

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS' WRITING ABILITY BY USING
BOXING-UP STRATEGY AMONG THE ELEVENTH GRADE
OF MA AL FATAH NATAR SOUTH LAMPUNG**

By:

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**Tarbiyah and Teacher Training Faculty
English Education Department**

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

**IMPROVING STUDENTS' WRITING ABILITY BY USING
BOXING-UP STRATEGY AMONG THE ELEVENTH GRADE
OF MA AL FATAH NATAR SOUTH LAMPUNG**

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

By:

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STATE ISLAMIC INSTITUTE (IAIN) OF METRO
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NOTIFICATION LETTER

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Assalamu'alaikum. Wr. Wb.

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

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Assalamualaikum Wr. Wb.

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Sudah kami dapat setuju dan dapat dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamua'alaikum Wr. Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING STUDENTS' WRITING ABILITY BY USING BOXING-UP STRATEGY AMONG THE ELEVENTH GRADE OF MA AL FATAH NATAR, SOUTH LAMPUNG written by Bayu Pamungkas, student number 1501070230, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, 2nd June 2022 at 10.00 – 12.00 am.

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The official seal of the Faculty of Tarbiyah and Teaching Training at IAIN Metro is a circular stamp. It contains the text "KEMENTERIAN AGAMA REPUBLIK INDONESIA", "FAKULTAS TARBİYAH DAN ILMU KEGURUAN", "IAIN METRO", and "IAIN METRO LAMPUNG". The seal is stamped over the signature of the Dean, Dr. Zahairi, M.Pd, and the identification number 19620612 198903 1006.

**IMPROVING STUDENTS' WRITING ABILITY BY USING
BOXING-UP STRATEGY AMONG THE ELEVENTH GRADE
OF MA AL FATAH NATAR SOUTH LAMPUNG**

ABSTRACT

By: Bayu Pamungkas

The purpose of this research are to show that using Boxing-up strategy can improve the students' writing ability and their learning activities at the eleventh grade of MA Al Fatah Natar South Lampung in the academic year 2021/2022. The researcher had outlined the problem in this research that focused on students' writing problem. To improve students' writing ability, the researcher used Boxing-up strategy.

The kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycles consists of planning, acting, observing, and reflecting. The Object of this research is the students' writing ability. In collecting the data, the researcher used test, observation, documentation, and field notes. This research was conducted with an English teacher of MA Al Fatah Natar that was Siti Ulyani, S.Pd.

Finally, the data confirmed that pre-test just 31,03% of students or 9 of 29 students that can fulfill Minimum Mastery Criteria (MMC) and the average score of the pre-test was 61,93. It can say that the result of pre-test was unsatisfactory. And, in the post-test I there are 51,72% of students or 15 of 29 students that can fullfill MMC and the average score of the post-test was 66,89. Then, the result of post-test II was 82,76% students or 24 of 29 students that can fulfill MMC with the average score was 73,20. It means that the use Boxing-up strategy in writing can improve the student's writing ability at the eleventh grade of MA Al Fatah Natar South Lampung.

Keywords: *Writing Ability, Boxing-up strategy.*

**MENINGKATKAN KEMAMPUAN MENULIS DENGAN
MENGUNAKAN STRATEGI BOXING-UP PADA SISWA KELAS
SEBELAS MA AL FATAH NATAR LAMPUNG SELATAN**

ABSTRAK

**Oleh:
BAYU PAMUNGKAS**

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan strategi Boxing-up dapat meningkatkan kemampuan menulis dan aktivitas pembelajaran mereka pada siswa kelas sebelas MA Al Fatah Natar Lampung Selatan pada tahun pelajaran 2021/2022. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan menulis. Untuk meningkatkan kemampuan menulis, peneliti menggunakan strategi Boxing-up.

Bentuk dalam penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Objek dari penelitian ini adalah kemampuan menulis. Dalam pengumpulan data, penelitian menggunakan tes, observasi, dokumentasi, dan catatan lapangan. Penelitian ini dilaksanakan dengan guru bahasa Inggris kelas sebelas MA Al Fatah Natar yang bernama Siti Ulyani, S.Pd.

Akhirnya, setelah data diteliti dapat disimpulkan bahwa hasil pre-tes hanya 31,03% siswa atau 9 dari 29 siswa yang dapat mencapai kriteria ketuntasan minimum (KKM) dengan nilai rata – rata dari pre-test 61,93. Hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Dan hasil pos-tes I adalah 51,72% siswa atau 15 dari 29 siswa yang dapat mencapai KKM dengan nilai rata – rata 66,89. Kemudian, hasil pos-tes II adalah 82,76% siswa atau 24 dari 29 siswa yang dapat mencapai KKM dengan rata – rata nilai 73,20. Hal ini dapat disimpulkan bahwa penggunaan strategi Boxing-up dalam menulis dapat meningkatkan kemampuan menulis siswa pada kelas sebelas MA Al Fatah Natar, Lampung Selatan.

Kata Kunci: *Kemampuan Menulis, Strategi Boxing-up*

STATEMENT OF RESEARCH ORIGINALITY

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

Metro, May 2022
The researcher,



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

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MOTTO

...وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مِنْ أَمْرِهِ يُسْرًا ﴿٤﴾ (سورة الطلاق, ٤)

And whoever is mindful of Allah, He will make their matters easy for them.

(Q.S.At-Talaq: 4)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

1. My beloved parents Mr. Jumakir and Mrs. Mudinah, who always support me by their endless love.
2. My beloved lecturers of English Department of State Institute for Islamic Studies of Metro, Lampung.
3. My beloved almamater of State Institute for Islamic Studies of Metro

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In the name of Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they do not know before. All has given his gift to the researcher that he could accomplished this undergraduate thesis. Sholawat and salam for our prophet Muhammad SAW who taught their people goodness, and who has brought us from the darkness to the lightness.

This undergraduate thesis is entitled “IMPROVING STUDENTS’ WRITING ABILITY BY USING BOXING-UP STRATEGY AMONG THE ELEVENTH GRADE OF MA AL FATAH NATAR SOUTH LAMPUNG”.

The resarcher would like to express his sincere gratitude to his sponsor Drs.Kuryani, M.Pd that has guided him by giving understanding and motivation in the process of completing this undergraduate thesis. His graduate also goes to:

1. Dr. Hj. Siti Nurjanah, M.Ag, as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.
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The researcher do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Metro, May, 2022
The researcher,



Bayu Pamungkas
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CHAPTER I

INTRODUCTION

A. The Background of the Study

As an international language, English has a very important role in human life. Apart from being a means of communication between one person to another person, English is also used as a language that is widely used in international forums as the primary language around the world. Perfect mastery of English provides value and a positive contribution to the effectiveness of fulfilling communication need, both oral and written.

As a part of learning in English, writing is a process that someone does to express ideas in written language in the form of words or sentences for the purpose of providing information from writer for readers. Besides, writing is the activity of making words, sentences or notes for giving information. In otherwords, writing means pouring out the ideas of the writer to be known by many people. With writing, readers will know the writer's ideas without having to meet or ask the writer directly.

Writing provides many benefits for human life, writing can create bridges of communication with our selves and others. Writing habits will hone and sharpen own skills in written language. By writing will help others in solving the problems. The ability in writing also becomes a prestige and achievement.

In English, writing provides many benefits. Writing in English trains someone's ability to express their ideas in English. Writing can hone someone's reasoning power and memory in English. Writing will increase someone's knowledge and insight in English. Writing activities bring inner satisfaction.

The element to achieve good writing quality is the application of appropriate teaching strategies. The function of teaching strategies is to provide learning content to learners. Besides that, it also presents information or materials needed in learning to demonstrate performance.

One of the strategies for teaching writing in English is the Boxing-up strategy. Boxing-up text is a simple device that can be used for analysing and planning any text. The Boxing-up icon shows where the approach is illustrated within the box.

The function of Boxing-up strategy allows the writers to understand the structure of any type of text and to use similar ingredients to help them structure a similar text. This approach underpins the talk for writing approach, and it's very simplicity has made it easy for students to grasp and apply to any writing task in any subject, so that they can plan their writing right across the curriculum.

Related to the explanation above, the writer conducted a pre-survey on August 31, 2021. The writer obtained an archive of English values related to the writing aspect as shown in the following table:

Table 1
The Pre-Survey Data of Writing Ability of Eleventh Grade
at MA Al Fatah Natar

No.	Students' Name	Grade	Criteria
1.	AA	64	Incomplete
2.	AH	60	Incomplete
3.	ANL	78	Complete
4.	AS	63	Incomplete
5.	ASF	56	Incomplete
6.	ASS	58	Incomplete
7.	BNU	70	Complete
8.	CK	63	Incomplete
9.	DAK	56	Incomplete
10.	DM	62	Incomplete
11.	DS	64	Incomplete
12.	FY	79	Complete
13.	GJ	59	Incomplete
14.	KAA	80	Complete
15.	KC	61	Incomplete
16.	LA	74	Complete
17.	NA	60	Incomplete
18.	NF	69	Incomplete
19.	NO	63	Incomplete
20.	NPA	64	Incomplete
21.	OI	65	Incomplete
22.	PM	56	Incomplete
23.	SAR	68	Incomplete
24.	SF	73	Complete
25.	SK	65	Incomplete
26.	TA	78	Complete
27.	VA	68	Incomplete
28.	WH	68	Incomplete
29.	ZU	65	Incomplete

Source : The Archieve from the students' assignment of writing ability on August 30, 2021

The data of the students' writing ability of the eleventh grade of MA Al Fatah were categorized based on the Minimum Mastery Criteria (MMC) of English subject in eleventh grade MA Al fatah Natar is 70.

Table 2
Categorization of Pre-Survey Result in Writing Ability among the
Eleventh Grade at MA Al Fatah Natar

No.	Grade	Frequency	Percentage	Criteria
1.	<70	22 students	75,86%	incomplete
2.	≥70	7 students	24,14%	complete
Total		29 students		

Based on the table above, the writer has known that students' writing skills are weak because students who do not reach on MMC are more than those who reach the MMC, which is 75,86% of students. Based on pre-survey and interview with English teacher, the writer knows that students have limited mastery of English vocabulary, weak grammar, and students' weaknesses in developing ideas when writing English sentences or paragraph. In addressing these problems, the writer intends to conduct classroom action research by implementing a Boxing-up strategy. It is hoped that the implementation of this strategy can improve writing skills students. Therefore, the writer compiled a research proposal entitled "Improving Students' Writing Ability by Using Boxing-Up Strategy among the Eleventh Grade of MA Al Fatah Natar South Lampung".

B. Problem Identification

Based on the results of the pre-survey, the writer identified several problems, including:

1. The students have low writing skills.
2. The students have little mastery of English vocabulary.
3. The students are weak in English grammar.
4. The students have difficulty pouring ideas into words or sentences.
5. The students have difficulty in organizing ideas in writing.

C. Problem Limitation

The writer limits the research problems by focusing on the weakness of students' writing skills. In this case the writer intends to apply a Boxing-up strategy to improve students' writing skills.

D. Problem Formulation

The writer has determined the formulation of the problem. "Can the Boxing-up strategy improve students' writing abilities among the eleventh grade of MA Al Fatah Natar South Lampung ?"

E. The Objective and the Benefits of Study

1. The Objective of Study

Based on the problem formulation, to improve the students' writing abilities by using Boxing-up strategy among the eleventh grade of MA Al Fatah Natar South Lampung.

2. The Benefits of Study

This research is expected to contribute positively not only for writer but also for students, English teacher and other researchers.

a. For the Students

This research is expected to provide benefits for students in helping them improve their English skills, especially in writing skills. Through this research, students will also gain experience in doing a good planning process as one of the stages of the writing process. Through the application of Boxing-up helps students organize the

application of ideas in writing so that it is structured so that it makes it easier for students to develop writing ideas.

b. For the Teachers

This research is expected to help teachers in improving students' English skills, especially in improving writing skills.

c. For the other Researchers

This research is expected to provide benefits for other researchers as a reference for research with the topic of applying Boxing-up strategy on improving writing skills. This research can provide information to other researchers not only in the form of theories related to Boxing-up strategy but also experience in implementing it.

F. Prior Research

This research was conducted by considering previous research related to the application of Boxing up strategy in teaching writing. The first relevant research by Mandy Nayton with the research title “Achieving Outstanding Results in Writing.” This research was conducted 18th august to 14th october 2014.

From the results of the research, it can be seen that there are four sessions in the research that apply several writing strategies in teaching which is held in the form of workshop. One of them is the Boxing-up strategy which was done in the second session. The other strategies are; in the first session is story mapping, the third session is shared writing and the fourth session is

providing feedback and formative assessment. From the results of these studies it can be seen that Boxing up strategy is one of the strategies belong to the Talk for Writing type, because it is in the process fill in the box, students can discuss in the process of finding idea. ¹

The second previous research was done by Ozgur Sen Bartan, in his journal, he wrote that Boxing-up used as collaboration between talk for writing and read for writing. ² The research method here was a quantitative method with a quasi experimental type of research and one of strategies used in teaching was Boxing-up strategy.

The third previous research was done by Julie Dockrell, Chloe Marshall and Dominic Wyse, in their journal, they wrote that boxing up used as actions and visual tools besides of story mapping and washing lines. ³ The research method was a qualitative method with the type of library research because the researcher examined several literature source to present research data to related to teaching strategies related to talk for writing, it was Boxing-up strategy.

Mandy Nayton's research and the writer's research have similarities and differences. The similarity lies in the research topic, namely the similarity of teaching strategies, namely Boxing-up strategy, which is one of the strategies used by Mandy Nayton.

