mistake means misconception, misunderstanding about something. The next near synonym are *slip* and *blunder*. Blunder is a deliberate mistake or error and slip is a inadvertence or accident rather than a mistake. Other example of near synonym include *sundown* and *sunset*.

c. Hypernyms

A *hypernym* is a word that names a broad category that includes other words. "Primate" is a *hypernym* for "chimpanzee" and "human." Whenever you see a word ending in nym, you know it's going to be some kind of name. In this case, a hypernym is the name of a broader category of things. *Dog*, for example, is a hypernym for *dachshund*, *Chihuahua*, and *poodle*. *Superhero* is a hypernym for *Batman* and *Spider-Man*. A word can't be a hypernym if there are no other words that can be classified under it. Hypernyms are also called *generic terms* or *superordinates*.

²⁴ Philip Edmonds and Graeme Hirst, “ Near-Synonymy and Lexical Choice” England: Association for Computational Linguistics, vol.28, no.2 (2002).

d. Hyponyms

Hyponymy is a relationship between two words, in which the meaning of one of the words includes the meaning of the other word. For example, the words, animal and dog are related in such a way that dog refers to a type of animal, and animal is a general term that includes dog as well as other types of animal. A dog is a symbol of loyalty. That animal is mine.

3. The function of lexical chain

Lexical chains can be seen as indicators of cohesion in a text. However, this does not mean that such a text is an indicator of coherence. The visible chaining effect may signal that the text is connected in some way without this meaning that the text is good: it is quite possible to have a text that displays chains with all kinds of semantic relations (synonymy, hyponymy, meronymy) along with anaphoric references and good paragraph organisation and yet talk about insane things.²⁵

Lexical chains help in the resolution of ambiguity and in the narrowing to a specific meaning of a word. Lexical chains provide means for the determination of coherence and discourse structure. Lexical chains provide means for the determination of coherence and discourse structure: If a lexical chain ends, it is likely that a linguistic segment ends too (lexical chains tend to indicate the topicality of segments). If a new lexical chain begins, this is an indication or clue that a new segment has begun. If

²⁵Marcelino Torrecilla, “Analysis of lexical Chains and Coherence in a Children's and News Story”, MA University Liverpool (2003), p. 46

an old chain is referred to again, it means that a previous segment is being referred to.

4. The forming of lexical chain

a. Candidate Words.

The first decision in lexical chain formation is which words in the text are candidates for inclusion in chains. As pointed out by Halliday and Hasan²⁶, repetitive occurrences of closed-class words such as pronouns, prepositions, and verbal auxiliaries are obviously not considered. Also, high-frequency words like good, do, and taking do not normally enter into lexical chains (with some exceptions such as takings used in the sense of earnings).

It should be noted that morphological analysis on candidate words was done intuitively, and would actually have to be formally implemented in an automated system.²⁷

b. Building Chains.

Once the candidate words are chosen, the lexical chains can be formed. For this work an abridged version of Roget's Thesaurus was used. The chains were built by hand. Automation was not possible, for lack of a machine-readable copy of the thesaurus. Given a copy, implementation would clearly be straightforward. It is expected that research with an automated system and a large sample space of text would give valuable information on the fine-tuning of the parameter

²⁶Halliday, M.A.K., &RuqaiyaHasan.*Cohesion in English*. London: Longman.(1976),p.45

²⁷AlexandrChernov, *Lexical Cohesion Computed by Thesaural Relations as an Indicator of the Structure of Text*, Saarland University,(2013),p.29

settings used in the general algorithm. Five types of thesaural relations between words were found to be necessary in forming chains.

The relationships are the following:²⁸

- 1) Two words have a category common in their index entries. For example, *residentialnes* and *apartment* both have category in their index entries, other example is "*existence*" and "*being*" both have category "life" in their index entries.
- 2) One word has a category in its index entry that contains a pointer to a category of the other word. For example *car* has category in its index entry, and that contains a pointer to category, which is a category of the word *driving*, "*airplane*" has in its index entry a category which contains a pointer to another category referring to "*flight*"
- 3) A word is either a label in the other word's index entry or is in a category of the other word. For example, *blind* has category in its index entry, which contains the word *see*, "*deaf*" has a category containing the word "*hear*".
- 4) Two words are in the same group, and hence are semantically related. For example, *blind* has category, *blindness*, in its index entry and *see* has category, *vision*, in its index entry, words "*life*" and "*death*" belong to the same group

²⁸ ibid

5) The two words have categories in their index entries that both point to a common category. For example, *brutal* has category, which in turn, "*gentle*" and "*charitable*" point to a common category "*kind*"

We now consider how many sentences can separate two words in a lexical chain before the words should be considered unrelated. Now, sometimes, several sentences after a chain has clearly stopped, it is returned to. Such chain returns link together larger expanses of text than are contained in single chains or chain segments. Returns to existing chains often correspond to intentional boundaries, as they occur after digressions or subintentions, thereby signalling a resumption of some structural text entity.²⁹

Intuitively, the distance between words in a chain is a factor in chain formation. The distance will not be "large," because words in a chain co-relate due to recognizable relations, and large distances would interfere with the recognition of relations.

The five texts were analyzed with respect to distance between clearly related words. The analysis showed that there can be up to two or three intermediary sentences between a word and the preceding element of a chain segment with which it can be linked. At distances of four or more intermediary sentences, the word is only able to signal a return to an existing chain. Returns happened after between 4 and 19 intermediary sentences in the sample texts. One significant fact

²⁹ ibid

emerged from this analysis: returns consisting of one word only were always made with a repetition of one of the words in the returned-to chain. Returns consisting of more than one word did not necessarily use repetition in fact in most cases, the first word in the return was not a repetition.

C. The concept of text summarization

1. Definition of summarization text

Summaries require a special kind of writing. A good summary gives only main ideas. It does not include details. Before you begin to write, you shouls think about who,when,where,why,what and how.³⁰ A summary is a text that is produced from one or more texts, that contains a significant portion of the information in the original text, and that is no longer than half of the original text.³¹Text here includes multimedia documents, on-line documents, hypertexts, etc. A summary may be defined as a text that's created from one or a lot of texts, that contains a major portion of the data within the original text(s), which isn't any longer than half of the initial text. Text summarization is the method of distilling the foremost important data from a source (or sources) to provide a short version for a specific user (or users) and task (or tasks).

³⁰Kareenblanchad, *ready to write(second edition)*, Addison Wesley company, 1994, p.98

³¹Eduard hovy, *text summarization*, harvard university, 1999,p.584

2. The methods of summarization

a. Topic identification

To perform this stage, almost all systems employ several independent modules. Each module assigns a score to each unit of input (word, sentence, or longer passage) then a combination module combines the scores for each unit to assign a single integrated score to it, finally, the system returns the n highest-scoring units, according to the summary length requested by the user. An open issue is the size of the unit of text that is scored for extraction. Most systems focus on one sentence at a time. However, extracting subsentence-size units produces shorter summaries with more information.³² On the other hand, including certain sentences immediately adjacent to important sentences increases coherence fewer dangling pronoun references, etc³³. The performance of topic identification modules is usually measured using Recall and Precision scores. Given an input text, a human's extract, and a system's extract, these scores quantify how closely the system's extract corresponds to the human's.

So that, Precision reflects how many of the system's extracted sentences were good, and Recall reflects how many good sentences the system missed. Positional criteria. Thanks to regularities in the text structure of many genres, certain locations of the text (headings, titles,

³²Fukushima, T., T. Ehara, and K. Shirai. "Partitioning long sentences for text summarization". *Journal of the Society of Natural Language Processing of Japan*, in Japanese, 1999, p.131

³³Strzalkowski, T., G. Stein, J. Wang, and B. Wise. "A robust practical text summarizer". In Mani and Maybury(1999),p.54

first paragraphs, etc.) tend to contain important information. The simple method of taking the lead (first paragraph) as summary often outperforms other methods, especially with newspaper articles.

b. Interpretation or topic fusion

The stage of interpretation is what distinguishes extract type summarization systems from abstract-type systems.³⁴ During interpretation, the topics identified as important are fused, represented in new terms, and expressed using a new formulation, using concepts or words not found in the original text. No system can perform interpretation without prior knowledge about the domain; by definition, it must interpret the input in terms of something extraneous to the text. But acquiring enough (and deep enough) prior domain knowledge is so difficult that summarizers to date have only attempted it in a small way.

c. Summary generation

The third major stage of summarization is generation. When the summary content has been created through abstracting and/or information extraction, it exists within the computer in internal notation, and thus requires the techniques of natural language generation, namely text planning, sentence (micro-)planning, and sentence realization.³⁵

³⁴ Ibid,p.589

³⁵ Ibid,p.572

However extract summaries require no generation stage. In this case, though, various dysfluencies tend to result when sentences (or other extracted units) are simply extracted and printed—whether they are printed in order of importance score or in text order.

In the context of summarization, describe a summary revision program that takes as input simple extracts and produces shorter and more readable summaries. Text compression is another promising approach.³⁶ Summaries are often constructed from the source document by a process of cut and paste—fragments of document sentences are combined into summary sentences—and hence that a summarizer need only identify the major fragments of sentences to include and then weave them together grammatically. To prove this claim, they train a hidden Markov model to identify where in the document each (fragment of each) summary sentence resides.³⁷

³⁶ Mani, B. Gates, and E. Bloedorn, “*Improving summaries by revising them*”. (Proceedings of the Conference of the Association of Computational Linguistics :College Park, Md.), 1999,p.65

³⁷ Eduard hovy, text summarization, harvard university, 1999,p.588

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

In this case, the researcher considered the importance of cohesive device mastery especially lexical chain in summarization text to be explored. The researcher decided to use qualitative research to analyze what are the students problems in using lexical chain in summarization text of the students at eleventh graders of SMA Darusysyafa'ah Kotagajah

According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.³⁸ It can be said that qualitative research. The characteristic in this research focuses on the descriptive qualitative research. The researcher will take a survey that it can be used to describe phenomena and summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.³⁹

³⁸John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rd Ed.*, (New Delhi: Sage Publications, 2003), p.4

³⁹Geoffrey Marczyk et. al., *Essentials of Research Design and Methodology*, (USA: John Wiley & Sons, Inc. 2005), p. 16.

In line with the explanation above, the purpose of this research to know what are the students' problems in using lexical chain in their writing summarization skill.

B. Data Resources

In this research the researcher divides the sources into two items. They are primary and secondary.

1. Primary sources

Primary source are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary source of this research will be the test result of the eleventh graders at SMA Darusysyafa'ah Kotagajah in the academic year of 2020/2021. The total numbers of the students are 12 students.

2. Secondary sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from interview, documentation, the books, journals, e-books and articles that are related to the research.

C. Data Collecting Technique

Qualitative research typically follows an inductive process.⁴⁰ It means that the data collection taken from process analyzing data become theory or interpretations. Creswell said that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”⁴¹ The data collection is the accumulation of specific evidence that will enable the researcher to properly analyse the results of all activities by his research design and procedures.