¹ Mandy Nayton, "Achieving Outstanding Results in Writing", Winter Journal volume 50 no.2, 2014,2.

² Ozgur Sen Bartan, "The Effects of Reading Short Stories in Improving Foreign Language Writing Skills", The reading Matrix: An International Online Journal volume 17, No.1, 2017,61.

³ Julie Dockrell, Chloe Marshall and Dominic Wyse, "Talk For Writing, Evaluation report and Executive summary", Education Endowment Foundation, 2015, 13.

Meanwhile the difference between the prior research and this research is in the research method, it is due to the writer's research using classroom action research while Mandy Nayton's research uses quantitative research in the form of a comparative research. The another difference lies in the purpose of the study because the write's research focuses on improving writing by using a single strategy namely Boxing-up strategy while Mandy Nayton's research tries to compare several teaching strategis is carried out in four sessions. The last difference lies in the research sample because the writer's research sample is an eleventh grade high school students while Mandy Nayton's sample is teachers.

Therefore, from the results of the study, it can be concluded that Boxing up strategy is one of the strategies effective method that can be used in learning writing.

CHAPTER II

THEORITICAL REVIEW

The theoritical review presents the relevant theories of the study. It is presented in three sections. The first part discusses about the writing ability, the second part is about concept of Boxing-up strategy, and the third part discusses action hypothesis.

A. Writing Ability

1. The Concept of Writing Ability

Writing is a skill that encourages writer to convey or realize the messages in written form. In the process of writing, writing tries to interact with reader by exploring the ideas of the writer in written form. Those ideas contain the context of discourse, thought or science. Because writing is transactional and message-oriented, the goal must be to convey information accurately, effectively, and appropriate for the reader to understand. The language effective in writing is very important, so that there are no misunderstandings when the readers read the text. In this case, the writer's occupation is to make the writing clear and understandable to the readers.

According to Oshima and Hogue state that writing is a continuous creative action. It means that when the writers write something, they have thought about what to say and how to say it. Then after they finished in writing, they read what they have written and made changes and

corrections.⁴ It means that writing is process of expressing ideas as a form of controlling creative thought so that the writers can become good and interesting in writing. In addition, as stated by Tredinnick, writing is to communicate ideas, so the first step to good writing is to have strong and clear ideas to convey.⁵ It means that writing is an occupation to convey ideas, through a good writing process so that it is clear to convey the message for the readers. Meanwhile, conforming on Hyland, writing is a way of sharing personal meanings and emphasize the power of the individual to construct his or her views on a topic.⁶

Furthermore, ability is an understanding that is only manifested to do an action. in addition, ability depends on how close an agent manages to approach the goal. It means that ability processes to do something and achieve a certain goal.

Based on related the theories above, the researcher concludes that writing is a way to communicate the ideas, feelings and thoughts arranged in words, clauses, phrases, sentences and paragraph to construct his or her perspective on a topic. Writing is used to express the writer idea, thinking, and indirectly feeling to another person as a reader.

⁴ Alice Oshima and Ann Hogue, *Introduction to Academic Writing, Third Edition* (New York: Pearson Education, 2007),15.

⁵ LLC, *Eighth grade reading comprehension and writing skills*, (New York Learning Express, 2009), 227.

⁶ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), 9.

2. The Importance of Writing Ability

The writing ability is an extraordinary ability possessed by humans. In the past, writing has helped individual to inform ideas or messages from one person to another. Through writing, somebody can know the history and culture that happened in the past. In the present, the writing ability is very important, besides as a process conveys messages to others, writing can also be used as a job for make money, these matters can be done by writing for newspapers, magazines or personal blog on the internet.

Writing can represent us. Writing represents us when we are not present in an event or activity. We can convey our opinions or speeches through writing that read out by others. Writing reveals who we are, even after we are gone. It makes the knowledge we have accessible to others in the future.

Writing is a means of explaining our ideas to ourselves and others while preserving our personal experiences and memories. In this way write connect ourselves with other people. Writing allows us to reach a much larger audience, in many places and from time to time. If the writing is planned wisely, it is written thoughtfully, and designed for the intended reader then the writing will live on in the minds of those who read it. If writing was judiciously planned, thoughtfully written and designed for the intended readers, it lives on in the minds of those who read it.

3. Writing Process

The writing process is about how the steps of writing applied by the writer. According to Harmer, there are four steps in the writing process.⁷ Those are planning, drafting, editing, and final draft:

a. Planning

The writers plan what they will write, before they start to write. They try and determine what they will write. The writers must be thinking about the purpose of their writing, the language, and the information they choose.

b. Drafting

Moreover, the writer can refer to the first version of writing as a concept. When the writing process becomes edited, a number of drafts can be produced.

c. Editing

Furthermore, the writer makes a draft, usually the writers read what they have written to see if there are confusing or mistakes words or sentences. This is stage where errors in spelling, grammar, and punctuation are corrected and repaired.

d. Final Draft

The writers have edited their draft, then made the necessary changes so that they produce the final version. Harmer presents these stages like the following figure:

⁷ Jeremy Harmer, *How to teach writing*, (New York: Longman, 2004) 4-5.

Figure 1
Process of Writing



From the explanation above, it can be concluded that the writing is an activity that has several steps. There are four steps in good writing, there are planning (deciding the topic), drafting (writing keywords), editing (checking the composition), final draft (the last process of writing).

4. The Assessment of Writing Ability

As teachers, assessment is important. It can be a measure of students' success in writing. Carter and Nunan say the term assessment is a way of gathering information about a student's abilities.⁸ As stated by Jacob and Sara, the writing score has five components such as content, organization, vocabulary language use or grammar and mechanics.⁹ Meanwhile, the writing grade in this research is based on Heaton as follows:¹⁰

⁸ Ronald Carter and David Nunan, *The Cambridge Guide To Teaching English To Speakers Of Other Languages*, (New York: Cambridge University Press, 2011), 137.

⁹ Sara Cushing Weigle, *Assessing Writing*, (New York: Cambridge University Press, 2002), 115.

¹⁰ J.B Heaton, *Writing English Language Tests New Edition*, (New York: Longman), 146.

Table 3
The Scoring of Writing

The details of writing ability	Grade	Level	Criteria
Content	30 – 27	Excellent to very good	Knowledgeable-substantive.
	26 – 22	Good to average	Some knowledge of subject-adequate range.
	21 – 17	Fair to poor	Limited knowledge of subject-little substance.
	16 – 13	Very poor	Not show knowledge of subject-non-substantive.
Organization	20-18	Excellent to very good	Fluent expression-ideas clearly stated.
	17-14	Good to average	Somewhat choppy-loosely organized but main ideas stand out.
	13-10	Fair to poor	Non-fluent-ideas confused or disconnected.
	9-7	Very poor	Not communicate-no organization.
Vocabulary	20-18	Excellent to very good	Sophisticated range-effective word/idiom choice and usage.
	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.
	9-7	Very poor	Essentially translation-little knowledge of English vocabulary.
Language use	25-22	Excellent to very good	Effective complex construction.
	21-19	Good to average	Effective but simple construction.
	17-11	Fair to poor	Major problems in simple/complex construction.
	10-5	Very poor	Virtually no mastery of sentences construction rules.

The details of writing ability	Grade	Level	Criteria
Mechanics	5	Excellent to very good	Demonstrates mastery of convention.
	4	Good to average	Occasional errors of spelling, punctuation.
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization.
	2	Very poor	No mastery of convention-dominated by errors of spelling, punctuation, capitalization, paragraphing.

Source : Heaton *Writing English Language Tests New Edition*

Based on the table above, each category has different high grade. They are content 30 grades, organization 20 grades, vocabulary 20 grades, language use 25 grades, and mechanics 5 grades. Accordingly, the highest grade is 100.

Table 4
The Criteria Students Writing Score

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

Based on the table above, Excellent criteria is when the writer get grade from 86 until 100, good criteria from 68 until 85, fair criteria from 47 until 67, and very poor <46.

B. Concept of Boxing up Strategy

1. The Nature of Boxing up Strategy

Boxing-up is a simple two-column grid technique, illustrated below, that can be used to exemplify the structure of any type of text. The

same structure can then be used to plan a similar text.¹¹ It can also be used to help writer to write personal report text. According to Julia Strong, Boxing-up is a simple device that can be used for analysing and planning any text. The Boxing-up icon shows where the approach is illustrated within the book.¹² It means Boxing-up strategy is a analysis and plan strategy in writing which makes writing easier.

According to Peter Burrows, Boxing-up strategy is a useful strategy to develop student's own writing, it helps students internalise basic plots and language patterns which they then can use in their own writing.¹³ It means students can explore their opinions in their own writing.

Furthermore, according to Pie Corbett, Boxing up is a very useful strategy that helps writer begin to internalise a sense of structure in writing.¹⁴ By using Boxing-up structure, this is a guide and you could add in extra paragraphs, different sections, diagrams etc. It means that Boxing-up strategy is a guide to help writer for make text in a structured way, so that making easier for writer to write the text or paragraph.

Meanwhile, according to Judit Greet and Cheryl Pelteret, Boxing up strategy is a plan strategy on the board to helps students to structure

¹¹ Jonathan Rooke, *Transforming Writing: Interim Evaluation Report*, (London: National Literacy Trust, 2013), 63.

¹² Julia Strong, *Talk For Writing in Secondary Schools* (Berkshire, Open University Press, 2013), xii.

¹³ Peter Burrows, *A Creative Approach to Teaching Grammar* (London: Bloomsbury Education, 2014), 56.

¹⁴ *Ibid*:p.56.

their writing. In this case, students use the Boxing-up plan to formulate their ideas and to jot down words they like and memories.¹⁵

From the definition above, the researcher concludes that Boxing-up is a plan strategy used to organize and to develop ideas in writing with the help of grid next to it.

2. The Advantages and The Disadvantages of Boxing up Strategy

a. The Advantages

The researcher believes that Boxing-up strategy has the potential advantages to be used in writing class especially writing report text. This consideration is caused by the advantages offered by Boxing-up strategy, as follows:¹⁶

- 1) Its simplicity makes it easy for students to grasp the underlying structure of any text and apply it to any similar writing task so that they can plan their writing right across the curriculum.
- 2) Typically, once students are familiar with a text, the teacher will use the Boxing-up technique to co-construct with the class how the text has been structured. Usually the text would be on the whiteboard and the teacher would involve the students in Boxing-up the text on a flip chart so that they can see how the boxed up text represents the structure of the exemplar text. After that they would analysis the specific features of the text and construct the related toolkit.

¹⁵ Judith Greet and Cheryl Pelteret, *Teacher's Book Twelfth Grade* (London: York Press, 2015), 135.

¹⁶ Jonathan Rooke, *Transforming Writing Interim Evaluation Report* (London: National Literacy Trust, 2012), 63

3) The boxed up planning would then be used to support the ensuing shared writing that would innovate on the exemplar. When a class is first learning how to write a particular type of text, this shared writing might be broken down into each section of the boxed up plan so that the students are first involved in shared writing the introduction and to write their own introduction. In this way, over time, they are shown how to write the whole text within the boxed up plan.

b. The Disadvantages

Besides the advantages, the Boxing-up strategy has several disadvantages, as follows:

- 1) The implementation of Boxing-up strategy is time consuming because it needs a large amount of time.
- 2) The intensive learning practice is required to perform each stage of Boxing-up strategy. It means that this strategy contains the complex steps.

3. The Steps of Boxing up Strategy

The steps of teaching writing by using Boxing-up strategy as follows:¹⁷

a. Beginning

- 1) The teacher introduces to the students about what being explained in Boxing-up strategy chart.

¹⁷ Julia Strong, *Talk For Writing in Secondary Schools* (Berkshire, Open University Press, 2013), 10.

- 2) The teacher describes the direction how to make text by using Boxing-up strategy.
- 3) The teacher and students discuss about the benefits of strategy and how to improve student's writing by using Boxing-up strategy.
- 4) The teacher gives students keywords in chart and asks students to make text by using the keywords.
- 5) The teacher asks students to make paragraphs by including the hooks to interest the reader.

b. Middle

- 1) The teacher asks the students to put key points in their text in logical order.
- 2) The teacher asks the students to link points clearly in their text so the reader can see how one thing leads to another.
- 3) The teacher asks the students to include detail to make explanation clear.

c. End

- 1) The students write paragraph that include technical terms and explain if necessary.
- 2) The students write paragraph that conclude explanation by rounding it off logically in a memorable way.

4. The Example of Boxing-up Strategy

Below, the writer will describe an example of using Boxing-up strategy in writing a paragraph with the title Africa.

Figure 2
Example of Boxing-up Strategy

<p>Beginning</p> <ul style="list-style-type: none"> • Introduce what being explained; • Include a hook to interest the reader; <p>Example:</p> <ul style="list-style-type: none"> - Africa as a continent - Origin name of Africa - Location of Africa 	<p>Africa is a continent. It is the second largest continent in the world after Asia. The origin name of Africa is taken from Egyptian, Af-rui-ka. Its meaning to turn toward the opening, it can be interpreted as birthplace. Africa is bordered atlantic ocean to the west. Indian ocean and red sea to the east, Mediterranean sea to the north and the mingling waters of the atlantic and Indian oceans to the south.</p>
<p>Middle</p> <ul style="list-style-type: none"> • Put key points in paragraph in logical order. • Link points clearly so the reader can see how one thing leads to another. • Include detail to make explanation clear. <p>Example</p> <ul style="list-style-type: none"> - Large of Africa - Population of Africa - Number of countries in Africa - Big and small countries in Africa 	<p>Africa has area 30,37 million square kilometers. It covers 6% of Earth's total surface area and 20% of its land area. Africa had total population 1,3 billion people in 2018. It is mean 16% of world population. There are 54 countries in Africa. The biggest country in Africa is Algeria and the smallest country in Africa is Seychelles.</p>
<p>End</p> <ul style="list-style-type: none"> • Include technical terms and explain if necessary. • Conclude explanation by rounding it off logically in a memorable way. <p>Example:</p> <ul style="list-style-type: none"> - Seasons in Africa - Unforgettable things of Africa Developed and Developing countries in Africa - The biggest city. 	<p>In Africa, there are two seasons, they are a wet season and a dry season. In Africa, there are developed countries such as Algeria, Morocco and Seychelles and developing countries such as Angola, Benin and Burkina Faso. Lagos is the biggest city in Africa with 21 million population. Lagos is located in Nigeria. As a continent, Africa hosts a great diversity of human ethnicities, cultures and languages.</p>

C. Action Hypothesis

The action hypothesis of this research is “Boxing up strategy can improve the students’ writing ability and learning activity among the eleventh grade of MA Al Fatah Natar South Lampung.”

CHAPTER III

RESEARCH METHOD

This chapter explains the method used by the researcher in this research. It consists of variable and operational variable, research setting, subject of the research, research procedure, data collection technique, research instrument, data analysis method, and indicator of success.

A. Variables and Operational Definition of Variables

1. Variable of Research

This research consists of two variables; they are independent and dependent variables. The independent variable of research is Boxing-up Strategy that was implemented to improve the students' writing ability.

The dependent variable of this research is writing. It is one of four language skills that should be mastered by the students. Writing skill is very important for the students to communicate the important message in English.

2. Operational Definition of Variable

An operational definition of variable is a definition based on the characteristic of the things that is defined and it can be observed or measured. Based on statement, the definition operational of the variable in this research is:

a. Dependent Variable

According to Evelyn Hatch and Annel Lazaraton, dependent variable of the major variable was measured in the study or research.¹⁸ It means that dependent variable is a variable that can be increased by an independent variable. The dependent variable of this research is students' writing ability that focuses on the students' ability.

To estimate the writing ability of students, the researcher evaluated the writing ability by giving the writing test. The students were asked to write the report text. The indicators of a writing test in this variable are:

- 1) The students are able to write the report text in English that has a clear organization.
- 2) The students are able to write the report text in English that has knowledgeable content.
- 3) The students are able to write the report text in English that has sophisticated range of vocabulary.
- 4) The students are able to write the report text in English that has the effective complex construction in language use.
- 5) The students are able to write the report text in English that demonstrates mastery mechanics.

¹⁸ Evelyn Hatch and Annel Lazaraton, *The Research Design and Statistics for Applied Statistic*, (Los Angeles: Heinle Publisher, 1991), 63.

b. The Independent Variable

According to Evelyn and Annel Lazaraton, independent variable is a variable that the researcher feels may relate to improve the dependent variable.¹⁹ In a sense, the dependent variable “depends” on the independent variable. It means that independent variable is a variable that can influence or increase the dependent variable.

The variable was measured by observation. To observe this variable, the researcher used the observation sheet. The indicators of this variable are:²⁰

- 1) The students are able to recognize the steps elements of Boxing-up Strategy in sample of the report by filling Boxing-up chart.
- 2) The students are able to evaluate the identification result provided in the Boxing-up chart.
- 3) The students are able to develop their writing idea in Boxing-up chart in a simple report writing.
- 4) The students are able to give feedback to the result of report writing in pair.
- 5) The students are able to revise their writing result in pair.

B. Research Location

The research conducted is Classroom Action Research (CAR) at MA Al Fatah Natar. The object of this research is the students’ writing ability at

¹⁹ Ibid, p.64.

²⁰ Karen R.Haris and Lynn Meltzer, *The Power of Peers in Classroom Enhancing Learning and Social Skills*, (New York: Guilford Press, 2015), 80.

XI IPA 2 of MA Al Fatah Natar located at At-taqwa street, Muhajirun, Negara ratu, Natar, South Lampung.

C. Subject and Object of Study

This research is Classroom Action Research (CAR). The subject of this action research is the students of XI IPA 2 at MA Al Fatah Natar. The researcher choose one of the class that the students had a low average grade in writing based on the English teacher's experience during teaching and learning activities in writing of English subject, the teacher indicated that the students are difficult in making sentences, explore their ideas and making well-ordered sentences in paragraph and this is proven, with a pre-survey that has been carried out by researcher. Exactly, the Boxing-up straegy is the problem solution for making students be better in writing.

Table 5
The quantity of students at the eleventh grade
At MA Al Fatah Natar

Class	Gender		Total
	Male	Female	
XI IPA 2	0	29	29

D. Action Plan

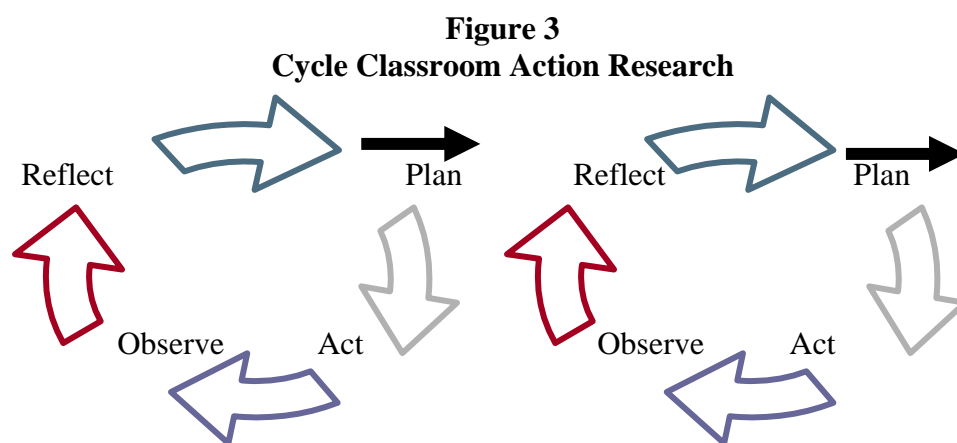
The design of this research is classroom action research. It is called CAR because the research is aimed in developing a certain instructional technique to solve problems in a class.

According to Jean Mc Niff and Jack whitehead stated that, "action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check

whether it is as you feel it. Should be.²¹ In addition, Glenda Mac and Patrick Hughes stated that action research is a cyclical process of “think-do-think” to research and create change. We think about what we do in present, then we do something to create change, then we think again about what we have done and its effects.²² It means that CAR carried out a class to know the effects of actions applied to a research subject in the class.

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

CAR consists four steps cycles, they are planning, acting, observing and reflecting.²³ The researcher describes the cycles through the scheme of action research design by Jean Mc Niff and Jack Whitehead’s as follow:²⁴



²¹ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: Routledge Falmer, 2002) Second Edition, 15.

²² Glenda Mac Naughton and Patrick Hughes, *Do Action Research in Early Childhood Studies, A step by Step Guide*, (New York: Open University Press, 2009), 1.

²³ Ibid, p.41

²⁴ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: Routledge Falmer, 2002) Second Edition, 15.

CAR was applied in this research since it regarded important to develop writing ability of eleventh grade of MA Al Fatah Natar by Boxing-up Strategy. By applying this strategy, it is expected to solve students' problems in the teaching-learning process of writing ability.

The classroom action research is designed to apply in this research is a collaborative classroom action research. In conducting the research, the researcher collaborates with the real English teacher of MA Al Fatah Natar as an observer and collaborator. The researcher plays a role as an English teacher who teaches writing ability in English through Boxing-up Strategy to the students. Meanwhile, the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happen in the classroom. In this case, the real English teacher also acts as a collaborator when helps the researcher in designing a lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the researcher is not only as an observer but the researcher also took actions by making a lesson plan and giving assessment for the students. Then, the researcher also collected and analyzed data by collaborating with the teacher to know the result of their student writing.

The researcher wants to describe a plan for Classroom Action Research (CAR) as follows:

1. Cycle I

a. Planning

After interviewing, observing and conducting a test before CAR, the researcher made instruments, as follows:

- 1) The researcher prepared the lesson plan based on 2013 curriculum and English syllabus.
- 2) The researcher prepared the observational note and guidelines.
- 3) The researcher prepared the instrument of writing test before and after Classroom Action Research (CAR)

b. Acting

In this phase, the researcher acted as the teacher and the real teacher became the observer. The researcher conducted some activities in the class as follows:

1) Pre-Teaching

- a) The researcher greeted the students and checked the attendance list.
- b) The researcher gave a warm-up activities.
- c) The researcher explained the general overview related to the topic of report text.

2) Whilst Teaching

- a) The researcher introduced the students about boxing-up strategy.
- b) The researcher and students discussed the benefit of strategy to improve report writing skill.

- c) The researcher described the direction for effective feedback, and give the model to use Boxing-up strategy.
- d) The reseacher described Boxing-up Strategy steps elements in example report paragraph by filling the Boxing-up chart.
- e) The students evaluated the identification result provided in the Boxing-up chart.
- f) The students developed the idea provided in the Boxing-up chart in a simple report writing.
- g) The students gave feedback to the result of report writing.
- h) After getting feedback, the reseacher corrects students writing result.

3) Post-Teaching

- a) The reseacher gave a conclusion about report text.
- b) The reseacher closed the class.

c. Observing

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

- 1) The real teacher observed teaching-learning activity in the classroom, such as class situation, teachers' performance, and students' response.
- 2) The researcher identified the students' achievement in learning writing ability by giving the test after CAR in cycle II.

- 3) The researcher calculated students' improvement grades from the test before CAR to test after CAR in cycle, does it improve or not?

d. Reflecting

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

- 1) The teacher and the researcher discussed about the result of the implementation of CAR, students achievement and the media.
- 2) The teacher and the researcher prepared the lesson plan for the next cycle and test after CAR in cycle II to know the improvement of students' grade and to solve the problem that unfinished yet.

2. Cycle II

a. Planning

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

- 1) The researcher prepared the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The researcher prepared the observational note and guidelines.
- 3) The researcher prepared the instrument of written tests before and after CAR.

b. Acting

In this phase, the researcher acted as the teacher and the real teacher became the observer. The researcher conducted some activities in the class as follows:

1) Pre-Teaching

- a) The researcher greeted the students and checks the attendance list.
- b) The researcher gave a warm-up activities.
- c) The researcher explained the general overview related to the topics of report text.
- d) The researcher confirmed the students their comprehension of the report text.

2) Whilst Teaching

- a) The researcher introduced the students about boxing-up strategy.
- b) The researcher and students discussed the benefit of the strategy and pair help step to improve report writing.
- c) The researcher described the direction for effective pair feedback, and give the model to use boxing-up strategy.
- d) Each pair identified boxing-up strategy steps elements in example of report text by filling the boxing-up strategy chart.
- e) The students in pair evaluated the identification result provided in the Boxing-up strategy chart.
- f) The students in pair develop the idea provided in the boxing-up chart in a simple report text.
- g) The students gave feedback to the result of report writing in pair.
- h) After getting feedback, the students revised their writing in pair.

3) Post-Teaching

- a) The researcher gave a conclusion about report text.

b) The researcher closed the class.

c. Observing

- 1) The real teacher observed the teaching-learning activity in the classroom, which includes class situation, teacher's performance (the researcher performance) and student's response.
- 2) Students were gave the test after CAR in cycle II.
- 3) The researcher calculated students' improvement grades from the test before CAR to test after CAR in cycle I to test after CAR in cycle II.

d. Reflecting

- 1) The researcher and the teacher discussed the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students' grade in writing and about analyzing the result from test CAR in cycle I to test after CAR in cycle II.
- 2) The researcher and the teacher made an agreement, because if the indicator of success in post-test II was achieved, the action was not continued to cycle III.

E. Data Collecting Technique

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

Some instrument are applied to obtain the data in this study. The complete explanation of those instruments as follows:

1. Test

The reseacher used the test to get the data result of the students' writing ability. The result of this test is students' writing grade based on the media applied. This test aims to measure the students' writing ability. The tests consist of some types, as follows:

a. Pre-Test

The pre-test was conducted before implementing Boxing-up strategy in the study. Pre-test of this research was in the form of an essay test that asks the students to write a report text in English.

b. Post-Test

The post-test is implemented after using Boxing-up strategy in teaching writing ability. Post test of this research was in the form of an essay test that asks the students to write a report text in English.

2. Observation

Observation is a mainstay of action research. It enables researcher to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur.²⁵ In this case, the researcher observed the students directly in the classroom and gets the description of students' activity in learning writing process. The real teacher also observed the researcher who teaches in the classroom

²⁵ Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press, 1999), 80.

and the implementation of CAR based on observation notes which already made before.

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

3. Documentation

Documentation is collection of various documents relevant of the research query which can include students' writing worksheet, students records and profile, lesson plan, classroom materials.

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

- a. The history of MA Al Fatah Natar.
- b. Vision and mission of MA Al fatah Natar.
- c. The condition teachers and officials employees in MA Al fatah Natar.
- d. The quantity of the students of MA Al fatah Natar.
- e. The condition building and teh sketch of MA Al Fatah Natar.
- f. Organization structure of MA Al Fatah Natar.
- g. g.Writing worksheet, lesson plans and classroom material of the students at MA Al Fatah Natar.

4. Field Note

In this research, the researcher used field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the

researcher took field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students.

F. Data Collecting Instrument

1. Writing Test

To identify the students' writing ability of the tenth grade of MA Al Fatah Natar, the researcher applied a writing test. The test measured with the ability of the students about the topic of writing subject.