The data are needed in a research work to serve the raw material that is used in the production of data. It provides a definite direction and definite answer to a research inquiry. Whatever inquiry has to give a definite answer to an investigation. Data are very essential for a scientific research. In addition, the data are needed to substantiate the various arguments in research findings.⁴²

Qualitative researchers also have a toolbox of data-gathering techniques, including indepth interviewing, participant observation, and document analysis.⁴³ The researcher in this research uses document to collect the data. The researcher takes documents from the result of the use of lexical chain in students’ writing in summarization text. In the process of collecting

⁴⁰Linda Kalofet.al., *Essential of Social Research*,(England: Open university press, 2008), p. 85.

⁴¹ John W. Creswell, *Research Design*, p. 184

⁴²Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*,(New Delhi: New Age International Publisher, 2006), p. 212.

⁴³Donald Ary et. al., *Introduction to Research in Education Eight Edition*,(USA: Wadsworth Cengange Learning, 2010), p.32

the data, the researcher collects the results of writing students to analyze and to identify the using of lexical chain in summarization text.

In this research the researcher use two techniques to collect the data, there are interview, and observation.

1. Interview

Interview occurs when the researchers ask one or more participants general, open-ended questions and record their answers.⁴⁴ It means that by interviewing the participants can add information with share their experiences unconstrained by any perspectives of the researcher or past research findings. Interview provides useful information when the researcher cannot directly observe participants, and the researcher permits participants to describe detailed personal information. Therefore, in this research the researcher will use interview to collect the data from the teacher. It means that the question and answer between two parties namely researcher and teacher to get data, information or opinions about a matter. Interviews in this study were conducted by researcher to one teacher and consists of eight questions related to students' difficulties in using lexical chain.

2. Observation

According to Creswell, observation is a method of collecting openended, first-hand knowledge by observing people and locations at a research site. The process of observation was done by referring to the

⁴⁴John W. Creswell, *EducationalResearch: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th Ed*, (New Delhi: Pearson Education, 2012), p. 217

research questions. In the process of observation in a research, the researcher observed the students' assignment on writing summarization. After obtaining the students' written documents, the researcher analyzed the students' writing based on research questions to answer and to achieve the research objectives.

3. Documentation

In this study the documentation aims to obtain data by studying documents relating to all data needed in research. Qualitative researcher can use any written or supporting document to complement the incident being studied. Qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study.⁴⁵ In this research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research.

In addition, documentation was used as an effort to obtain data related to the data completeness at SMA Darusysyafa'ahKotaagajah to obtain data on vission, mission, history of school establishment, school organizational structure, number of students and teachers at the school and school location. Moreover, in this study the researcher investigated several documents that can support research. Because of that, the researcher took several documents including the results of writing to students related to lexical chain.

⁴⁵Ibid., p. 432

D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

The researcher would apply Miles and Huberman model to analyze the data.⁴⁶ The components of this analysis model are pictured by this figure.

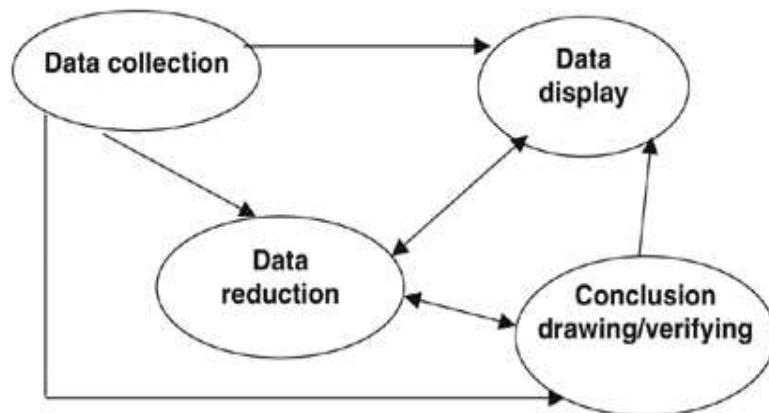


Figure II. Analysis Components of Miles and Huberman Model

⁴⁶ Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), p. 429

Data analysis by Miles and Huberman model conducts the following steps:⁴⁷

- 1) Data collection is the step when the researcher gather all data which are used to complete the research.
- 2) The researcher reduces the data he will gotten by summarizing and choosing specific things.
- 3) To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
- 4) Lastly, the researcher verifies his research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; to make the meaningful data,to describe inferences and to make generalization.

⁴⁷Ibid,p.435

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. General Description

1. Description of Research Location

a. History of SMA Darusysyafa'ah Kotagajah

SMA Darusysyafa'ah Kotagajah is under the auspices of the Department of Education. DarusySyafa'ah High School is located in the center of Kotagajah, namely in the village of Kauman which is located at Jalan Jendral Suderman No. 60 Kotasari 1 RT. 12 RW. 06 Kotagajah Subdistrict, Central Lampung Regency, Lampung Province, Easy access makes this school the right choice for the community.

The history of DarusySyafa'ah High School Kotagajah began in 2012 The founder is Bpk. KH. Ngaliman Marzuqi, M.Pd.I with operational license 34.2.12.03.23.053 for the first time this DarusySyafa'ah High School is led by Bpk. AgusJunaidi. M.Pd and as his representative is Mr. Poroniran, S.Pd.

b. Vission and mission of SMA Darusysyafa'ah a Kotagajah

The vision of SMA Darusysyafa'ah Kotagajah is create a generation that excels in achievement, pious, amil, hafidz and moral. Meanwhile, the mission of SMA Darusysyafa'ahKotagajah consist of :

- 1) Organizing an integrated education system between Islamic boarding schools and the public
- 2) Carrying out learning and guidance in an efficient and Islamic way

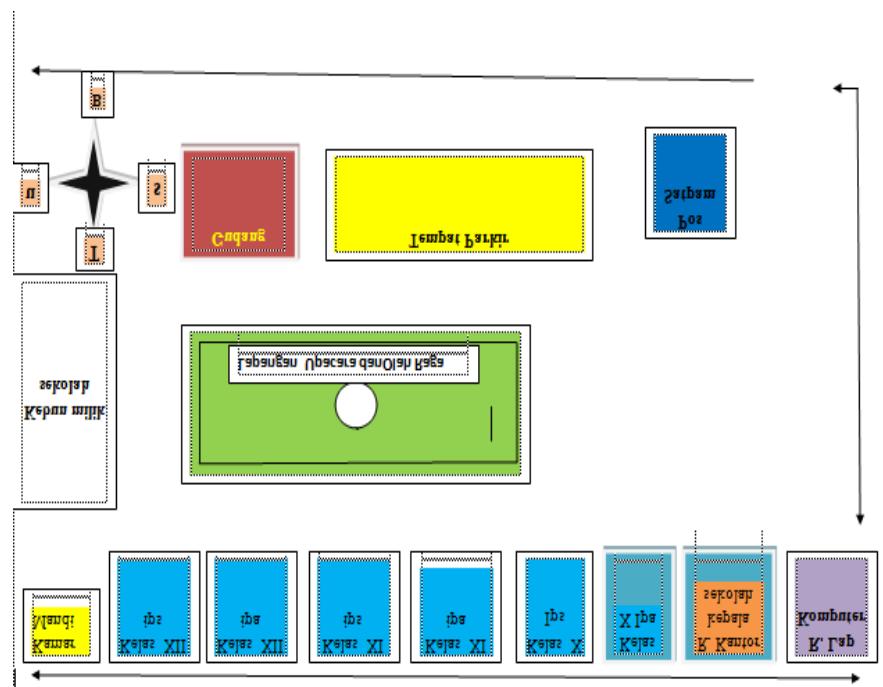
3) Realizing student activities for the formation of noble character through at least 4 types of self-development activities every week and also striving to become a professional, competitive, quality educational institution that carries reliable young Hafidz generation.

c. The Total of Students of SMA Darusysyafa'ah

| Kelas | Jenis Kelamin | | Jumlah Siswa |
|----------------|---------------|-----|--------------|
| | L | P | |
| X IPA DAN IPS | 25 | 30 | 55 |
| XI IPA DAN IPS | 25 | 43 | 68 |
| XIIIPA DAN IPS | 18 | 46 | 64 |
| JUMLAH | 68 | 119 | 187 |

Source : Dokumentasi SMA Darusy Syafa'ah Kotagajah disalin 09 Januari 2020

d. The site plan of SMA Darusysyafa'ah



2. Description of Research Result

Description of Research Result refers to achieve the research objective including of: *What is the most dominant cohesive relation of lexical chain that is used by the eleventh graders at SMA Darusysyafa'ah Kotagajah? ; What are the obstacles to mastery of lexical chains analyzed in the summary writing skills of eleventh graders at SMA Darusysyafa'ah Kotagajah?*

a. The Most dominant cohesive relation of Lexical Chain That Is analyzed in the writing summarization skill by The Eleventh Graders At SMA DARUSYSYAFYA'AH Kotagajah

In collecting the data of the first research objective, the researcher used the techniques of observation. Therefore, the instrument used is observation sheet, including one of them is student writing task.

The research results of the most dominant cohesive relation of lexical chain analyze in the student writing summarization task of the eleventh graders at SMA Darusysyafa'ah Kotagajah , shown in the following Table :

Table 4

**The Most Dominant Cohesive Relation of Lexical Chain Analyzed in The
Students' Writing Summarization Skill of The Eleventh Graders at SMA
Darusysyafa'ah Kotagajah**

| NO | COHESIVE RELATION | STUDENT | LEXICAL CHAIN |
|----|---|---------|--|
| 1 | Repetition of the same word in the same sense | ADT | <i>Junk food, junk food, junk food, advantages, advantages, disadvantages, disadvantage, them, them,</i> |
| | | ADA | <i>Junk food, junk food, them, them</i> |
| | | INA | <i>Junk food, junk food, junk food</i> |
| | | INK | <i>Fast food, fast food, junk food, junk food, advantages, advantages, disadvantage, s disadvantages, saving time, saving time</i> |
| | | KS | <i>Fast food, fast food</i> |
| | | KJM | <i>junk food, junk food, junk food, junk food, junk food, advantages, advantages, disadvantages, disadvantages</i> |
| | | LA | <i>Junk food, junk food, junk food, advantages, advantages, disadvantages disadvantages</i> |
| | | NAC | <i>Junk food, junk food, saving time, saving time, family, family</i> |
| | | NR | <i>Junk food, junk food, right choice, right choice</i> |
| | | NRK | <i>Junk food, junk food</i> |
| | | PMK | <i>Junk food, junk food, junk food, junk food, lifestyle, life style</i> |

| | | | |
|----|-------------------|-----|--|
| | | RH | <i>Junk food, junk food</i> |
| 2 | Using synonyms | INA | <i>Fast, instant</i> <i>Fast food, junk food</i> |
| | | KS | <i>fast , instant</i> <i>junk food, fast food</i> |
| | | NRK | <i>Fast, instant</i> |
| | | PMK | <i>Fast, instant</i> <i>Dangerous, harmful</i> |
| | | RH | <i>Fast, instant</i> <i>Dangerous, harmful</i> |
| 3. | Hyperonyms | INK | <i>Unhealthy fast food,</i> |
| | | KS | <i>Healthy fast food</i> |
| 4. | Using hyponyms | INK | <i>Fat, sugar, oil, calories, and addictive substances</i> |
| | | KS | <i>Salad, grain bread, lean meats</i> |

From the table above, includes from student writing task.