The test consists of this research was in the form of essay text that asks the students to write a report text in English in pre-test and post-test.

2. Observation

In order to observe the learning activity and each cycle, the researcher used an observation sheet. It was used to observe the following items:

- a. Paying attention to the teacher's explanation.
- b. Asking or answering the teacher's question.
- c. Being active in class.
- d. Doing the task by given the teacher.

3. Documentation Sheet

The researcher used the documentation sheet to complete the research information about:

- a. The history of MA Al Fatah Natar.
- b. The vision and mission of MA Al Fatah Natar.

- c. The condition teachers and officials employees in MA Al Fatah Natar.
- d. The quantity of the students of MA Al Fatah Natar.
- e. The condition of building and the sketch of MA Al Fatah Natar.
- f. The organization structure of MA Al Fatah Natar.
- g. The writing worksheet and classroom materials of the students at MA Al Fatah Natar

G. Data Analysis Technique

Data analysis was conducted by taking the average grade of the pre-test. The researcher used a statistical technique. In scoring the test, the students' grade is counted with the following formula:

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

Notes :

\bar{X} = The sample mean

$\sum X$ = The sum of individual score

N = The number of score in the sample

Moreover, to know the result, the researcher was compared between pre-test and post-test. The result was matched by the minimum standard in this school at least 70. If from cycle I, there are some students not successful, so the researcher conduct cycle II.

The formula to figure out the percentage of the students who pass the MMC in each cycle as follows:

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

P = Percentage

F = Frequency

N = Number of Observation

H. Indicator of Success

The success of this research is determined from the process and the result of the action research. This research is called successful if 75% of the students get minimal grade 70 and 75% of the students are active in learning activities.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Profile of MA Al Fatah Natar

a. The History of MA Al Fatah Natar

MA Al Fatah Natar is a senior high school in the sub-district of Natar, South Lampung. This school is located at Jl. At taqwa, Muhajirun, Negaratu village, Natar, South Lampung. Established since 1993 by Shuffah Hizbullah Boarding School. The principal of MA Al Fatah Natar is Amin Najib, Spd.I.

b. Vision and Mission of MA Al Fatah Natar

1) Vision

Realizing a generation of good morals with a pattern of Tarbiyah Shuffah Rasulallah Shallallahu ‘Alaihi Wassallam so that they become Ulul Albab who are able to uphold Islamic law which is a mercy for all nature.

2) Mission

- a) Providing knowledge to understand islamic law from its original source.
- b) Improve the ability to communicate in international languages (Arabic and English).
- c) Provide the basics of science and technology based on monotheism of Allah subhanahu wa ta’ala in order to optimize the function of caliphate on earth.

c. The Condition of the Teacher at MA Al Fatah Natar

The numbers of the teachers at MA Al Fatah Natar in academic 2021/2022 can be seen on the table below:

Table 6
The condition of Teachers at MA Al Fatah Natar
In Academic Year 2021/2022

No.	Name	Graduate	Field of study
1.	Amin najib, S.Pd.I	S1	Arabic
2.	Abul Banna, S.Pd	S1	Math
3.	Ahmad Hasan	MA	Fiqh
4.	Aminul Umah, S.Pd.I	S1	Physics
5.	Arief Saifullah MD, S.Pd.I	S1	History of Islam
6.	Arina Khusnayain, M.Pd	S1	Physics
7.	Bayyinatush Shobariyah, S.Pd	S1	Counseling Guidance
8.	Dra. Sri Nurhayati	S1	Sociology
9.	Drs. Amron BMS, M.Pd.I	S2	Civic Education
10.	Drs. Abdul Rahman Saleh	S1	Chemistry
11.	Edy Susanto, S.Pd.I	S1	Fiqh
12.	Fitria Yulianti Suparmono, S.Pd	S1	English
13.	Gunadi, S.Kom	S1	Computer
14.	Hilda Fatah Asih Amrillah, S.Pd	S1	Indonesia Language
15.	Ida Farida, S.Pd.I	S1	Hadits and art
16.	Ihin Sholihin Ayub, S.Pd.I	S1	Qur'an and Hadits
17.	Ir.Heni Nurhasanah	S1	Biology
18.	Kholida Dzatullubhi	MA	English
19.	M.Helmi, S.Pd.I	S1	Qur'an and Hadits
20.	M. Syayid Syabiq, S.Pd	S1	Math
21.	Mastur, M.HI	S2	History of Islam
22.	Miftahul Jannah, M.Si	S1	Math
23.	Misbahuddin Nur, S.Si.	S1	Chemistry
24.	M.Iqbal, S.Pd.I	S1	Arabic
25.	Mu'minah	MA	Librarian
26.	Muflihuddin, LC	S1	Interpretation
27.	Muhammad Khoiruddin, A.Md	D3	TU
28.	Muhammad Zaenuddin	D3	TU
29.	Munawir, BA	D3	Jama'ah Imamah
30.	Muslihatul Istiqomah, S.Pd	S1	Al qur'an
31.	Nanda Fajar Supriadi, S.Pd.I	S1	Geography
32.	Rina Prihatin, S.Pd	S1	Math
33.	Ruswan Syukur, S.E	S1	Economy
34.	Sabar Prayogo, M.Pd	S2	History

No.	Name	Graduate	Field of study
35.	Saonih	SPG	TU
36.	Shofiyah Hasanah, S.Pd	S1	Indonesia Language
37.	Siti Ulyani, S.Pd.I	S1	English
38.	Triska Retno Wulandari, S.Pd	S1	Biology
39.	Yuliana Dethan, S.Pd.I	S1	Hadits
40.	Zainal Arifin MD	MA	Economy
41.	Furqon M. Alhanif, Lc.MA	S2	Al qur'an
42.	Andi Saputra, Lc	S1	Al qur'an
43.	Mihad, M.Pd	S1	Al qur'an
44.	Anifah Al-Hafidzah	MA	Al qur'an
45.	Arini Raziq, S.Pd	S1	Al qur'an
46.	Amalia Shalihah, S.Pd	S1	Al qur'an
47.	Ahmad Ubaidillah	MA	Al qur'an
48.	Yasir Al Fath	MA	Al qur'an
49.	Elvi Husna Al-Khoiriyah, S.Pd	S1	Al qur'an
50.	Fitroh Muthoah	S1	Al qur'an
51.	Ahmad Ubaidillah	MA	Al qur'an

d. The Quantity of Students at MA Al Fatah Natar

There are 412 students at MA Al Fatah Natar, there are 152 male students and 260 female students. The tenth grades consist 8 classes with 141 students, the eleventh grades consist 7 classes with 123 students and the twelfth grades consist 8 classes with 148 students. The quantities of the students of MA Al Fatah Natar that could be identified as follows:

Table 7
The Students Quantity at MA Al Fatah Natar

No.	Class	Male	Female	Total
1.	X IPA 1	12	0	12
2.	X IPA 2	0	35	35
3.	X IPS 1	16	0	16
4.	X IPS 2	0	17	17
5.	X LBA	0	7	7
6.	X Tahfidz 1	20	0	20
7.	X Tahfidz 2	0	29	29
8.	X Tahfidz 3	0	5	5

No.	Class	Male	Female	Total
9.	XI IPA 1	11	0	11
10.	XI IPA 2	0	29	29
11.	XI IPS 1	22	0	22
12.	XI IPS 2	0	15	15
13.	XI LBA	0	8	8
14.	XI Tahfidz 1	19	0	19
15.	XI Tahfidz 2	0	19	19
16.	XII IPA 1	15	0	15
17.	XII IPA 2	0	20	20
18.	XII IPA 3	0	20	20
19.	XII IPS 1	19	0	19
20.	XII IPS 2	0	21	21
21.	XII IPS 3	0	21	21
22.	XII Tahfidz 1	18	0	18
23.	XII Tahfidz 2	0	14	14
Total		152	260	412

e. The Building of MA Al Fatah Natar

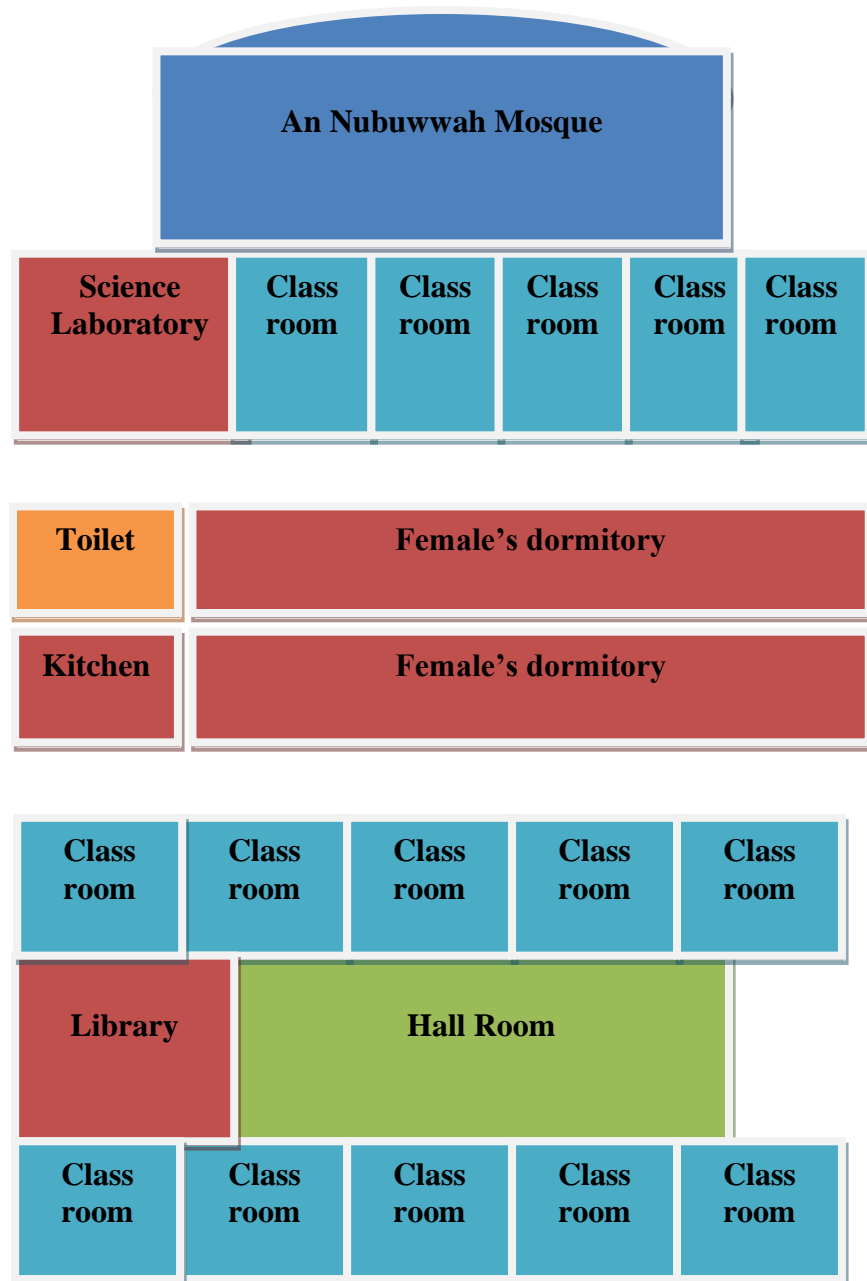
The building of MA Al Fatah Natar could be shown in the table as follows:

Table 8
The Building of MA Al Fatah Natar

No.	Names of Building	Total
1.	Mosque	1
2.	Headmaster office	1
3.	Teacher's office	1
4.	Library	1
5.	Language Laboratory	1
6.	Science Laboratory	1
7.	Security room	1
8.	Employee's office	1
9.	Counselor's room	1
10.	Parking place	2
11.	Computer Laboratory	1
12.	Canteen	2
13.	School Health Services	1
14.	Ablution place	2
15.	Classroom	23
16.	Toilet	6
17.	Kitchen	2
18.	Warehouse	2
19.	Administration room	1
20.	Hall room	1

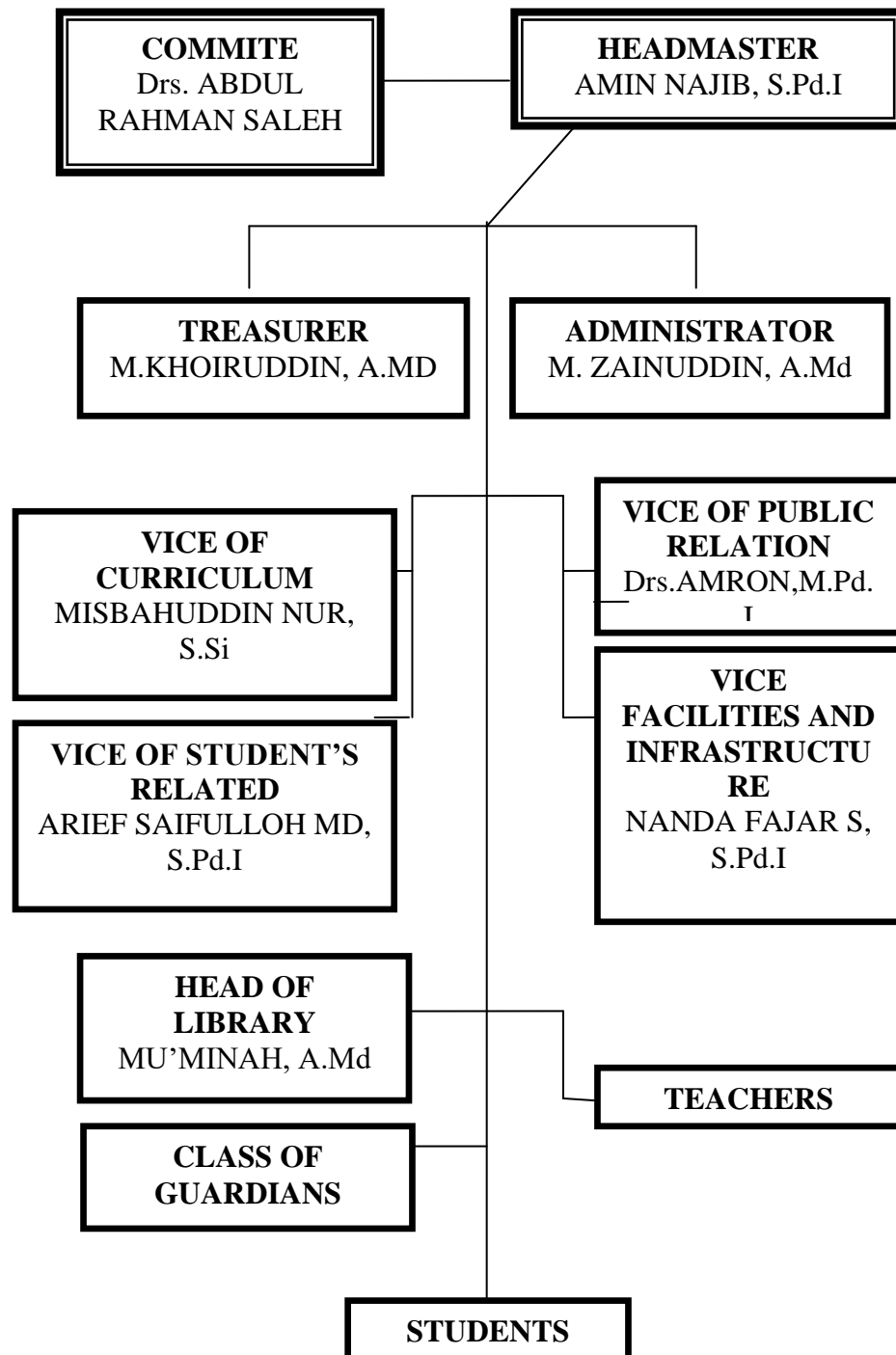
2) Sketch of Female's School Location

Figure 5
Sketch of Female's School Location



g. The Organization of MA Al Fatah Natar

Figure 6
Organization Structure of MA Al Fatah Natar



2. Description of Research Data

This research used classroom action research. It was conducted in two cycles that include of cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x30 minutes. Each cycle includes of planning, action, observation and reflection. In relation to manage the class, the researcher made a lesson plan. The action of this research used Boxing-up Strategy to improve the students' writing ability.

a. Pre-Test Activity

The researcher conducted pre-test on Wednesday, March 23rd, 2022 at 10.15 until 11.15. All students had been already in the class when teaching's time came. The researcher greeted the students. The researcher told the students that the researcher had aim to conduct the research in their class in order to know their report text writing ability before doing the classroom action research. The researcher informed the students that they were going to do the pre-test to investigate their narrative writing ability. The pre-test was administrated to the students to be finished individually. The kind of test was writing test in the form of the essay test that asked the students to write report text. The students were given some choices narrative text topics that include: *Football, Volcanic Eruption, and Earth*. Moreover, the students' pre-test result represented on the following table:

Table 9
Students' Pre-Test Result

No.	Students' Name	Grade	Criteria
1.	AA	50	Incompleted
2.	AH	65	Incompleted
3.	ANL	57	Incompleted
4.	AS	72	Completed
5.	ASF	56	Incompleted
6.	ASS	62	Incompleted
7.	BNU	58	Incompleted
8.	CK	68	Incompleted
9.	DAK	75	Completed
10.	DM	74	Completed
11.	DS	56	Incompleted
12.	FY	52	Incompleted
13.	GJ	73	Completed
14.	KAA	75	Completed
15.	KC	72	Completed
16.	LA	51	Incompleted
17.	NA	53	Incompleted
18.	NF	55	Incompleted
19.	NO	54	Incompleted
20.	NPA	75	Completed
21.	OI	53	Incompleted
22.	PM	64	Incompleted
23.	SAR	71	Completed
24.	SF	62	Incompleted
25.	SK	72	Completed
26.	TA	50	Incompleted
27.	VA	55	Incompleted
28.	WH	56	Incompleted
29.	ZU	60	Incompleted
Total		1796	
Average		61,93	

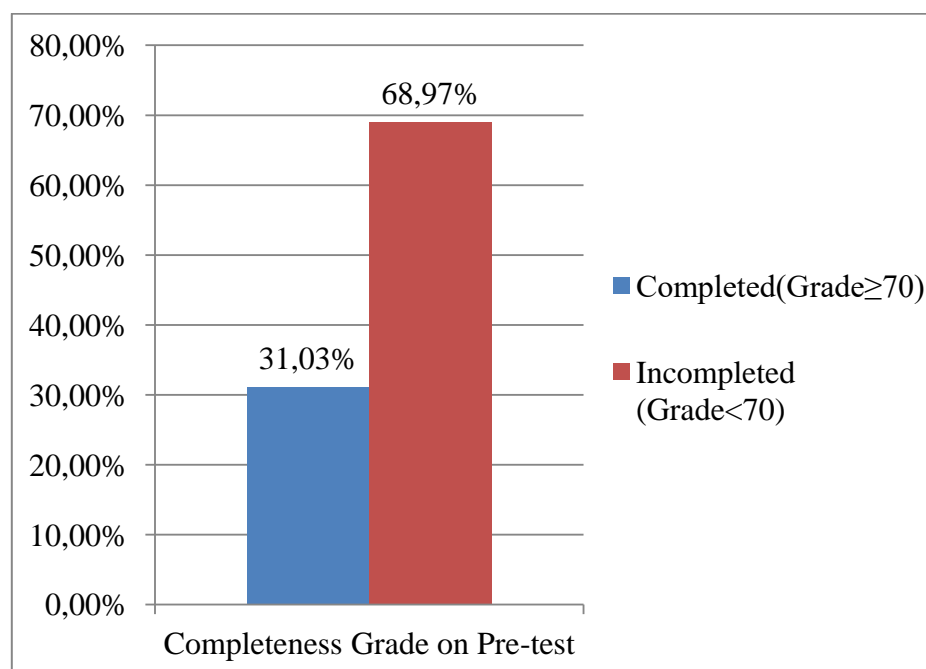
Source: The grade result of writing pre-test at the eleventh grade of MA Al Fatah Natar, March 23rd 2022.

Table 10
Frequency of Students' Grade in Pre-Test

No.	Grade	Frequency	Percentage	Explanation
1	≥ 70	9 students	31,03 %	Complete
2	< 70	20 students	68,97 %	Incomplete
	Total	29 students	100 %	

Source: The grade result of writing pre-test at the eleventh grade of MA Al Fatah Natar, March 23rd 2022.

Figure 7
The Percentage of the Students' Completeness Grade on Pre-test



Source: The grade result of writing pre-test at the eleventh grade of MA Al Fatah Natar, March 23rd 2022.

Based on the data above, it could be inferred that 20 students (68,97%) were not successful and 9 other students (31,03%) were successful. The successful students were those who got the MMC at MA Al Fatah Natar at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got an average of 61,93, so the result was unsatisfied. Therefore, the

researcher used Boxing-up strategy to improve the students writing ability.

b. Cycle I

1) Planning

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

2) Acting

a) The First Meeting

The first meeting was conducted on Thursday, March 24th, 2022 at 08.15 until 09.15 and followed by 29 students. The meeting was started by praying, greeting and checking the attendance list. In this stage, the condition of the class was effective because the collaborator handled the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came. The researcher explained that the used text in the teaching

learning was organized in the report form. The generic structure included general classification and description. The purpose of the text is to present information about something generally to the reader. Then, a student asked, “Mister, what is the example of report text?” The researcher answered, “the example of the report text such as natural phenomena, sport, animal, news, observation, etc”.

Moreover, in teaching report writing, the researcher implemented some procedures of Boxing-up strategy. The first, the researcher introduced the students about Boxing-up strategy. The second, the researcher divided fifteen pairs who sat on the same chair. The researcher and students discussed the benefit of the strategy. The third, the teacher described the direction for effective pair feedback, and gave the model to use Boxing-up strategy. Next, the researcher distributed the students’ worksheet, the writing topic of worksheet is *Kangaroo*. Each pair identified strategy steps elements in example report by filling the Boxing-up chart. The students in pair evaluated the identification result provided in the Boxing-up chart before developed idea to write a report text. Next, the students in pair developed the idea provided in boxing-up chart into a simple report writing. The students gave feedback to the result of Boxing-up writing in pair. After getting the feedback, the students revised their writing in pair.

In this stage, the students actively followed the teaching- learning process because they worked it with pairing, so they can discuss if they find the difficulties. However, there were still troubles faced with the students. Such as, some of the students were not confident to write the text by using Boxing-up chart because they were confused that their result true or false. In addition, the students were lack of desire in writing English text for some students, they lost the time to work.

b) The Second Meeting

The second meeting was conducted on Saturday, March 26th, 2022 at 10.15 until 11.15. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity continues by giving some explanation more about a report text on how to apply Boxing-up strategy.

Moreover, in teaching report writing, the researcher implemented some procedures of Boxing-up strategy. The first, the researcher introduced the students about Boxing-up strategy. The second, the researcher divided fifteen pairs who sat on the same chair. The researcher and students discussed the benefit of the strategy and pair helped step improving report writing in a pair. The third, the teacher described the direction for effective pair feedback, and gave the model to use Boxing-up strategy.

Next, the researcher distributed the students' worksheet. The writing topic of worksheet is *Rice*. Each pair identified Boxing-up strategy steps elements in example report by filling the Boxing-up chart. The students in pair evaluated the identification result provided in the Boxing-up chart before developed idea to write a report text. Next, the students in pair developed the idea provided in Boxing-up chart in to a simple report writing. The students gave feedback to the result of report writing in pair. After getting the feedback, the students revised their writing in pair.

In this stage, the students were actively following the teaching-learning process, because they worked it in pair, so they can discuss if they find the difficulties. Furthermore, their desire and motivation to write the report text in the second meeting are higher than those in the first meeting.

c) Post-Test I Activity

Then, on wednesday, March 30th 2022 at 10.15 until 11.15 the researcher conducted post-test 1, the researcher gave post-test of cycle I with a similar test on a pre-test before. Kind of the test was an essay test which consisted of 1 question item. The students were given some choices report text topics that include: *Basketball, Haji, and Asia Continent*. The result of the students' test in post-test I was better than test in pre-test before.

Table 11
Students' Post Test I Result

No.	Name of Students	Grade	Criteria
1.	AA	52	Incompleted
2.	AH	70	Completed
3.	ANL	60	Incompleted
4.	AS	75	Completed
5.	ASF	58	Incompleted
6.	ASS	65	Incompleted
7.	BNU	65	Incompleted
8.	CK	72	Completed
9.	DAK	77	Completed
10.	DM	78	Completed
11.	DS	60	Incompleted
12.	FY	55	Incompleted
13.	GJ	75	Completed
14.	KAA	75	Completed
15.	KC	74	Completed
16.	LA	60	Incompleted
17.	NA	70	Completed
18.	NF	72	Completed
19.	NO	60	Incompleted
20.	NPA	76	Completed
21.	OI	72	Completed
22.	PM	72	Completed
23.	SAR	72	Completed
24.	SF	64	Incompleted
25.	SK	75	Completed
26.	TA	56	Incompleted
27.	VA	58	Incompleted
28.	WH	60	Incompleted
29.	ZU	62	Incompleted
Total		1940	
Average		66,89	

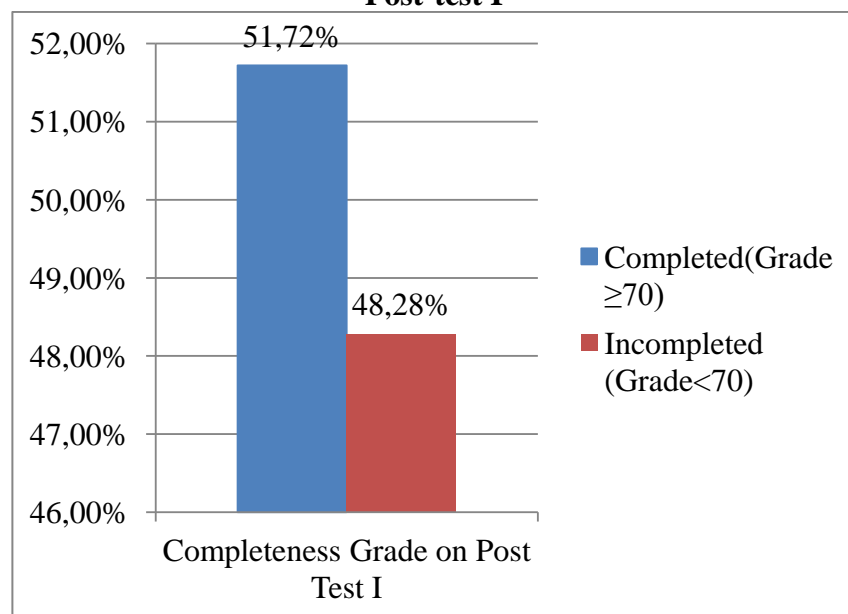
Source: The grade result of writing Post-test I at the eleventh grade of MA Al Fatah Natar, March 30th 2022.