Below this, the explanation and sample writing task from the student of eleventh graders at SMA Darusysyafa'ah Kotagajah :

1. Repetition of the same word in the same sense

- a) *Junk food* life style is applied in people who busy with their job. They do not have time to cooking, so the *junk food* is main choice for *them*. Although, *junk food* has some *advantages* and *disadvantages*. The most fast food *advantages* is can save time *them* better and for *disadvantages* is reduce of harmony in their family.

From the paragraph above, it can be seen there are some repetition of the same word in the same sense. There are three of word “*junk food*”, two of word “*advantages, disadvantages and them*”

- b) For now days, some people busy with their job. When someone come home with hunger and tiring because of work, *junk food* becomes the main choice for *them*. They do not have time to go to kitchen or buying to supermarket to get a various of healthy food. So, this is the most *junk food* advantages for *them*.

From the paragraph above, it can be seen there are some repetition of the same word in the same sense. There are ” two of word “*junk food, them*”

- c) Some people is needed everything that fast and instant. Especially, in their eating habit. So, they are like some fast food or *junk food*. *Junk food* can save time better. Meanwhile, *junk food* has some disadvantages for our body. *Junk food* also

can reduce harmony in the family because they are can not spend time together.

From the paragraph above, it can be seen there are some repetition of the same word in the same sense. There are four of word “*junkfood*”.

2. *Using synonyms*

- a) Some people is needed everything that *fast and instant*. Especially, in their eating habit. So, they are like some *fast food or junk food*. Junk food can save time better. Meanwhile, junk food has some disadvantages for our body. Junk food also can reduce harmony in the family because they are can not spend time together.

From the paragraph above, it can be seen there are some using synonyms in paragraph. Consist of, *fast* is synonyms from *instant*, and *fast food* is synonyms from *junk food*.

- b) In this era, some people are busy with job. It makes them love anything *fast and instant*. So, they are like junk food or fast food in their eating habit. Not all food is dangerous, there is also a healthy fast food, such as : salads, grain bread and lean meats. It is can saving their time better.

From the paragraph above, it can be seen there are some using synonyms in paragraph. Consist of, *fast* is synonyms from *instant*.

3. Using hypernyms

- a) In this era, some people are busy with job. It makes them love anything fast and instant. So, they are like junk food or fast food in their eating habit. Not all food is dangerous, there is also a *healthy fast food*, such as : salads, grain bread and lean meats. It is can saving their time better.

From the paragraph above, it can be seen there is using hypernyms in paragraph. That is *healthy fast food*. Kinds of healthy fast food mentioned in using hyphonyms.

- b) For now days, junk food is needed for peoples who being busy with their job. They are need everything that can saving time better. Junk food has some advantages and disadvantages. The most fast food obvious advantages is those food can save time better. The largest disadvantages of fast food is *unhealthy fast food*. Because, these contain a lot of fat, sugar, oil, calories, and addictive substances.

From the paragraph above, it can be seen there is using hypernyms in paragraph. That is *unhealthy fast food*. Kinds of unhealthy fast food mentioned in using hyphonyms.

4. Using hyphonyms

- a) In this era, some people are busy with job. It makes them love anything fast and instant. So, they are like junk food or fast food in their eating habit. Not all food is dangerous, there is also a healthy fast food, such as : *salads, grain bread and lean meats. It is can saving their time better.*

From the paragraph above, it can be seen there are using hyphonyms in paragraph. That is *healthy fast food*. Kinds of healthy fast food mentioned is *salads, grain bread and lean meats. It is can saving their time better.*

- b) For now days, junk food is needed for peoples who being busy with their job. They are need everything that can saving time better. Junk food has some advantages and disadvantages. The most fast food obvious advantages is those food can save time better. The largest disadvantages of fast food is unhealthy fast food. Because, these contain a lot of *fat, sugar, oil, calories, and addictive substances.*

From the paragraph above, it can be seen there are using hyphonyms in paragraph. That is *unhealthy fast food*. Kinds of unhealthy fast food mentioned is *fat, sugar, oil, calories, and addictive substances.*

Based on the result of observation, includes 12 students writing task. It is investigated that there are 92 in lexical chain. Furthermore,

it is investigated that there are 64 of repetition of the same word in the same sense, 18 synonym, 2 Hyphernyms, 8 hyphonyms in the students' writing.

In addition, it was investigated that the most dominant cohesive relation of lexical chain is repetition of the same word in the same sense because the repetition type is more often used than the other types in the students' writing. The data result of observation sheet related with the most dominant cohesive relation of lexical chain that is analyzed in the writing summarization skill by the eleventh graders at SMA Darusysyafa'ah kotagajah. The data analysis is illustrated in the following table:

**Table 5
The Most Dominant cohesive relation of Lexical Chain Analyzed
in The Students' Writing Summarization Skill of The Eleventh Graders at
SMA Darusysyafa'ahKotagajah**

| NO | Function of lexical chain | Frequeny | Percentage |
|--------------|-----------------------------|-----------|-------------|
| 1 | Repetition of the some word | 64 | 70 % |
| 2 | Using synonyms | 18 | 20% |
| 3 | Using hypernyms | 2 | 2% |
| 4 | Using hyphonyms | 8 | 8% |
| Total | | 92 | 100% |

Based on the table above, concludes that the percentage of repetition same word in the same sense greater than other type of cohesive relation in lexical chain. The percentages of repetition same word in the same sense is 70 %, using synonyms is 20 %, using hypernyms is 2%, using hyponyms is 8%.

b. The Difficulties of Lexical Chain Mastery Analyzed in the Students' writing of the Eleventh Graders at SMA Darusysyafa'ah Kotagajah

To analyze the barriers of lexical chain mastery analyzed in the students' writing, the researcher used interview with English teacher. The interview consists of questions related to the students' barriers in writing.

The Questions of Interview Given to the Teacher

1. *What are the students' difficulties in the process of writing the composition in English?*

Answer: the difficulty of students most often is that students lack of vocabulary, so they find it difficult to use and choose the right words in writing. Another difficulty is tenses and word classes, so that writing is monotonous and unattractive to read.

2. *How do students restate the words that have the same meaning?*

Answer: students restate the words that have the same meaning with the same word, because they lack of vocabulary and

do not know pronouns. So they repeat the word with the same meaning in the next sentence.

3. What are the students' difficulties in using lexical chain in writing?

Answer: in fact, students have not been able use lexical chain properly, because they do not understand the word classes and word choices. Moreover, students here rarely write English essays. Thus, they are very passive in developing sentences.

4. What are the students' difficulties in using synonyms for words with the same meaning?

Answer: the students' difficulties in using synonyms for words with the same meaning is that they do not know the meaning of the word, so it is determine the synonym. Even if they know the synonym of the word, they have to use a tool like a dictionary for translate it in English, because they really lack of vocabulary.

5. What are the students' difficulties in expressing hypernyms in their writing?

Answer: the students' difficulties in expressing hypernyms in their writing is the lack of vocabulary.

6. What are the students' difficulties in using hyponyms in their writing?

Answer: the students' difficulties in using hyponyms in their writing is the lack of vocabulary.

Based on the result of interview, the researcher analyzed the barriers of lexical chain mastery analyzed in 12 the students' writing, the researcher used interview with English teacher. including the following:

1. The student's difficulties in writing

In fact, students have some difficulties in their writing.

Based on the teacher's answer are the student's has lack in vocabulary, because of that, the students difficult to developing idea. Furthermore, they are do know what the meaning of word, so it is hard to student to write the summary task. Basically, the difficulty in writing summary is due to the student's unfamiliarity with the meaning of words caused by their low vocabulary mastery. In addition, the students rarely to write English essay, so that it is make the students lack in their vocabulary

2. The student's difficulties in using cohesive relation of lexical chain in writing.

In fact, students are not able to use lexical chain in their writing properly. They are do not understand about the candidate words. Once the candidate words are chosen, the lexical chains can be formed. The problem that found is the students that has lack in vocabulary. In addition, the students have lack of vocabulary so that they have difficulty in determining lexical chain. Moreover, the students rarely write English essays. The low intensity in

writing practice, cause the students' find the difficult to apply the concept of lexical chain. Therefore, they are passive in building the lexical chain based on found the candidate words first. Furthermore, they are lack in developing idea and has monotonous writing.

Based on the results of the interview with the teacher, it can be concluded that the difficulties of students using lexical chain in writing include the lack of vocabulary, incomprehension of candidate words and building the chain, and rarely practice writing.

B. DISCUSSION

1. The Most dominant cohesive relation of Lexical Chain That Is analyzed in the writing summarization skill by The Eleventh Graders At SMA DARUSYSYAFAAH Kotagajah

The most dominant cohesive relation of lexical chain investigated in the student's writing skill of the eleventh graders at SMA Darussyaah Kotagajah were analyzed based on the instrument of observation. The analysis of the most dominant cohesive relation of lexical chain investigated in the student's writing skill of the eleventh graders at SMA Darusysyafaah Kotagajah was conducted by observing the student's English assignment in the form of student's writing analytical exposition text given by the English teacher. Lexical chains can be seen as indicators of cohesion in a text. However, this does not mean that such a text is an indicator of coherence. The visible chaining effect may signal that the text

is connected in some way without this meaning that the text is good: it is quite possible to have a text that displays chains with all kinds of semantic relations (synonymy, hyponymy, meronymy) along with anaphoric references and good paragraph organization and yet talk about insane things.⁴⁸

Based on the documentation result, each percentage of the most dominant function investigated in the student's writing skill of the eleventh graders at SMA Darusysyafa'ah Kotagajah, as follows:

- a. The percentage of using repetition in the same word is 70 %
- b. The percentage of using synonyms is 20%
- c. The percentage of using hypernyms is 2%
- d. The percentage of using hyponyms is 8%

Therefore, the most dominant cohesive relation of lexical chain investigated in the student's writing skill of the eleventh grade at SMA Darusysyafa'ah Kotagajah is repetition in the same word in the same sense.

Table 6
The Most dominant cohesive relation of Lexical Chain That Is analyzed in the writing summarization skill by The Eleventh Graders At SMA DARUSYSYAFAAH Kotagajah

| NO | Cohesive Relation | Percentage |
|----|---|------------|
| 1 | Repetition of the same word in the same sense | 70% |

⁴⁸Marcelino Torrecilla, "Analysis of lexical Chains and Coherence in a Children's and News Story", MA University Liverpool (2003), p. 46

| | | |
|--------------|-----------------|--------------|
| 2 | Using synonyms | 20% |
| 3. | Using hypemyms | 2% |
| 4. | Using hyphonyms | 8% |
| Total | | 100 % |

2. The Difficulties of Lexical Chain Mastery Analized in the Students'

writing of the Eleventh Graders at SMA Darusysyafa'ah Kotagajah

In investigating the difficulties of lexical chain mastery analyzed in the students' writing of the eleventh graders at SMA Darusysyafaah Kotagajah, the researcher used the instrument of interview with English teacher developed from theories taken from Halliday. There are two characteristics of the difficulties in using lexical chain according to Halliday, namely:

- a. The first decision in lexical chain formation is which words in the text are candidates for inclusion in chains. As pointed out by Halliday and Hasan⁴⁹, repetitive occurrences of closed-class words such as pronouns, prepositions, and verbal auxiliaries are obviously not considered. Also, high-frequency words like good, do, and taking do not normally enter into lexical chains.
- b. The researcher does not use candidate words to build the lexical chain. So, te quality of writing is monotonous.

⁴⁹Halliday, M.A.K., &RuqaiyaHasan.*Cohesion in English*. London: Longman.(1976),p.45

Based on the result of interview, the researcher analyzed the the difficulties of lexical chain mastery analyzed in the students' writing of the eleventh graders at SMA Darusysyaf'ah Kotagajah including the following:

- 1) The students' difficulties in writing.
- 2) The students' difficulties in using cohesive relation of lexical chain in writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher briefly illustrates the conclusion of the research that provides the research results. The first research result is about the most dominant cohesive relation of lexical chain investigated in the student's writing skill of the eleventh graders at SMA Darusysyafaah Kotagajah that is repetition same word in the same sense. Because of repetition that is often used by students in their writing.

Furthermore, the second research result is about the difficulties of lexical chain mastery analyzed in the students' writing of the eleventh graders at SMA Darusysyafaah Kotagajah including the students' difficulties writing; in applying cohesive relations of lexical chain in their writing. Based on the results of the interview with the teacher, it can be concluded that the difficulties of students using lexical chain in writing include the lack of vocabulary, incomprehension of candidate words and building the chain, and rarely practice writing.

B. Suggestion

The researcher provides some suggestion for the students, the teacher and the headmaster, as follows: the first, it is suggested that the students enrich their English vocabulary, comprehending the concept of lexical chain consist of candidate words and building chain, and being more active in writing by applying variations of vocabulary. The second, it is recommended

that the English teachers to assist the students in understanding lexical chain, to motivate the students to increase vocabulary, and to guide the students to concentrate more in writing practice by applying grammar concepts and word choice. The last, it is suggested that the headmaster to support the teachers and students to be more intensive in developing English learning activity by providing infrastructure and providing the meaningful activities for the students.

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Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*, New Delhi: New Age International Publisher, 2006

APPENDICES

1. The Blue Prints of the Observation Sheet

| Aspect | Sub Aspect | Reference |
|--|--|---|
| The most dominant cohesive relation of lexical chain | Using repetition same word in the same sense | Marcelino Torrecila, “Analysis of Lexical Chains and Coherence in a Children’s and News Story”, MA University Liverpool (2003), p.46 |
| | Using synonym | |
| | Using hypernyms | |
| | Using hyponyms | |

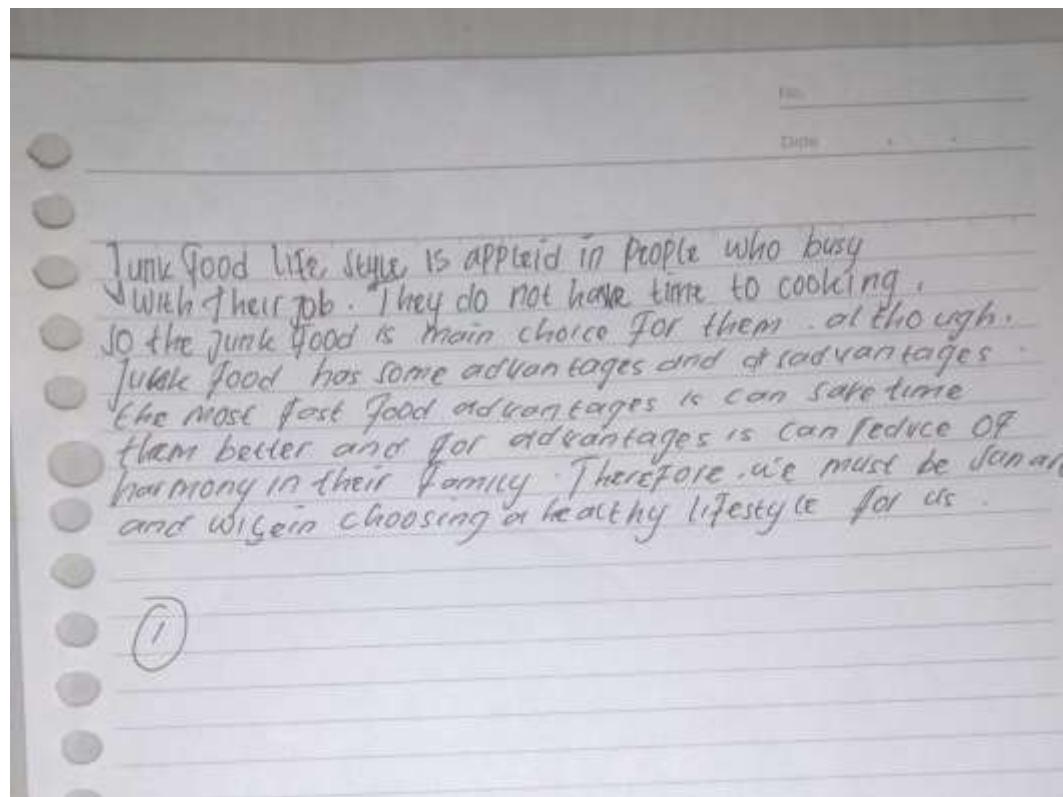
2. The Blue Prints of the Interview Sheet

| | | |
|--|---|--|
| The obstacles to mastery of lexical chains analyzed in the summary writing skill | Forming the candidate words in the text | Halliday, M.A.K, & Ruqaiya Hasan, <i>Cohesion in English</i> , London: Longman (1976), p. 45 |
| | Building the chains | Alexandr Chernov, <i>Lexical Cohesion Computed by Thesaural Relations as an Indicator of the Structures of Text</i> , Sarlaand University, (2013), p. 29 |

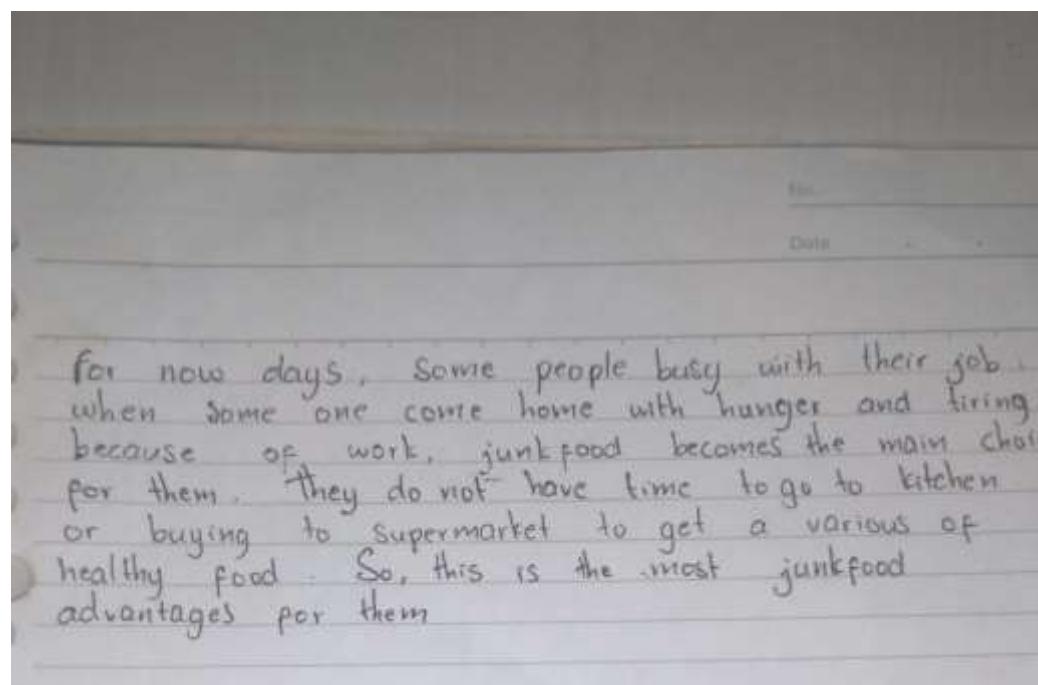
3. The Documentation Of Research

The researcher interview the teacher and the student writing task





Aditya Damar Triyanto



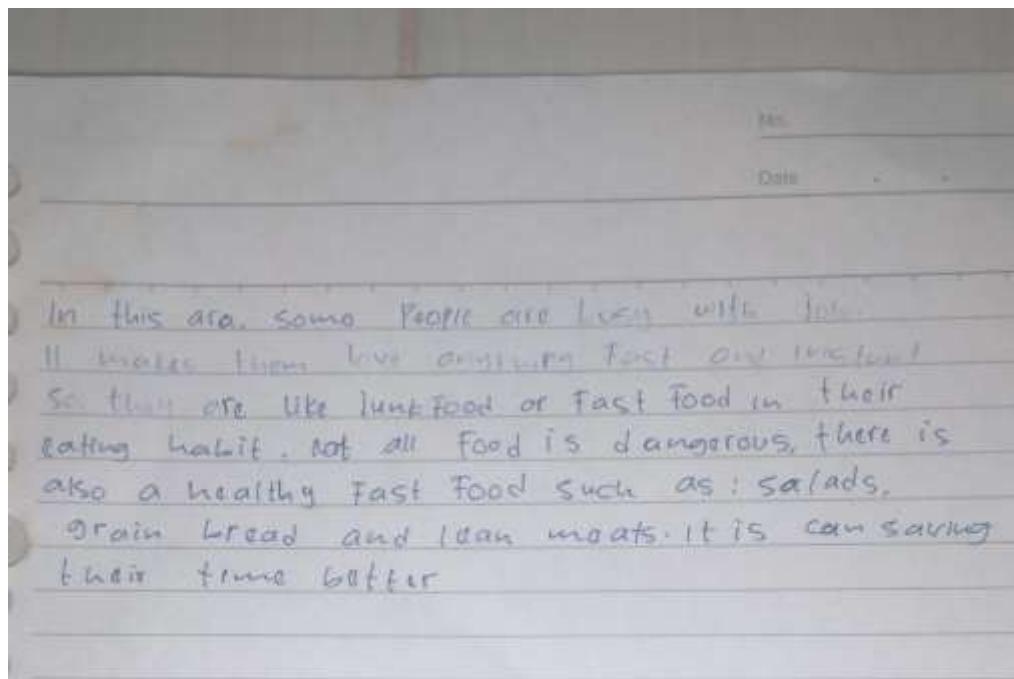
Ahmad Dafa Abdillah

Some people is needed everything that fast and instant especially in their eating habit. So they are like some fast food or junk food. Junk food can save their time better mean while junk food has some disadvantages for our body. Junk food can reduce harmony in the family because, the are can not spend their time together.