Table 12
Frequency of students' grade in Post-test I

No.	Grade	Frequency	Percentage	Explanation
1.	≥ 70	15 students	51,72%	Complete
2.	< 70	14 students	48,28%	Incomplete
	Total	29 students	100 %	

Source: The grade result of writing Post-test I at the eleventh grade of MA Al Fatah Natar, March 30th 2022.

Figure 8
The Percentage of Students' Completeness Grade on Post-test I



Source: The grade result of writing Post-test I at the eleventh grade of MA Al Fatah Natar, March 30th 2022.

Based on the result above, it could be seen that 15 students (51,72%) got grade up to the standard and 14 students (48,28%) got grade less than the standard. It was higher than the result of pre-test. The criteria of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said success when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

3) Observing

In observation, the collaborator observed the students' activities. The researcher as a teacher gave material about writing text especially report text by using Boxing-up strategy. While the treatment was being executed, the students' activities during

learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students' learning activities were:

- a) Paying attention to the teacher's explanation.
- b) Asking or answering the teacher's question.
- c) Being active in class.
- d) Doing the task given by the teacher.
- e) Being active in group activity.

The result of the students' learning activities could be seen as follow:

Table 13
The Students' Learning Activities Observation in Cycle I

No	Name of students	The Indicator of Students' Learning Activities				
		Paying attention to the teacher's explanation	Asking or answering the teacher's question.	Being active in class	Doing the task given by the teacher	Being active in group activity
1.	AA	√	√	√	√	√
2.	AH	√	-	-	√	-
3.	ANL	√	-	-	√	√
4.	AS	√	-	-	√	-
5.	ASF	√		-	√	-
6.	ASS	√	√	√	√	√
7.	BNU	√	-	-	√	-
8.	CK	√	-	√	√	√
9.	DAK	√	-	-	√	-
10.	DM	-	√	√	√	-
11.	DS	√	-	-	√	-
12.	FY	√	-	-	√	√
13.	GJ	√	√	-	√	√
14.	KAA	-	-	-	√	√
15.	KC	-	-	-	√	-
16.	LA	√	-	√	√	√
17.	NA	√	-	-	√	-

No	Name of students	The Indicator of Students' Learning Activities				
		Paying attention to the teacher's explanation	Asking or answering the teacher's question.	Being active in class	Doing the task given by the teacher	Being active in group activity
18.	NF	√	-	-	√	-
19.	NO	-	-	-	√	√
20.	NPA	√	√	√	√	-
21.	OI	√	-	√	√	√
22.	PM	-	-	-	√	-
23.	SAR	-	-	-	√	√
24.	SF	√	√	√	√	-
25.	SK	√	-	-	√	√
26.	TA	√	-	-	√	-
27.	VA	-	√	-	√	√
28.	WH	√	√	√	√	√
29.	ZU	-	-	-	√	-

Source: The result grade of students' activities observation in cycle I at the eleventh grade of MA Al Fatah Natar

Table 14
The Frequency of Students' Activities in Cycle I

No.	Students Activities	Frequency	Percentage
1.	Paying attention to the teacher's explanation	21 students	72,41%
2.	Asking or answering the teacher's question	8 students	27,58%
3.	Being active in class	9 students	31,03%
4.	Doing the task given by the teacher	29 students	100%
5.	Being active in group activity	14 students	48,27%
Total Students		29	
Average of Percentage		55,85 %	

Source: The result grade of students' activities observation in cycle I at the eleventh grade at MA Al Fatah Natar, March 24th2022.

The table showed that not all the students' active in learning process. There were 21 students (72,41%) who gave attention to the teacher explanation. 8 students (27,58%) who asking and answer the teacher's question, 9 students (31,03%) who active in the class,

29 students (100%) doing the task give the teacher and 14 students (48,27 %) who active in group activity.

4) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved MMC of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between pre-test grade and post-test I grade was as follow:

Table 15
The Comparison Between Pre-test and Post-test I Grade
in Cycle I

No.	Name of Students	Pre-Test	Post Test I	Improving	Explanation
1.	AA	50	52	2	Improved
2.	AH	65	70	5	Improved
3.	ANL	57	60	3	Improved
4.	AS	72	75	3	Improved
5.	ASF	56	58	2	Improved
6.	ASS	62	65	3	Improved
7.	BNU	58	65	7	Improved
8.	CK	68	72	4	Improved
9.	DAK	75	77	2	Improved
10.	DM	74	78	4	Improved
11.	DS	56	60	4	Improved
12.	FY	52	55	3	Improved
13.	GJ	73	75	2	Improved
14.	KAA	75	75	0	Constant
15.	KC	72	74	2	Improved
16.	LA	51	60	9	Improved
17.	NA	53	70	17	Improved
18.	NF	55	72	17	Improved
19.	NO	54	60	6	Improved
20.	NPA	75	76	1	Improved
21.	OI	53	72	19	Improved
22.	PM	64	72	8	Improved
23.	SAR	71	72	1	Improved

No.	Name of Students	Pre-Test	Post Test I	Improving	Explanation
24.	SF	62	64	2	Improved
25.	SK	72	75	3	Improved
26.	TA	50	56	6	Improved
27.	VA	55	58	3	Improved
28.	WH	56	60	4	Improved
29.	ZU	60	62	2	Improved
Total		1796	1940		
Average		61,93	66,89		
Lowest Grade		50	52		
Highest Grade		75	78		

Source: The result of comparison students between Pre-test and post-test I atthe eleventh grade of MA Al Fatah Natar.

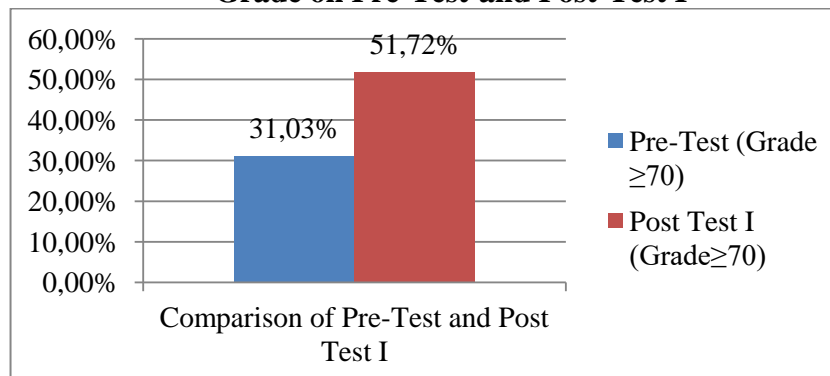
Table 16
The Comparison of Students' Pre-Test and Post-Test I

Grade	Pre-Test	Post-Test I	Explanation
≥ 70	9 students (31,03%)	15 students (51,72%)	Complete
< 70	20 students (68,97%)	14 students (48,28%)	Incomplete
Total	100%	100%	

Source: The result of comparison students between Pre-test and post-test I atthe eleventh grade of MA Al Fatah Natar.

Then, the graph of comparison students writing ability pre-test and post-test I grade in cycle I could be seen as follow:

Figure 9
The Comparison of Percentage of the Students' Completeness Grade on Pre-Test and Post-Test I



Source: The result of comparison students between Pre-test and post-test I atthe eleventh grade of MA Al Fatah Natar.

The table and the graphic above, in pre-test it could be seen that total from 29 students, it could be concluded that 31,03% or 9 students among the grade ≥ 70 students, achieved the MMC. Then the students did not achieve the MMC were 68,97% or 20 students among the grade < 70 . In post-test I, it could be concluded that 51,72% or 15 students among the grade ≥ 70 students, achieved the MMC. In addition, the students who did not achieve the MMC were 48,28 % or 14 students among grade < 70 . There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 75% of the total students must be passed the criteria.

Regarding the result of student's post-test I grade and the observation of student's activities in cycle I it caused of giving a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they did not get difficulties to answer the question and some students got failure in a test of cycle I. Therefore, the researcher had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

c. Cycle II

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

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in writing ability by report text with the strategy of Boxing-up.

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

2) Acting

a) The First Meeting

The first meeting was conducted on Thursday, March 31st 2022 at 10.15 until 11.15 followed by 29 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, explained the generic structure and tenses in the text.

Moreover, in teaching report writing, the researcher implemented some procedures of Boxing-up strategy. The first, the researcher introduced the students about Boxing-up strategy. The second, the researcher divided fifteen pairs who sat on the same chair. The researcher and students discussed the benefit of the strategy and pair helped step improving report writing in a pair. The third, the teacher described the direction for effective pair feedback, and gave the model to use Boxing-up strategy. Next, the researcher distributed the students' worksheet. The writing topic of worksheet is *Chess* to write report text. Each pair identified strategy steps elements in example report by filling the Boxing-up chart. The students in pair evaluated the identification result provided in the Boxing-up chart before developed idea to write a report text. Next, the students in pair developed the idea provided in Boxing-up chart in to a simple report writing. The students gave feedback to the result of report writing in pair. After getting the feedback, the students revised their writing in pair.

In this stage, the students were very active in following the lesson. It might be caused they could adapt the condition of the class. The students looked getting more spirit and enthusiasm in following the learning process. It was investigated from their activeness in the class. The good

condition of the environment of the class was very helpful in the teaching-learning process.

b) The Second Meeting

The second meeting was conducted on wednesday, April 6th 2022 at 10.15 until 11.15. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by giving some explanation more about a report text and how to apply Boxing-up strategy.

Moreover, in teaching report writing, the researcher implemented some procedures of Boxing-up strategy. The first, the researcher introduced the students about Boxing-up strategy. The second, the researcher divided fifteen pairs who sat on the same chair. The researcher and students discussed the benefit of the strategy and pair helped step improving report writing in a pair. The third, the researcher described the direction for effective pair feedback, and gave the model to use Boxing-up strategy.

Next, the researcher distributed the students' worksheet. The writing topic of worksheet is *Europe* to write report text. Each pair identified Boxing-up strategy steps elements in example report by filling the Boxing-up chart. The students in pair evaluated the identification result provided in the Boxing-

up chart before developed idea to write a report text. Next, the students in pair developed the idea provided in Boxing-up chart in to a simple report writing. The students gave feedback to the result of report writing in pair. After getting the feedback, the students revised their writing in pair.

In this stage, the students actively followed the teaching- learning process, because they worked it in pair, so they can discuss if they find the difficulties. In this meeting, the students were excited in the process of writing the report text. Furthermore, their desire and motivation to write the report text in the second meeting are higher than those in the first meeting.

c) Post-Test II activity

Then, on Saturday, April 9th 2022 at 10.15 until 11.15, the researcher conducted post-test II. The researcher gave post-test to the students. The kind of test was an writing test in the form of the essay test that asked the students to write report text. The students were given some choices report text topics that include: *Motor GP*, *Flooding*, *Indonesia*. In this meeting, almost all of the students could answer well. It could be seen from the result of post-test II. There were only 5 of 29 students got the grade under MMC.

Table 17
The Students' Post Test II grade

No.	Name of Students	Grade	Criteria
1.	AA	70	Complete
2.	AH	72	Complete
3.	ANL	65	Incomplete
4.	AS	75	Complete
5.	ASF	72	Complete
6.	ASS	72	Complete
7.	BNU	74	Complete
8.	CK	76	Complete
9.	DAK	78	Complete
10.	DM	82	Complete
11.	DS	70	Complete
12.	FY	67	Incomplete
13.	GJ	80	Complete
14.	KAA	76	Complete
15.	KC	75	Complete
16.	LA	63	Incomplete
17.	NA	74	Complete
18.	NF	72	Complete
19.	NO	75	Complete
20.	NPA	76	Complete
21.	OI	80	Complete
22.	PM	73	Complete
23.	SAR	76	Complete
24.	SF	68	Incomplete
25.	SK	80	Complete
26.	TA	66	Incomplete
27.	VA	70	Complete
28.	WH	72	Complete
29.	ZU	74	Complete
Total		2123	
Average		73,20	

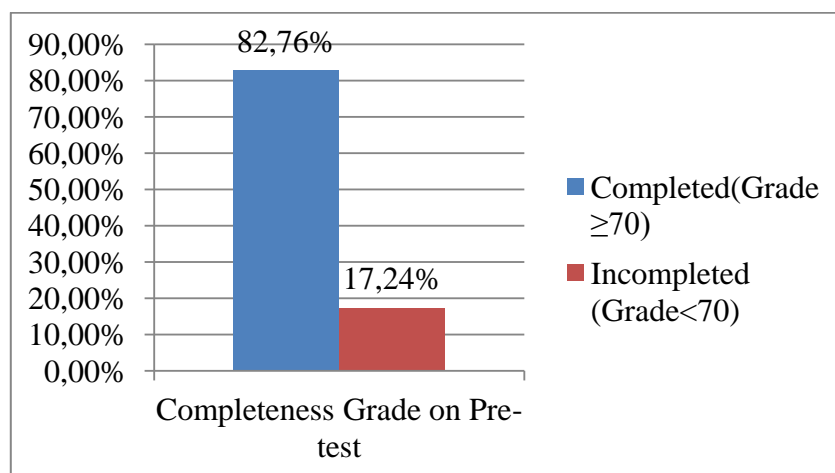
Source: The grade result of writing post-test II at the eleventh grade of MA Al Fatah Natar, April 9th 2022.

Table 18
The Frequency of Students' Grade in Post-Test II

No.	Grade	Frequency	Percentage	Explanation
1.	≥ 70	24 students	82,76%	Complete
2.	< 70	5 students	17,24 %	Incomplete
	Total	29 students	100 %	

Source: The grade result of writing pos-test II at the eleventh grade of MA Al Fatah Natar, April 9th 2022.