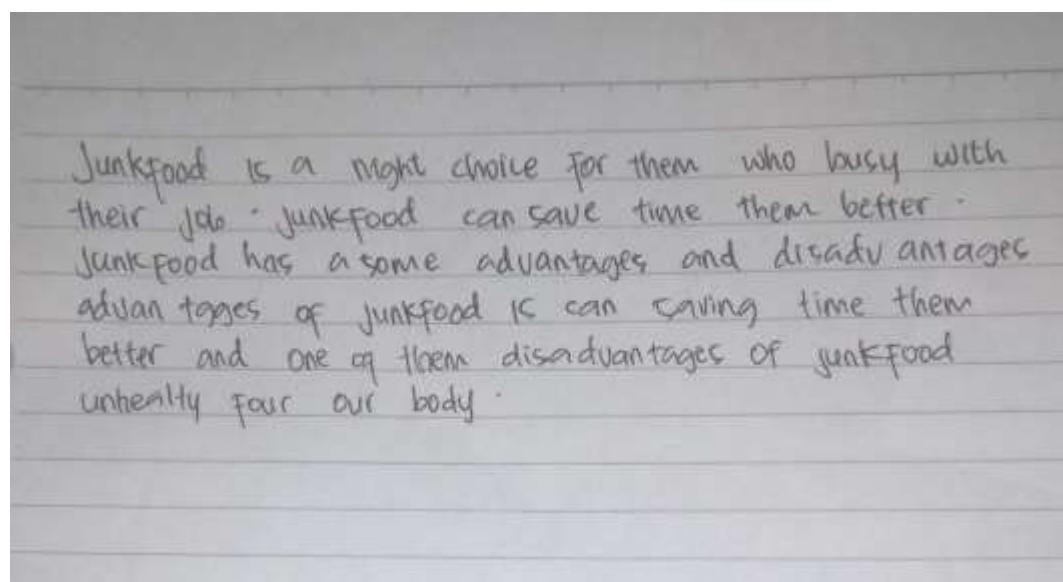
Indah Nur Arifah

Nowadays, junk food is needed for people who being busy with their job. They are need everything that can saving time better. Junk food has some advantages and disadvantages. The most fast food obvious advantages it those food can save time better. The largest disadvantages of fast food is because there contain a lot of fat, sugar, oil, calories, and addictive substances.

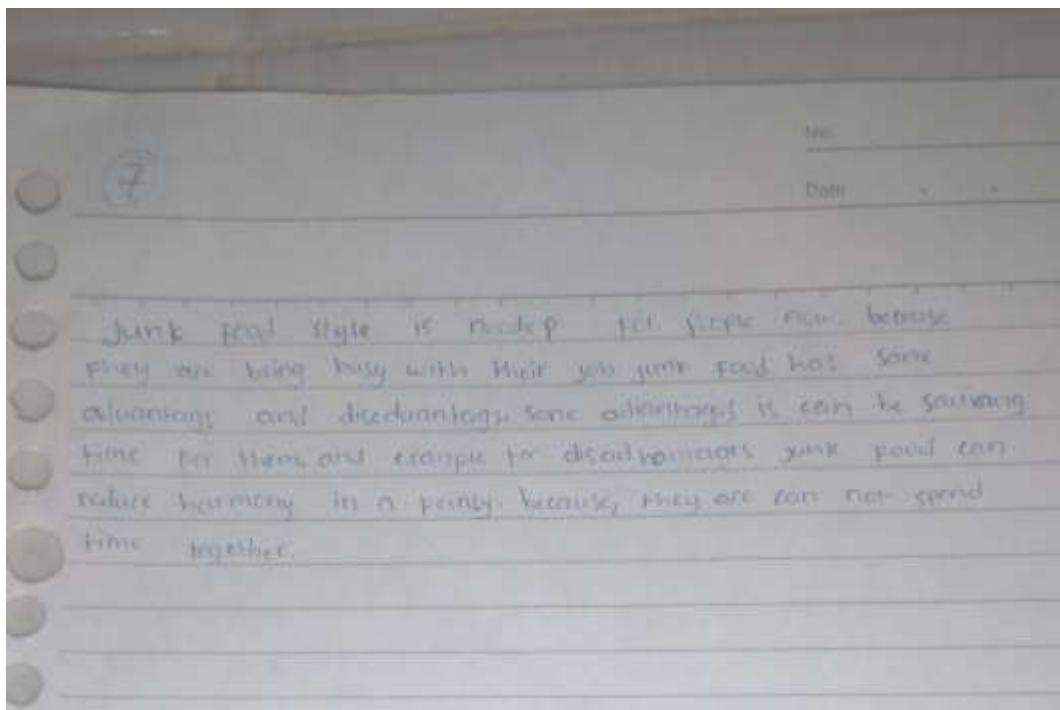
Iswatun Nur Khasanah



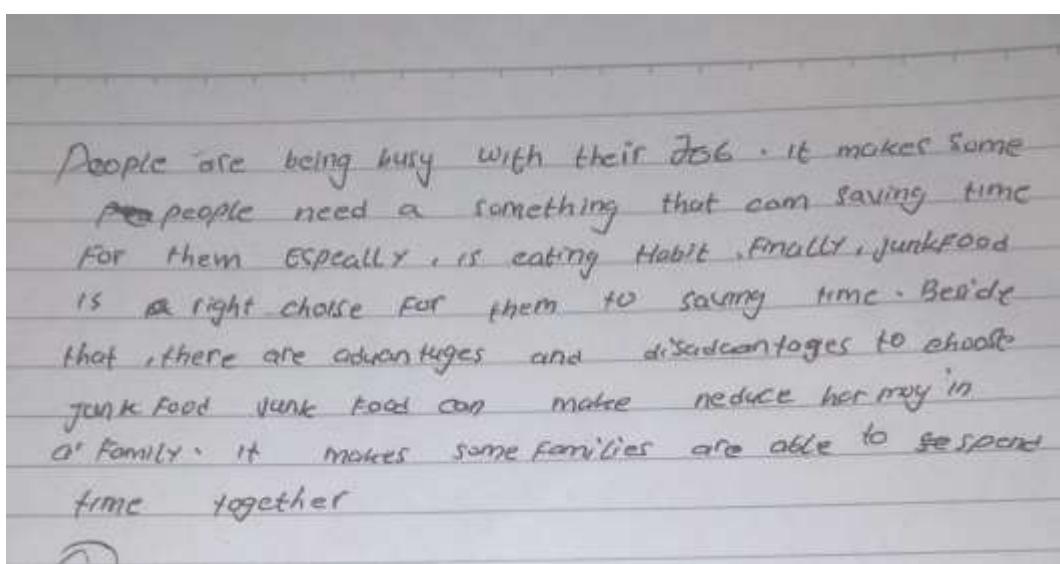
Kania Salsabila



Khuswatin Jamilah Mistliya



Lili Aprilia



Nova Angelia Citra

junk food style is right choice for now days for a eating habit. Because people now are some busy and concerned for saving time, when some people after work feel hungry and they feel so tired the junk food is right choice for them, because they do not have time go to kitchen, or shopping to supermarket just to get some healthy food.

Nur Rohayati

No _____
Date _____

For now people like everything which is instant and fast, because they are busy with their job. It is applied in their eating habit. It is called junk food style for saving time, junk food is right choice because, they are do not having time to go to kitchen or shopping to supermarket just to get various of healthy food.

Nisa Roisatul Khasanah

No.:

Date:

For Now, people being busy with their job and it is make them like anything which is fast and instant. It is applied in their eating habit this is called junkfood life style. Junkfood life style is not good for body. There is advantages and disadvantages to consume junkfood. Because to saving time junkfood is right choice. Moreover, not all fast food is dangerous and harmfull.

Putri Maulidya Khosiah

No.:

Date:

In this era, people are being busy with their job. It makes them love everything which is fast and instant. It is applied in their eating habit. It is called junkfood or fast food. Some of them consider junkfood as dangerous and harmful foods and others still enjoy consuming the type of food.

Reza Habibi

4. Observation sheet

The Most Dominant Cohesive Relation of Lexical Chain Analyzed in The Students' Writing Summarization Skill of The Eleventh Graders at SMA

Darusysyafa'ah Kotagajah

| NO | DATA | COHESIVE RELATION | AVAILABLE | TOTAL |
|----|---------|--|-----------|-----------|
| 1 | Aditya | Repetition word same in the same sense | 9 | 9 |
| | | Using synonym | - | - |
| | | Using hypernyms | - | - |
| | | Using hyponyms | - | - |
| 2 | Ahmad | Repetition word same in the same sense | 4 | 4 |
| | | Using synonym | - | - |
| | | Using hypernyms | - | - |
| | | Using hyponyms | - | - |
| 3 | Indah | Repetition word same in the same sense | 4 | 4 |
| | | Using synonym | 4 | 4 |
| | | Using hypernyms | - | - |
| | | Using hyponyms | - | - |
| 4 | Iswatun | Repetition word same in the same sense | 10 | 10 |
| | | Using synonym | - | - |

| | | | | |
|----------|-----------|--|----------|----------|
| | | Using hypernyms | 1 | 1 |
| | | Using hyponyms | 5 | 5 |
| 5 | Kania | Repetition word same in the same sense | 2 | 2 |
| | | Using synonym | 4 | 4 |
| | | Using hypernyms | 1 | 1 |
| | | Using hyponyms | 3 | 3 |
| 6 | Khuswatin | Repetition word same in the same sense | 9 | 9 |
| | | Using synonym | - | - |
| | | Using hypernyms | - | - |
| | | Using hyponyms | - | - |
| 7 | Lili | Repetition word same in the same sense | 7 | 7 |
| | | Using synonym | - | - |
| | | Using hypernyms | - | - |
| | | Using hyponyms | - | - |
| 8 | Nova | Repetition word same in the same sense | 6 | 6 |
| | | Using synonym | - | - |
| | | Using hypernyms | - | - |
| | | Using hyponyms | - | - |
| 9 | Nur | Repetition word same in the same sense | 4 | 4 |

| | | | | |
|-----------|-------|--|----------|----------|
| | | Using synonym | - | - |
| | | Using hypernyms | - | - |
| | | Using hyponyms | - | - |
| 10 | Nisa | Repetition word same in the same sense | 2 | 2 |
| | | Using synonym | 2 | 2 |
| | | Using hypernyms | - | - |
| | | Using hyponyms | - | - |
| 11 | Putri | Repetition word same in the same sense | 6 | 6 |
| | | Using synonym | 4 | 4 |
| | | Using hypernyms | - | - |
| | | Using hyponyms | - | - |
| 12 | Reza | Repetition word same in the same sense | 2 | 2 |
| | | Using synonym | 4 | 4 |
| | | Using hypernyms | - | - |
| | | Using hyponyms | - | - |

5. Interview Sheet

A. The questions of interview given to the teacher of the eleventh grade students of SMA Darusysyafa'ah Kotagajah to investigate the difficulties of the students used lexical chain in writing class

1. What do you usually do in the process of learning English in your class?
2. In your English lesson, does you teach writting?
3. What are the problems that the students have in writing?
4. Are the students have difficulties in understanding the context of the writing?
5. How usually the writing work? Does the students have the writing group discussion with their friends or the teacher?
6. What are the students' difficulties in the process of writing the composition in English?
7. How do students restate the words that have the same meaning?
8. What are the students' difficulties in using lexical chain in writing?
9. What are the students' difficulties in using synonyms for words with the same meaning?
10. What are the students' difficulties in expressing hypernyms in their writing?
11. What are the students' difficulties in using hyponyms in their writing?

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS-WAJIB

Kelas : XI

Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

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

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahu 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 | Aloka si Wakt u | Sumber Belajar |
|--|---|--|--|-----------------|---|
| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai pengantar | Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya <i>Fungsi Sosial</i> | Mengamati <ul style="list-style-type: none"> • Siswa menyimak/mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. • Siswa mencoba | KRITERIA PENILAIAN: <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya • Tingkat kelengkapan | 2 x 2jp | <ul style="list-style-type: none"> • CD/Audio/VCD • Koran/majalah berbahasa Inggris |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|--|--|--|---|---------------|---|
| 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. | <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain Terbiasa menggunakan ungkapan membenarkan saran dan tawaran dan meresponsinya | <p>menirukan pengucapannya dan menuliskan ungkapan yang digunakan.</p> <p>Siswa belajar mengambil giliran dalam melakukan tindak komunikasi</p> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> - Fungsi sosial - Ungkapan yang digunakan untuk memberi saran dan tawaran - Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan tawaran dan meresponsinya Siswa berlatih menggunakan | <p>n dan keruntutan struktur teks memberi saran dan tawaran dan responnya</p> <p>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</p> <p>Kesesuaian format penulisan/ penyampaian</p> <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya . | | <ul style="list-style-type: none"> Sumber dari internet: <ul style="list-style-type: none"> - www.dailylearning.com - http://americanenglish.state.gov/files/resource_files - http://learnenglish.britishcouncil.org/en/ |
| 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapannya | <i>Ungkapan</i> Saran dan tawaran: <i>Why don't you...</i> <i>What about ...?</i> <i>You</i> | <p><i>Why don't you...</i></p> <p><i>What about ...?</i></p> <p><i>You</i></p> | | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|--|--|---------------|----------------|
| 4.1 memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya | <p><i>should ...</i></p> <p><i>You can</i></p> <p><i>Do you need?</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Ucapan, tekanan kata, intonasi,</p> <p>(2) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli, kerjasama, dan proaktif</p> | <p>ungkapan tersebut</p> <ul style="list-style-type: none"> • Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokannya berdasarkan penggunaan. • Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain | <ul style="list-style-type: none"> • Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya <p>Pengamatan (observation s):</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|--|---|--|--|----------------------|---|
| unsur kebahasaan yang benar dan sesuai konteks | | <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa bermain peran memberi saran dan tawaran serta responnya • Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas,dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. • Siswa membuat ‘learning journal’ | komunikasi | | |
| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional | Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya <i>Fungsi Sosial</i> • Menjag | <p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya • Siswa mengikuti interaksi menyatakan pendapat dan pikiran • Siswa menirukan model interaksi menyatakan pendapat dan pikiran • Dengan bimbingan dan arahan guru, siswa | KRITERIA PENILAIAN: <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran • Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan | 2 x 2 JP | <ul style="list-style-type: none"> • CD/ Audi o/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari intern et: |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|--|--|---------------|--|
| 2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. | a hubungan interpersonal dengan guru, teman, dan orang lain <i>Ungkapan menyatakan pendapat/pikiran</i> <i>I think ...</i> <i>I suppose ...</i> <i>In my opinion ...</i> <i>Unsur Kebahasaan</i> Ucapan, tekanan kata, intonasi | mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). Mempertanyakan (questioning) <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. Mengeksplorasi Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i> , dan kegiatan lain yang terstruktur. Mengasosiasi <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari | pendapat dan pikiran <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian CARA PENILAIAN: Unjuk kerja <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran. Ketepatan menggunakan struktur dan unsur | | - www.dailyenglish.com - http://americanenglish.state.gov/files/ales/ae/resource_files - http://learnenglish.britishcouncil.org/en/ |
| 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan | | | | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---------------------|---|--|----------------------|-----------------------|
| <p>pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p> | | <p>dengan yang ada di berbagai sumber lain.</p> <ul style="list-style-type: none"> • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>). | <p>kebahasaan dalam menyatakan pendapat dan pikiran serta responnya</p> <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|--|--|---|----------------------|---|
| | | | <ul style="list-style-type: none"> • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi | | |
| 1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional 2.1.Menembangkan perilaku santun dan peduli | Teks lisan dan tulis untuk menyatakan harapan dan doa serta responnya <i>Fungsi sosial:</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain | Mengamati <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa • Siswa mengikuti interaksi harapan dan doa • Siswa menirukan model interaksi harapan dan doa • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan). Mempertanyakan (questioning) Dengan bimbingan dan | KRITERIA PENILAIAN: <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi social ungkapan menyatakan harapan dan doa • Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap • Tingkat ketepatan unsur kebahasaan: | 2 x 2 JP | <ul style="list-style-type: none"> • CD/Audio/VCD • Koran/majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailylength.com - http://americanenglish.com |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|--|---|
| 3.3 dalam melaksanakan komunikasi antar pribadi dengan guru dan teman. | <i>Ungkapan: harapan dan doa</i> - <i>I hope</i> - <i>I wish you all the best. Thank you.</i> | arahannya, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. | tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian | CARA PENILAIAN: Unjuk kerja • Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap | glish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ |
| 4.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (<i>extended</i>), sesuai dengan konteks penggunaannya | <i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi | Mengeksplorasi Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i> , dan kegiatan lain yang terstruktur. Menggasosiasi • Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. | • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa | Mengkomunikasikan • Siswa menyatakan | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|--|--|---|--|----------------------|---|
| untuk menyatakan dan merespons ungkapan harapan dan doa, bersyair p (<i>extended</i>) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks | | <p>harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (<i>learning journal</i>). | <p>serta responnya.</p> <p>Pengamatan (observation s):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan komunikasi | | |
| 1.1 Mensyukuri kesempatan dapat | Teks khusus, lisan dan tulis, berbentuk | Mengamati <ul style="list-style-type: none"> Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam | <p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial | 3 x 2 JP | <ul style="list-style-type: none"> Berbagai undangan dalam bahas |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasa ma, dan cinta damai, dalam melaksanakan komunikasi fungsional | undangan resmi sederhana <i>Fungsi Sosial</i> Menjaga hubungan transaksi onal dengan orang lain <i>Struktur Salutation</i> - <i>Will/Could you come with me to the exhibition?</i> - <i>Is it possible for you to attend my birthday party?</i> <i>Closing</i> | mengundang secara resmi dari berbagai sumber (a.l. media massa, internet). <ul style="list-style-type: none"> Siswa berlatih menentukan gagasan utama, dan informasi rinci Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. Mempertanyakan (questioning) <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi. Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur | <ul style="list-style-type: none"> Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan <i>role-play</i> (bermain peran) mengundang secara resmi Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam | | a Inggris • CD/Audio/VCD • Koran/majalah berbahasa Inggris • Sumber dari internet: - www.dailylenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/e |
| 3.4 Mengan | Unsur | | | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| 4.4 4.5 | <p>alisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya</p> <p>Menangkap makna teks undangan resmi.</p> <p>Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</p> | <p>kebahasaan:</p> <ul style="list-style-type: none"> (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisani (4) Layout (5) Rujukan kata <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber • Siswa <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. • Siswa menyunting undangan yang diambil dari berbagai sumber • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam | <p>teks, dan unsur kebahasaan dalam mengundang secara resmi.</p> <p>Pengamatan (observations</p> <ul style="list-style-type: none"> • Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. • Sasaran penilaian adalah: • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Ketepatan | <p>menyampaikan undangan secara resmi</p> | <p>n/</p> |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| <p>aan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> | | <p>kerja kelompok</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam membuat kliping undangan resmi • Siswa menyunting undang yang diambil dari berbagai sumber • Dengan menggunakan multimedia, siswa membuat kartu undangan • Siswa memperoleh penguatan dari guru dan teman sejawat | <p>dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| | | | <p>untuk dipublikasi</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p> | | |
| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan | Surat pribadi sederhana Fungsi Sosial Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis Memberi informasi kepada | Mengamati <ul style="list-style-type: none"> • Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). • Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata | Kriteria penilaian: <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial dalam menyampaikan surat pribadi • Tingkat kelengkapan dan keruntutan struktur teks surat • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, | 4 x 2 JP | <ul style="list-style-type: none"> • CD/ Audi o/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: - www.dailyenglish.com |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. | dalam semangat belajar Struktur Date <i>Salutation: Dear</i> <i>Opening paragraph :</i> <i>Greetings dan mengabarkan keadaan sekarang dan apa yang sedang dilakukan</i> <i>Content: Mengabarkan hal yang sudah/ akan terjadi</i> <i>Closing: Menutup surat dengan harapan untuk bertemu kembali</i> <i>Signature</i> <i>Unsur kebahasaan</i> | <p>letak penulisan.</p> <ul style="list-style-type: none"> Siswa berlatih menentukan gagasan utama, dan informasi rinci <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarahan dari guru siswa terpancing untuk mempertanyakan <ul style="list-style-type: none"> - Fungsi Sosial; - Struktur - Unsur kebahasaan yang digunakan dalam surat pribadi. Siswa mempertanyakan cara menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu Siswa menyusun paragraph-paragraf | <p>ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian: Pengamatan (observasi)</p> <ul style="list-style-type: none"> Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi | | <p>- http://americanenglish.state.gov/files/ae/resource_files</p> <p>- http://learnenglish.britishcouncil.org/en/</p> |
| 3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks | | | | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| 4.7 Menangkan makna teks surat pribadi. 4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | <p>penggunaannya</p> <ul style="list-style-type: none"> • Kata dan tata bahasa baku • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan • Rujukan kata • simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi | <p>n:</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Pendek menjadi surat pribadi. • Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam surat pribadi <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru • Siswa memperoleh penguatan dari guru | <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| | | | berupa komentar atau cara penilaian lainnya | | |
| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjama, dan | teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) <i>Tujuan komunikasi :</i> menyelesaikan pekerjaan, secara lengkap dan urut. <i>Struktur</i> menyebutkan bahan/bahan/agian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan | <p>Mengamati</p> <ul style="list-style-type: none"> Siswa membaca/membacakan/mendengarkan berbagai macam manual dan tip. Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis Siswa membacakan manual dan tip kepada teman | <p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks prosedur Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>Pengamatan (observation)</p> <ul style="list-style-type: none"> Tujuan untuk memberi balikan. <p>Sasaran</p> | 4 x 2 JP | <ul style="list-style-type: none"> Manual dari berbagai produk CD/Audio/VCD Koran/majalah berbahasa Inggris Sumber dari internet: - www.dailylearning.com - http://americanenglish.state.gov/files/aes |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya. | an <i>Unsur Kebahasaan</i> • simple present tense • imperative, • Nomor yang menyatakan urutan • kata keterangan • ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi. | dengan menggunakan unsur kebahasaan yang tepat • Secara individu siswa menyalin beberapa tips Mengasosiasi • Siswa membandingkan beberapa manual dan tips • Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. Mengkomunikasikan • Siswa mempresentasikan beberapa tips yang disalin dari | penilaian adalah: • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksakan komunikasi Portofolio • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual dan tips • Kumpulan karya siswa yang mendukung proses | | /resource/files - http://learnenglish.britishcouncil.org/en/ |
| 4.9 Menangkap makna teks prosedur | | | | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| <p>, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>). 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> | | <ul style="list-style-type: none"> • beberapa sumber • Siswa membuat jurnal belajar (<i>learning journal</i>) | <p>penyuntingan teks prosedur.</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p> | | |
| 1.1 | Tindakan/ kegiatan/ | MENGAMATI | Kriteria | 3 x 2 | • CD/Audi |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| 2.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar | kejadian tanpa perlu menyebutkan pelakunya (Passive Voice) <i>Fungsi Sosial</i> menyatakan dan menanyakan tentang tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya | <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks. Siswa mengikuti interaksi tentang tindakan/kegiatan/k ejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris,</p> | penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observation s):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran</p> | JP | o/ VCD <ul style="list-style-type: none"> Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailymail.co.uk - http://americanenglish.state.gov/files/americanenglish/statistics/samples/samples.htm - http://learnenglish.britishcouncil.org/en/ |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| 3.7 kasi transaksional dengan guru dan teman. | affecting the seabed. <i>Unsur kebahasaan</i> • Kata kerja be (is/am/are/was/were) dan verb 3rd form. • tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. <i>Topik</i> Berbagai | perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. EKSPERIMENT (Explore) a. Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur. b. Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran. MENGASOSIASI • Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive. • Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia. | penilaian adalah: • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Portofolio • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| aannya. 4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan /kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan | hal terkait dengan kejadian/ kegiatan/ tindakan ilmiah yang tanpa perlu melibatkan pelakunya | KOMUNIKASI <ul style="list-style-type: none"> • Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya. | <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| sesuai konteks | | | | | |
| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar 2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam | Pengandalian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang Condisional Sentence <i>Fungsi Sosial</i> Menyatakan dan menanyakan tentang pengandalian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang Struktur Teks | MENGAMATI <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan). MEMPERTANYAKAN Dengan bimbingan dan arahan guru, | Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observation s):</p> <p>Bukan penilaian formal seperti tes, tetapi</p> | 2 x 2 JP | <ul style="list-style-type: none"> CD/Audio/VCD Koran/majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_file_s http://learnenglish.britishcouncil.org |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| 3.8 melaksakan komunikasi transaksional dengan guru dan teman. | - <i>If teenagers eat too much fast food, they can easily become overweight.</i> - <i>If you exercise regularly, you will get the benefit physically and mentally.</i> <i>Unsur Kebahasan</i> - If Clause dalam simple present - Main Clause dengan modals can/will | <p>siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakantentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya. | <p>untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk <i>pengandaian/ If clause</i> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan | | l.org/en/ |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| 4.12 dengan konteks penggunaannya. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan akan tentang pengandaian jika terjadi suatu keadaan /kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang | <i>Topik:</i> Berbagai hal terkait dengan mengandalkan keadaan/ kejadian/ peristiwa diwaktu yang akan datang | <ul style="list-style-type: none"> Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas. Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya. | <p>karya siswa yang mencerminkan hasil atau capaian belajar</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| benar dan sesuai konteks | | | | | |
| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasa ma, dan | Teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang dan gejala/periistiwa alam, <i>Fungsi sosial</i> - Mengamati alam - Mewarap paparan ilmiah mengenai benda, binatang dan gejala/periistiwa | Mengamati <ul style="list-style-type: none"> Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu Mempertanyakan (questioning) <ul style="list-style-type: none"> 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/ | Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks ilmiah faktual Ketepatan 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 | 4 x 2 JP | <ul style="list-style-type: none"> CD/ Audi o/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailymail.co.uk - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.kids.bbc.com |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| 3.9 cinta damai, dalam melaksakan nakan komunikasi fungsional | Struktur <ul style="list-style-type: none"> - Klasifikasi Urum tentang binatang/benda yang ditulis, e.g. Slow lorises are mammals. It is found in ... It is a nocturnal animal. It is very small with - Pengambaran mengenai bagian, sifat dan | <p>membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok 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 (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa menyalin teks report yang didapatkannya tentang benda, | <p>untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan | | sh.britischool.org/en/ |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| <p>, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI</p> <p>4.13 Menangkan makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan</p> | <p>tingkah laku nyaya</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> - Simple Prese nt - Kata kerja yang menggambarkan binata ng/ benda / gejala alam - Kata sifat - Berba gai kata benda terkait dengan benda / binata ng/ gejala alam yang diamati | <p>binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas</p> <ul style="list-style-type: none"> • Siswa menyampaikan laporan berupa catatan (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran ini. • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan | <p>kemajuan belajar</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p> | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI. | - ejaan, tanda baca, dan tulisan - tangan dan cetak yang jelas dan rapi. - Rujukan kata | | | | |
| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan | Teks eksposisi analitis <i>Fungsi Sosial</i> Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab Struktur teks | Mengamati <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis Mempertanyakan (questioning) <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain | Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks eksposisi analitis Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format | 4 x 2 JP | <ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailymail.co.uk - http://americanenglish.com |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| 3.10 Menanamkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks | a. Menyebutkan pokok permasalahan terhadap sesuatu yang sangat dibicarakan b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung c. Diakhiri dengan kesimpulan yang menyatakan | <p>perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat | <p>penulisan/ penyampaian</p> <p>Pengamatan (observation s):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis Kesungguhan siswa dalam | | nglis h.stat e.gov /files/ae/re sourc e_file s - http://learnenglish.britishcouncil.org/en/ |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| penggunaannya. 4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum | akan kembali pendapat terhadap hal tersebut <i>Unsur Kebahasaan:</i> - Kalimat Simple Present - Conditional Clauses - Modals | <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan • Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikan yang di kelas • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama | proses pembelajaran dalam setiap tahapan <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan strategi dalam membaca Portofolio <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya Penilaian Diri dan Penilaian Sejawat Bentuk: | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| | | <p>proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.</p> <ul style="list-style-type: none"> Siswa membuat ‘learning journal’ | diary, jurnal, format khusus, komentar, atau bentuk penilaian lain | | |
| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjama, dan | Teks biografi pendek dan sederhana tentang tokoh terkenal <i>Fungsi Sosial</i> Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan | <p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks biografi yang diberikan/ diperdengarkan guru secara santun dan tanggung jawab. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari teks biografi yang dipelajari. Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar | <p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observation s):</p> <p>Sasaran</p> | 4 x 2 JP | <ul style="list-style-type: none"> CD/ Audi o/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> - www.dailylearning.com - http://americanenglish.state.gov/files/ae/resource/ |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| 3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya. | secara umum b. Menyebutkan urutan tindakan/kejadian/peristiwa secara kronologis, dan runtut c. Jika perlu, ada kesimpulan umum. <i>Unsur Kebahasaan</i> - Kata-kata terkait dengan perjuangan hidup, profesi nalisme dalam bekerja, kejadian /peristiwa yang sedang banyak dibicara | berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Mengeksplorasi <ul style="list-style-type: none">Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentuSiswa mencari beberapa text biografi dari berbagai sumber.Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentuSiswa melengkapi rumpang dari beberapa teks biografi sederhanaSiswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtutSiswa membacakan teksbiografit kepada teman dengan | penilaian adalah: <ul style="list-style-type: none">Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasiKetepatan dan kesesuaian dalam menyampaikan dan menulis teks biografiKesungguhan siswa dalam proses pembelajaran dalam setiap tahapanKetepatan dan kesesuaian menggunakan strategi dalam membaca Portofolio <ul style="list-style-type: none">Kumpulan | | e_file_s - http://learnenglish.britishcouncil.org/en/ |
| 4.15 Menangkan makna teks | | | | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
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| biografi pendek dan sederhana tentang tokoh terkenal | <p>kan.</p> <ul style="list-style-type: none"> - Simple, Continuous, Perfect tense - Penyebutan kata benda - Modal auxiliar y verbs | <p>menggunakan unsur kebahasaan yang tepat</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber. • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing- | <p>catatan kemajuan belajar</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p> | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|--|---|---|---------------|--|
| | | <p>masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami.</p> <ul style="list-style-type: none"> • Siswa membuat ‘learning journal’ | | | |
| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar | Lagu <i>Fungsi sosial</i> Unsur kebahasaan <ul style="list-style-type: none"> • Menghibur, mengungkapkan perasaan, mengajarkan pesan moral • Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. • Ejaan dan | <p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan lagu yang diperdengarkan • Siswa menirukan model secara terbimbing. • Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu • Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari | <p>Pengamatan (observation s):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • kesantunan saat melakukan tindakan • Perilaku tanggung jawab, peduli, kerjasama dan cinta damai • Kesungguhan siswa dalam proses pembelajaran | 2 x 2 JP | <ul style="list-style-type: none"> • CD/ Audi o/ VCD • Koran/Majalah berbahasa Inggris • Buku lagu bahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americeric.com |
| 2.2 Menunjukkan perilaku tanggun | | | | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|--|---|--|---|---------------|---|
| 3.12 Menyebutkan fungsi sosial dan kebahasan dalam lagu | tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan <i>Topik</i> Keteladanan tentang perilaku yang menginspirasi. | <p>lagu tersebut</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa melengkapi rumpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari • Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin • Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipelajari <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu | <p>aran dalam setiap tahapan</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu • kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan • penilaian sejawat, berupa komentar atau cara | | anenglis h.state.gov/files/a/e/resource.fil es - http://learnenenglis.hbridge.org/en/ |
| 4.16 Menangkap pesan dalam lagu | | | | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|-------------------------|---------------------|--|-------------------|----------------------|-----------------------|
| | | <p>tersebut dengan pengucapan dan tekanan kata yang benar.</p> <ul style="list-style-type: none"> • Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di dalam lagu-lagu tersebut • Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat. | penilaian lainnya | | |