Figure 10
The Percentage of the Students' Completeness
Grade on Post-Test II



Source: The grade result of writing pos-test II at the eleventh grade of MA Al Fatah Natar, April 9th 2022.

Based on the result above, it could be inferred that 24 students (82,76%) were successful and 5 other students (17,24%) were unsuccessful. From the post test II results, the researcher got the average grade is 73,20. It was higher than post test I.

3) Observing

In this step, the researcher presented the material by Boxing-up strategy. In learning process, there were also five indicators used to know the students' activities like in learning process previously. Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The grade result of students' learning activities observation, as follow:

Table 19
The Students' Learning Activities Observation in Cycle II

No	Name of students	The Indicator of Students' Learning Activities				
		Paying attention to the teacher's explanation	Asking or answering the teacher's question.	Being active in class	Doing the task given by the teacher	Being active in group activity
1.	AA	√	√	√	√	√
2.	AH	√	-	√	√	-
3.	ANL	√	√	-	√	√
4.	AS	√	-	√	√	-
5.	ASF	√	√	√	√	√
6.	ASS	√	√	√	√	√
7.	BNU	-	√	√	√	-
8.	CK	√	-	√	√	√
9.	DAK	√	√	√	√	-
10.	DM	√	√	√	√	√
11.	DS	√	-	√	√	√
12.	FY	√	√	√	√	√
13.	GJ	√	√	√	√	√
14.	KAA	√	-	√	√	√
15.	KC	√	√	√	√	-
16.	LA	√	-	√	√	√
17.	NA	√	√	-	√	√
18.	NF	√	-	√	√	√
19.	NO	√	√	√	√	√
20.	NPA	√	√	√	√	-
21.	OI	√	√	√	√	√
22.	PM	√	√	-	√	√
23.	SAR	√	√	√	√	√
24.	SF	√	√	√	√	√
25.	SK	√	√	-	√	√
26.	TA	√	√	√	√	√
27.	VA	-	√	-	√	√
28.	WH	√	√	√	√	√
29.	ZU	√	√	√	√	√

Source: The grade result of students' activities in cycle II at the eleventh grade of MA Al Fatah Natar.

Table 20
The Frequency of Students' Activities in Cycle II

No.	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation.	27	93,1%
2	Asking or answering the teacher's question.	22	75,8%
3	Being active in class.	24	82,7%
4	Doing the task given by the teacher.	29	100%
5	Being active in group activity.	23	79,3
Total Students		29	
Average of Percentage		86,18%	

Source: The result grade of students' activities observation in cycle II at the eleventh grade at MA Al Fatah Natar

The table above showed that the students' activity in cycle II was increased. There were 27 students (93,1%) who gave attention to the teacher explanation. 22 students (75,8%) who asking and answer the teacher's question, 24 students (82,7%) who active in the class, 29 students (100%) doing the task give the teacher and 23 students (79,3 %) who active in group activity. The average of percentage from data above is 86,18%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 75\%$.

4) Reflecting

From the result of learning process in cycle II, the researcher analyzed that generally by using Boxing-up strategy, the writing ability would improve. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of

student's learning activities. The comparison between students post test I grade and post-test II grade could be compared on the following table.

Table 21
The Comparison between Post-Test I Grade and Post-Test II Grade

No.	Name of Students	Post Test I Grade	Post Test II Grade	Improving	Explanation
1.	AA	52	70	18	Improved
2.	AH	70	72	22	Improved
3.	ANL	60	65	5	Improved
4.	AS	75	75	0	Constant
5.	ASF	58	72	4	Improved
6.	ASS	65	72	7	Improved
7.	BNU	65	74	9	Improved
8.	CK	72	76	4	Improved
9.	DAK	77	78	1	Improved
10.	DM	78	82	4	Improved
11.	DS	60	70	10	Improved
12.	FY	55	67	12	Improved
13.	GJ	73	80	7	Improved
14.	KAA	75	76	1	Constant
15.	KC	72	75	3	Improved
16.	LA	51	63	12	Improved
17.	NA	53	74	21	Improved
18.	NF	55	72	17	Improved
19.	NO	54	75	21	Improved
20.	NPA	75	76	1	Improved
21.	OI	53	80	27	Improved
22.	PM	64	73	9	Improved
23.	SAR	71	76	5	Improved
24.	SF	62	68	6	Improved
25.	SK	72	80	8	Improved
26.	TA	50	66	16	Improved
27.	VA	55	70	5	Improved
28.	WH	56	72	16	Improved
29.	ZU	60	74	14	Improved
Total		1940	2123		
Average		66,89	73,20		
Lowest Grade		50	63		
Highest Grade		78	82		

Source: The result of comparison between post-test I and post-test II at the eleventh grade of MA Al Fatah Natar.

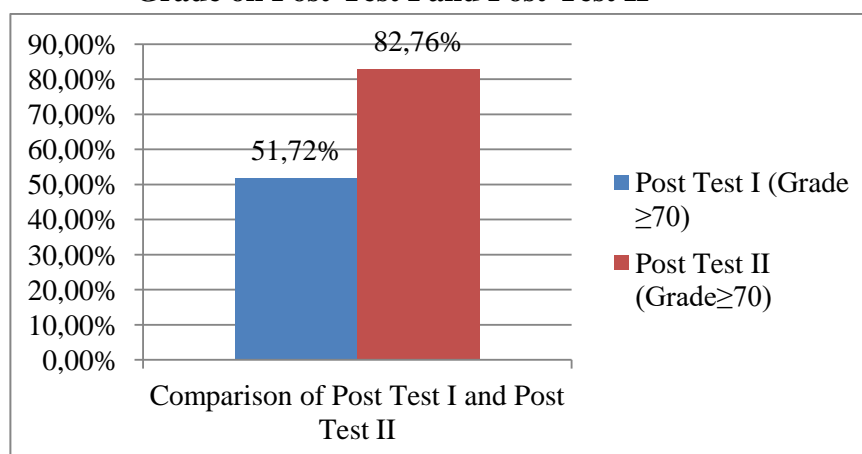
Table 22
The Comparison of Students' Grade in Post-Test I and Post-Test II

Grade	Post-Test I	Post-Test II	Explanation
≥ 70	51,72%	82,76%	Complete
< 70	48,28%	17,24 %	Incomplete
Total	100%	100%	

Source: The result of comparison students between post-test I and post-test II at the eleventh grade of MA Al Fatah Natar.

Then, the graph of comparison students writing report text post-test I and post-test II could be seen as follow:

Figure 11
The Comparison of Percentage of the Students' Completeness Grade on Post-Test I and Post-Test II



Source: The result of comparison students between post-test I and post-test II at the eleventh grade of MA Al Fatah Natar

From the table above, it could be seen that the grade of the students post-test II was various. The highest grade was 82 and the lowest grade is 63. The average grade of post-test II was 73,20. Besides, the percentages of students' successfulness of post-test II grade was 82,76% or 24 students of the total students passed MMC and 17,24% or 5 students did not pass the MMC. It means

that the indicator of success of this research had been achieved that was $\geq 75\%$ students got grade 70. It indicated that the students' writing was improved.

Regarding the result above, it could be inferred that this Classroom Action Research (CAR) was successful and would not be continued to the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Boxing-up strategy improves students ability in writing.

B. Discussion

The researcher chosen Boxing-up strategy to improve the students' ability in writing. This strategy was used to organize students' idea that made students more active in writing ability in learning English. There was improvement in students' learning activities using Boxing-up. Therefore, Boxing-up hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it could be shown that the use of Boxing-up strategy could improve the students' ability in writing. There was progress from the students got grade ≥ 70 from pre-test 31,03% or 9 students, post-test I 51,72% or 15 students and post-test II become 82,76% or 24 students. It was investigated that there was improvement in the students' complete grade and total of grade of the students who passed from pre-test, post-test I to post- test II.

Moreover, the MMC was 70 in this research, in the post-test I there was 15 students or 51,72% passed the test with the average 66,89 and the post-

test II was 24 students or 82,76% who passed the test with average 73,20. From the explanation, the researcher concludes that the research was successful.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the students' writing ability and learning activities could be improved through Boxing-up strategy at the eleventh grade of MA Al Fatah Natar. Some conclusion are outline as follow.

Boxing up strategy could improve writing ability at the eleventh grade of MA Al Fatah Natar. It could be seen on the progress from pre-test to cycle I and cycle II. The percentage of students' writing grade in pre-test 31,03%, and in post-test I 51,72%, meanwhile the percentage of students' writing grade in post-test II was 82,76%. It means that result of cycle II had already reached the indicator of success that was >75% of students fulfill the MMC.

Moreover, Boxing-up strategy could improve learning activity at the eleventh grade of MA Al Fatah Natar. It was investigated that the percentage of learning activity of cycle II was 86,18%. It means that Boxing-up strategy can improve the student's learning activity.

B. Suggestion

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

1. For the English Teacher

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

2. For the Students

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

3. For the Headmaster

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

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APPENDICES

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

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

Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.21 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks factual report dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang,	Teks ilmiah faktual (factual report) lisan dan tulis sederhana tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial <ul style="list-style-type: none"> • Fungsi sosial Memperoleh gambaran umum tentang tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, secara objektif dan ilmiah. • Struktur text (gagasan 	Mengamati <ul style="list-style-type: none"> - Menyalin dengan tulisan tangan yang rapi beberapa teks ilmiah faktual (factual report) lisan dan tulis sederhana tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI dari berbagai sumber, dengan menggunakan ejaan dan tanda baca 	KRITERIA PENILAIAN <ul style="list-style-type: none"> - Tingkat pemahaman fungsi sosial teks teks ilmiah faktual (factual report) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI. Tingkat kelengkapan dan keruntutan 	2 x 2 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal /transaksional dengan benar dan akurat • Contoh teks dari sumber

<p>benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain.</p> <p>4.21 Menyusun teks ilmiah faktual (factual report), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain.</p>	<p>utama dan informasi rinci)</p> <p>a. Menyebutkan jenis atau golongan dari obyek yang dipaparkan.</p> <p>b. Deskripsi obyek termasuk nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/ dilihat.</p> <ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> (1) Kosakata tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial yang diamati: banyak peristilahan ilmiah (2) Kata kerja keadaan be, have, look, need, breed, dll., dalam Simple Present tense, atau Simple Past tense jika sudah punah atau tidak ada lagi (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal (4) (5) Ucapan, tekanan kata, 	<p>dengan benar.</p> <p>Membaca dan mendengarkan teks ilmiah faktual (factual report) tersebut untuk memahami isi pesannya.</p> <ul style="list-style-type: none"> - Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari teks ilmiah faktual (factual report) tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks ilmiah faktual (factual report) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> - Secara kolaboratif, mencari dan mengumpulkan beberapa teks ilmiah faktual (factual report) lisan dan tulis sederhana tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di mata 	<p>pemahaman isi pesan teks ilmiah faktual (factual report) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial.</p> <ul style="list-style-type: none"> - Tingkat ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapian tulisan tangan. - Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan teks ilmiah faktual (factual report) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial. <p>CARA PENILAIAN:</p> <p>Sikap:</p> <p>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p>		<p>otentik</p> <ul style="list-style-type: none"> • Sumber dari internet
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	<p>intonasi (6) Ejaan dan tanda baca (7) Tulisan tangan</p> <ul style="list-style-type: none"> • Topik orang, binatang, benda, gejala dan peristiwa alam dan sosial yang terkait dengan mata pelajaran lain di Kelas XI 	<p>pelajaran di Kelas XI, dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> - Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks ilmiah faktual (factual report). - Membaca semua teks ilmiah faktual (factual report) lisan dan tulis sederhana tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> - fungsi sosial setiap teks - jenis atau golongan dari obyek yang dipaparkan nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/ dilihat - kosa kata, tata bahasa, ucapan, 	<p>Pengetahuan: Menganalisis isi pesan teks ilmiah faktual (factual report) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI.</p> <ul style="list-style-type: none"> -Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan teks ilmiah faktual (factual report) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial. •Membaca teks yang menuntut pemahaman tentang teks ilmiah faktual (factual report) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI. <p>Keterampilan:</p> <ul style="list-style-type: none"> •Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia atau bahasa Inggris 		
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		<p>tekanan kata, ejaan, tanda baca yang digunakan</p> <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> - Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks ilmiah faktual (factual report) yang telah dikumpulkan dari berbagai sumber tersebut di atas. - Memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks ilmiah faktual (factual report) yang mereka baca. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> - Menyampaikan beberapa teks ilmiah faktual (factual report) sederhana yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi teks ilmiah factual, dsb. 	<p>(jika mungkin) tentang pengalaman belajar menganalisis teks ilmiah faktual (factual report) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sesuai dengan konteks pembelajaran di mata pelajaran di Kelas XI, termasuk kemudahan dan kesulitannya.</p> <ul style="list-style-type: none"> • Kumpulan hasil analisis tentang beberapa teks ilmiah faktual (factual report) tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial yang telah dibuat. Lembar soal dan hasil tes 		
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		<ul style="list-style-type: none">- Berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.- Membicarakan permasalahan yang dialami dalam memahami teks ilmiah faktual (factual report) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia atau bahasa Inggris jika mungkin.			
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Mengetahui,

Guru Pengampu



Siti Ulyani, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA Al Fatah Natar
Mata Pelajaran : Bahasa Inggris Kelas/Semester
: XI/Genap
Materi Pokok : Teks Laporan (Report Text)
Alokasi Waktu : 4 x 30 Menit / 2 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 tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

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
3.22 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks factual report dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain.	1. Indikator KD pada KI Pengetahuan 3.22.1 Mengemukakan informasi tersurat/tersirat/rinci, pokok pikiran utama dari paragraf. 3.22.2 Menentukan struktur teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial 3.22.3 Menerapkan salah satu unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial
4.21 Menyusun teks ilmiah faktual (factual report),	melalui penggunaan

<p>lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain.</p>	<p>kalimat <i>Simple Present</i>.</p> <p>3.22.4 Menganalisis unsur kebahasaan teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial.</p> <p>2. Indikator KD pada KI Keterampilan</p> <p>4.21.1 Menyempurnakan paragraf yang telah diacak sebelumnya menjadi teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial</p> <p>4.21.2 Mengkomunikasikan / memodifikasi teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial dengan mempergunakan bahasa sendiri.</p> <p>4.21.3 Menulis teks laporan secara sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>
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C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks laporan (report text)
2. Memahami struktur teks laporan dalam memberi dan meminta informasi terkait peristiwa, gejala alam, benda atau olahraga.
3. Memahami unsur kebahasaan dari teks laporan dalam memberi dan meminta informasi terkait peristiwa, gejala alam, benda atau olahraga
4. Menyusun teks laporan terkait peristiwa, gejala alam, benda atau olahraga dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks penggunaannya

D. Materi Pembelajaran

Definition of Report Text

Report Text is a text that describe the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment is called a factual report. A report provides information by stating facts. It also often describe a class of things.