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : **SMA Darusysyafaah Kotagajah**
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Ganjil
Alokasi Waktu : 90 menit (1x Pertemuan)

A. Kompetensi Inti

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahu 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
- **KI4:** 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 metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

| Kompetensi Dasar | Indikator |
|---|--|
| 3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice) | Peserta didik mengidentifikasi karakteristik teks factual report dari unsur bahasa dengan benar dan sesuai konteks. Peserta didik menguraikan struktur teks factual report dengan benar dan sesuai konteks. Peserta didik menganalisis struktur teks factual report dengan benar dan sesuai konteks. |

| | |
|---|---|
| <p>4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <p>Peserta didik menemukan dan menyusun kembali teks factual report dari paragraf yang tersusun secara acak dengan benar dan sesuai konteks.</p> <p>Peserta didik menyusun teks factual report dengan benar dan sesuai konteks.</p> |
|---|---|

C. Tujuan Pembelajaran

Melalui kegiatan menggali informasi dari berbagai sumber belajar, mengamati sebuah proses, diskusi kelompok, diskusi kelas, dengan antusias, rasa ingin tahu, disiplin, dan penuh tanggung jawab, dengan Triple-entry Journal Strategy kepada peserta didik kelas XI mampu menyusun teks factual report tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks **secara kolaboratif, kreatif, komunikatif dan kritis** dengan cermat, tanggung jawab dan percaya diri.

D. Materi Pembelajaran

1. Faktual : Teks Factual Report
2. Konseptual : Struktur paragraf dan unsur kebahasaan
3. Prosedural : Teknik membuat bagian-bagian paragraf teks faktual report
4. Metakognitif :
 - Menganalisis teks factual report
 - Menyusun teks factual report
 - Fungsi Sosial.

E. Metode Pembelajaran

1. Strategi pengajarsan : Triple-Entry Journal Strategy

F. Media Pembelajaran

1. **Media**
Slides Presentasi/ PPT dan Video
2. **Alat/Bahan**
Projector Audio Laptop

G. Sumber Belajar

- Buku Siswa Kurikulum 2013. Mata Pelajaran Bahasa Inggris Kelas XI,

Kemendikbud, Revisi Tahun 2017.

- Buku Siswa Pathwas to English Grade XI. Th. M. Sudawarti dan Eudia Grace. Erlangga. 2014.
- English Grammar in Use. Raymond Murphy. Cambridge University Press. Tahun 1987.
- www.youtube.com
- www.googleform.com

H. Langkah-Langkah Pembelajaran

| Sintaks/ Kegiatan Pembelajaran | Uraian Kegiatan | Alokasi Waktu |
|--------------------------------------|--|------------------|
| Kegiatan Pendahuluan | <ul style="list-style-type: none">• Guru memberi salam• Peserta didik bersama guru berdoa• Guru mengecek kehadiran peserta didik• Guru menyampaikan Kompetensi Dasar dan tujuan pembelajaran.• Guru menayangkan video singkat sesuai materi factual report yg merangsang/memotivasi siswa belajar. | 10 menit |
| Kegiatan Inti | <ul style="list-style-type: none">• Peserta didik mendengarkan instruksi guru.• Guru menjelaskan materi factual report secara umum dan singkat.• Guru membagi siswa kedalam kelompok yang terdiri dari 4 orang.• Guru membagi sebuah factual report text pada peserta didik.• Peserta didik diberikan kesempatan untuk membaca factual report text.• Peserta didik menuliskan informasi penting yang telah didapat setelah membaca factual report text pada jurnal pertama.• Peserta didik menuliskan responnya/membuat opini mengenai factual report text pada jurnal kedua.• Peserta didik berlatih secara berkelompok dengan bimbingan guru berdiskusi membuat kesimpulan dari factual report text pada jurnal ketiga.• Peserta didik mengumpulkan hasil diskusi kepada guru. | 65 menit |

| | | |
|-------------------------|--|----------|
| Kegiatan Penutup | <ul style="list-style-type: none"> • Peserta didik dan guru menyimpulkan apa yang telah dipelajari hari ini tentang factual report. • Peserta didik dan guru memberikan umpan balik terhadap proses pembelajaran mengenai factual report. • Menyampaikan rencana kegiatan pembelajaran yang akan datang • Guru menutup pembelajaran. | 15 menit |
|-------------------------|--|----------|

Kotagajah, 5 Oktober
2021

Mengetahui

Kepala Sekolah,

Guru Mata Pelajaran,

ALI GUFRON, S.Pd

Mei Siskawati



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

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

Nomor : B-0613/ln.28.1/J/TL.00/03/2020

Lampiran :-

Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMA DARUSYSYAAFAAH KOTAGAJAH
di-

Tempat

Assalamu'alaikum Wr. Wb.

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

| | | |
|----------|---|--|
| Nama | : | ALFITRIYANITA |
| NPM | : | 1601070063 |
| Semester | : | 8 (Delapan) |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |
| Jurusan | : | Pendidikan Bahasa Inggris |
| Judul | : | A ANALYSIS OF LEXICAL CHAIN ON STUDENTS WRITING SUMMARIZATION AMONG THE ELEVENTH GRADE AT SENIOR HIGH SCHOOL OF DARUSYSYAAFAAH KOTAGAJAH IN THE ACADEMIC YEAR OF 2019/2020 |

untuk melakukan *pra-survey* di SMA DARUSYSYAAFAAH KOTAGAJAH.

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

Wassalamu'alaikum Wr. Wb.

Metro, 04 Maret 2020
Ketua Jurusan
Tadris Bahasa Inggris

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



Nomor : 073/421/03.C.23/SMADA/VI/2020
Lampiran : +
Prihal : Surat Telah Melakukan Pra-Survey

Kepada :

Rektor IAIN Metro

Di

Metro

Dengan Hormat,

Yang bertanda tangan dibawah ini Kepala SMA Darusy Syafa'ah Kotasari Kecamatan Kotagajah Kabupaten Lampung Tengah perihal pra-survey, menyatakan bahwa mahasiswa dibawah ini :

Nama : ALFITRIYANITA

NPM : 1601070063

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : " AN ANALYSIS OF LEXICAL CHAIN ON STUDENT'S WRITING SUMMARIZATION AMONG THE ELEVENTH GRADE AT SENIOR HIGH SCHOOL OF DARUSY SYFAAH KOTAGAJAH IN ACADEMIC YEAR 2019/ 2020"

Bahwa telah melakukan PRA-SURVEY Di SMA Darusy Syafa'ah Kotasari Kecamatan Kotagajah Kabupaten Lampung Tengah dalam melaksanakan tugas yang bersangkutan berjalan dengan baik dan tertib.Demikian surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.





KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Kr. Hajar Dianwantoro Kampus. 15 A Inggiruly, Metro, Jawa Barat 41111

Telp. (0725) 41507, Faksimil (0725) 47296, Website: www.tarbiyah.iainmetro.ac.id, E-mail: fakultas@iainmetro.ac.id

Nomor : B-1078/ln.28.1/J/TL.00/04/2021

Lampiran : -

Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,

Ahmad Subhan Roza (Pembimbing 1)

Rika Dartiara (Pembimbing 2)

di-

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : ALFITRIYANITA

NPM : 1601070063

Semester : 10 (Sepuluh)

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Pendidikan Bahasa Inggris

Judul : AN ANALYSIS OF LEXICAL CHAIN ON THE WRITING OF
SUMMARIZATION AMONG THE ELEVENTH GRADE STUDENTS
OF SENIOR HIGH SCHOOL AT DARUSYSYAFAAH KOTAGAJAH
IN THE ACADEMIC YEAR OF 2020/2021

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, 19 April 2021

Ketua Jurusan

Tadris Bahasa Inggris

+

Ahmad Subhan Roza, M.Pd.

NIP. 19750610 200801 1 014





KEMENTERIAN AGAMA REPUBLIK INDONESIA
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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-3603/Ih.26/D.1/Tl.01/09/2021

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

| | | |
|----------|---|-----------------------|
| Nama | : | ALFITRIYANITA |
| NPM | : | 1601070063 |
| Semester | : | 11 (Sembelas) |
| Jurusan | : | Tadris Bahasa Inggris |

- Untuk :
1. Mengadakan observasi/survei di SMA DARUSSYAFAAH KOTAGAJAH, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF LEXICAL CHAIN ON THE WRITING OF SUMMARIZATION AMONG THE ELEVENTH GRADE STUDENT OF SENIOR HIGH SCHOOL AT DARUSSYAFAAH KOTAGAJAH IN ACADEMIC YEAR OF 2020/2021".
 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 bantuananya untuk kelancaran mahasiswa yang bersangkutan. Terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 09 September 2021

Mengetahui,
Pejabat Setempat

Ali Ghayron, S.Pd.

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 15A 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-3602/Ih.28/D.1/TL.00/09/2021
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.
KEPALA SMA DARUSYSYAFAAH KOTAGAJAH
di-
Tempat.

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3603/Ih.28/D.1/TL.01/09/2021, tanggal 09 September 2021
atas nama saudara:

| | |
|----------|-------------------------|
| Nama | : ALFITRIYANITA |
| NPM | : 1601070063 |
| Semester | : 11 (Sebelas) |
| Jurusan | : Tadris Bahasa Inggris |

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survei di SMA DARUSYSYAFAAH KOTAGAJAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF LEXICAL CHAIN ON THE WRITING OF SUMMARIZATION AMONG THE ELEVENTH GRADE STUDENT OF SENIOR HIGH SCHOOL AT DARUSYSYAFAAH KOTAGAJAH IN ACADEMIC YEAR OF 2020/2021".

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

Wassalamu'alaikum Wr. Wb.

Metro, 09 September 2021
Wakil Dekan Akademik dan Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NP 19760222 200031003



Nomor : 104/421/03.C.23/SMADA/IX/2021

Lampiran : -

Prihal : Surat Telah Melakukan Research

Kepada,

Rektor IAIN Metro

Di

Metro

Dengan Hormat,

Yang bertanda tangan dibawah ini Kepala SMA Darusy Syafa'ah Kotasari Kecamatan Kotagajah Kabupaten Lampung Tengah perihal Research, menyatakan bahwa mahasiswa dibawah ini :

Nama : ALFITRIYANITA

NPM : 1601070063

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi :" AN ANALYSIS OF LEXICAL CHAIN ON STUDENT'S WRITING
SUMMARIZATION AMONG THE ELEVENTH GRADE AT SENIOR
HIGH SCHOOL OF DARUSY SYFAAH KOTAGAJAH IN
ACADEMIC YEAR 2020/2021"

Bahwa telah melakukan Research Di SMA Darusy Syafa'ah Kotasari Kecamatan Kotagajah Kabupaten Lampung Tengah dalam melaksanakan tugas yang bersangkutan berjalan dengan baik dan tertib. Demikian surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Kotagajah, 10 September 2021

Kepala SMA Darusy Syafa'ah

Abdul Khurron, S.Pd



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

Jalan Ki Hajar Dewantara Kampus 15A Iningmulyo 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 : Alfitriyanita
NPM : 1601070063

Jurusan : TBI
Semester : X

| No | Hari/Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Pembimbing |
|----|------------------|------------|----|-----------------------------|---|
| | | I | II | | |
| 1. | Senin, 10/11/20 | ✓ | ✓ | Konsultasi Bab 1,2,3. |  |
| 2. | Senin, 16/11/20 | ✓ | | Revisi Bab 1,2,3. |  |
| 3. | Selasa, 17/11/20 | ✓ | | M. Faris |  |

Mengetahui,
Ketua Jurusan TBI


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

Dosen Pembimbing


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



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

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Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Alfitriyanita Fakultas/Jurusan : FTIK/TBI
NPM : 1601070063 Semester/TA : X/ 2021

| No | Hari/ Tanggal | Pembimbing I | Hal yang dibicarakan | Tanda Tangan |
|----|------------------|-----------------|-----------------------|-----------------|
| | | | <i>An. Instrument</i> | |

Diketahui :
Kepala Jurusan TBI

Andianto, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing I

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



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

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjuni@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Alfitriyanita
NPM : 1601070063 Fakultas/Jurusan : FTIK/TBI
Semester/TA : XII/ 2022

| No | Hari/ Tanggal | Pembimbing I | Hal yang dibicarakan | Tanda Tangan |
|----|-------------------------|-----------------|--|-----------------|
| 1 | Selasa, 21/22 /12 | | - Pada Discussion berikan dengan tesi | AHf |
| 2 | Senin , 3/22 /1 | | - Explanation in table | AHf |
| 3 | Rabu , 5/22 /1 | | Give sample task and explanation . | AHf |
| 4 | Selasa , 11/22 /1 | | Per Mognat | AHf |

Diketahui :
Kepala Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing

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



SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-07/IIn.28/S/U.1/OT.01/01/2021

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

Nama : ALFITRIYANITA
NPM : 1601070063
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 1601070063

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, 04 Januari 2022

Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.

NIP.19750505 200112 1 002



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

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

SURAT KETERANGAN BEBAS PUSTAKA

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Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.



AN ANALYSIS OF LEXICAL CHAIN
ON THE WRITING OF
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SENIOR HIGH SCHOOL AT
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IN THE ACADEMIC YEAR OF
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