Social Function

To present information about something as it is.

Generic Structure

- a. General Classification
(It tells what the phenomenon under discussion is)
- b. Description
(It explains what the phenomenon under discussion is like in terms of (a) parts, (b) qualities, (c) habits or behavior, if living; uses, if non-natural.

Language Features

- a. Focus on general classification
- b. Using Relational Processes to state what is and which it is
- c. Using Simple Present Tense
- d. No temporal sequence

E. Strategi dan Metode Pembelajaran

1. Strategi : Boxing-up strategy
2. Metode : Penjelasan, diskusi, penugasan

F. Media, Alat dan Sumber Pembelajaran

1. Media
 - Worksheet atau lembar kerja (siswa)
 - Lembar penilaian

2. Alat
 - Spidol
 - Papan tulis
3. Sumber Belajar
 - Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, dengan judul *Pathway to English* penerbit Erlangga.
 - Sumber dari Internet

G. Kegiatan Pembelajaran

Pertemuan ke-1

<p>Kegiatan Pendahuluan (15 Menit)</p> <p>Orientasi</p> <ul style="list-style-type: none"> ✓ Melakukan pembukaan dengan salam dan do'a bersama. ✓ Memeriksa kehadiran peserta didik sebagai sikap disiplin. ✓ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Apersepsi</p> <ul style="list-style-type: none"> ✓ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. ✓ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ✓ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. ✓ Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>Pengertian report text, generic structure, contoh, dan penggunaanya</i> <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ✓ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
<p>Kegiatan Inti (55 Menit)</p>
<p>Mengamati (Observing)</p> <ul style="list-style-type: none"> ✓ Peserta didik membaca contoh report text. ✓ Guru menjelaskan materi tentang report text. ✓ Guru memperkenalkan kepada siswa tentang strategi Boxing-up

- ✓ Guru membagi lima belas pasangan yang duduk di kursi yang sama.
- ✓ Guru dan siswa mendiskusikan manfaat dari strategi dan pasangan membantu langkah meningkatkan penulisan report text.

Menanya (Questioning)

- ✓ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambaran materi yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : Mengajukan pertanyaan tentang materi : *fungsi sosial, struktur teks, dan unsur kebahasaan teks laporan*.

Mengumpulkan Informasi (Exploration)

- ✓ Peserta didik secara berpasangan mencari dan memahami report text lain dari berbagai sumber.

Menalar (Associating)

- ✓ Guru menjelaskan arah umpan balik pasangan yang efektif, dan memberikan model untuk menggunakan strategi Boxing-up.

Mencoba (Experimenting)

- ✓ Guru mendistribusikan worksheet yang berjudul “ *Kangaroo* ”
- ✓ Setiap pasangan mengidentifikasi elemen langkah strategi Boxing-up dalam report text contoh dengan mengisi bagan kolom Boxing-up strategi.
- ✓ Siswa berpasangan mengevaluasi hasil identifikasi yang disediakan dalam bagan Boxing-up strategi.
- ✓ Para siswa secara berpasangan mengembangkan ide yang disediakan dalam bagan Boxing-up menjadi sebuah penulisan teks laporan sederhana.

Mengkomunikasikan (Networking)

- ✓ Para siswa memberikan umpan balik terhadap hasil penulisan teks laporan yang dibuat secara berpasangan.
- ✓ Setelah mendapatkan umpan balik, para siswa merevisi tulisan mereka berpasangan.

Kegiatan Penutup(10 Menit)

Menyimpulkan

- ✓ Guru menyimpulkan materi tentang informasi terkait dengan report text.

Refleksi

- ✓ Guru menanyakan kepada peserta didik mengenai kegiatan pembelajaran yang telah berlangsung.

Umpan Balik

- ✓ Memberikan umpan balik terhadap kegiatan pembelajaran yang telah berlangsung.
- ✓ Memberikan penghargaan untuk materi pelajaran dan meminta informasi terkait tentang contoh teks laporan.

Pertemuan ke-2

Kegiatan Pendahuluan (15 Menit)

Orientasi

- ✓ Melakukan pembukaan dengan salam dan do'a bersama.
- ✓ Memeriksa kehadiran peserta didik sebagai sikap disiplin.
- ✓ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- ✓ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.
- ✓ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- ✓ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- ✓ Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :

Pengertian report ext, generic structure, contoh, dan penggunaanya

Pemberian Acuan

- ✓ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

Kegiatan Inti (55 Menit)

Mengamati (Observing)

- ✓ Peserta didik membaca contoh report text.
- ✓ Guru menjelaskan materi tentang report text.
- ✓ Guru memperkenalkan kepada siswa tentang Boxing-up strategy dalam pembelajaran menulis dalam Bahasa Inggris.
- ✓ Guru membagi lima belas pasangan yang duduk di kursi yang sama.
- ✓ Guru dan siswa mendiskusikan manfaat dari strategi dan pasangan membantu langkah meningkatkan penulisan naratif.

Menanya (Questioning)

✓ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : Mengajukan pertanyaan tentang materi : *fungsi sosial, struktur teks, dan unsur kebahasaan report text.*

Mengumpulkan Informasi (Exploration)

✓ Peserta didik secara berpasangan mencari dan memahami teks laporan lain dari berbagai sumber.

Menalar (Associating)

✓ Guru menjelaskan arah umpan balik pasangan yang efektif, dan memberikan model untuk menggunakan strategi Boxing-up.

Mencoba (Experimenting)

- ✓ Guru mendistribusikan worksheet yang berjudul “*Rice*”
- ✓ Setiap pasangan mengidentifikasi elemen langkah strategi Boxing-up dalam teks report contoh dengan mengisi bagan kolom Boxing-up.
- ✓ Siswa berpasangan mengevaluasi hasil identifikasi yang disediakan dalam bagan Boxing-up.
- ✓ Para siswa secara berpasangan mengembangkan ide yang disediakan dalam bagan Boxing-up menjadi sebuah penulisan teks report sederhana.

Mengkomunikasikan (Networking)

- ✓ Para siswa memberikan umpan balik terhadap hasil penulisan teks laporan berpasangan.
- ✓ Setelah mendapatkan umpan balik, para siswa merevisi tulisan mereka berpasangan.

Kegiatan Penutup(10 Menit)

Menyimpulkan

✓ Guru menyimpulkan materi tentang teks laporan dan meminta informasi terkait dengan hal tersebut.

Refleksi

✓ Guru menanyakan kepada peserta didik mengenai kegiatan pembelajaran yang telah berlangsung.

Umpan Balik

- ✓ Memberikan umpan balik terhadap kegiatan pembelajaran yang telah berlangsung.
- ✓ Memberikan penghargaan untuk materi pelajaran dan meminta informasi terkait tentang contoh teks laporan.

I. Rubrik Penilaian Writing

Writing Assesment

Content		
30-27	Excellent to very good	Knowledgeable, substantive-etc.
26-22	Good to average	Some knowledge of subject-adequate range-etc.
21-17	Fair to poor	Limited knowledge of subject, little substance-etc.
16-13	Very poor	Does not show knowledge of subject, non-substantive-etc.
Organization		
20-18	Excellent to very good	Ideas clearly stated-etc.
17-14	Good to average	loosely organized but main ideas stand out.
13-10	Fair to poor	an idea confused
9-7	Very poor	Does not communicate, no organization,
Vocabulary		
20-18	Excellent to very good	effective word/idiom choice and usage
17-14	Good to average	Adequate range, occasional errors of word/idiom from, choice, usage but meaning not obscured.
13-10	Fair to poor	frequent errors pf word/idiom from, choice, usage
9-7	Very poor	Essentially translation, little knowlege of English vocabulary.
Language Use		
25-22	Excellent to very good	Effective complex contruction
21-19	Good to average	Effective but simple contruction
18-11	Fair to poor	Major problems in simple/complex contructions etc.
10-5	Very poor	Virtully no mastery of sentence contruction rules.
Mechanics		
5	Excellent to very good	Demonstrates mastery of convenstions

4	Good to average	Frequent errors of spelling, punctuations.
3	Fair to poor	Frequents error of spelling, punctuations, capitalization.
2	Very poor	No mastery of conventions

The Criteria of Writing Students Grade

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

Mengetahui,
Guru Mata Pelajaran



Hyani, S.Pd

Natar, Maret 2022
Peneliti

Bayu Pamungkas

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA Al Fatah Natar
Mata Pelajaran : Bahasa Inggris Kelas/Semester
: XI/Genap
Materi Pokok : Teks Laporan (Report Text)
Alokasi Waktu : 4 x 30 Menit / 2 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 tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

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
3.21 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks factual report dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain.	3. Indikator KD pada KI Pengetahuan 3.21.1 Mengemukakan informasi tersurat/tersirat/rinci, pokok pikiran utama dari paragraf. 3.21.2 Menentukan struktur teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial 3.21.3 Menerapkan salah satu unsur kebahasaan dari teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial melalui penggunaan kalimat <i>Simple Present</i> .

<p>4.21 Menyusun teks ilmiah faktual (factual report), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain.</p>	<p>3.21.4 Menganalisis unsur kebahasaan teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial.</p> <p>4. Indikator KD pada KI Keterampilan</p> <p>4.21.3 Menyempurnakan paragraf yang telah diacak sebelumnya menjadi teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial</p> <p>4.21.4 Mengkomunikasikan / memodifikasi teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial dengan mempergunakan bahasa sendiri.</p> <p>4.21.3 Menulis teks laporan secara sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>
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C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks laporan (report text)
2. Memahami struktur teks laporan dalam memberi dan meminta informasi terkait peristiwa, gejala alam, benda atau olahraga.
3. Memahami unsur kebahasaan dari teks laporan dalam memberi dan meminta informasi terkait peristiwa, gejala alam, benda atau olahraga
4. Menyusun teks laporan terkait peristiwa, gejala alam, benda atau olahraga dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks penggunaannya

D. Materi Pembelajaran

Definition of Report Text

Report Text is a text that describe the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment is called a factual report. A report provides information by stating facts. It also often describe a class of things.

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To present information about something as it is.

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a. General Classification

(It tells what the phenomenon under discussion is)

b. Description

(It explains what the phenomenon under discussion is like in terms of (a) parts, (b) qualities, (c) habits or behavior, if living; uses, if non-natural.

Language Features

a. Focus on general classification

b. Using Relational Processes to state what is and which it is

c. Using Simple Present Tense

d. No temporal sequence

E. Strategi dan Metode Pembelajaran

1. Strategi : Boxing-up strategy
2. Metode : Penjelasan, diskusi, penugasan

F. Media, Alat dan Sumber Pembelajaran

1. Media
 - Worksheet atau lembar kerja (siswa)
 - Lembar penilaian

2. Alat
 - Spidol
 - Papan tulis
3. Sumber Belajar
 - Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, dengan judul Pathway to English penerbit Erlangga.
 - Sumber dari Internet

G. Kegiatan Pembelajaran

Pertemuan ke-1

<p>Kegiatan Pendahuluan (15 Menit)</p> <p>Orientasi</p> <ul style="list-style-type: none"> ✓ Melakukan pembukaan dengan salam dan do'a bersama. ✓ Memeriksa kehadiran peserta didik sebagai sikap disiplin. ✓ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Apersepsi</p> <ul style="list-style-type: none"> ✓ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. ✓ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ✓ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. ✓ Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>Pengertian report text, generic structure, contoh, dan penggunaanya</i> <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ✓ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
<p>Kegiatan Inti (55 Menit)</p>
<p>Mengamati (Observing)</p> <ul style="list-style-type: none"> ✓ Peserta didik membaca contoh report text. ✓ Guru menjelaskan materi tentang report text. ✓ Guru memperkenalkan kepada siswa tentang strategi Boxing-up

- ✓ Guru membagi lima belas pasangan yang duduk di kursi yang sama.
- ✓ Guru dan siswa mendiskusikan manfaat dari strategi dan pasangan membantu langkah meningkatkan penulisan report text.

Menanya (Questioning)

- ✓ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambaran materi yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : Mengajukan pertanyaan tentang materi : *fungsi sosial, struktur teks, dan unsur kebahasaan teks laporan.*

Mengumpulkan Informasi (Exploration)

- ✓ Peserta didik secara berpasangan mencari dan memahami report text lain dari berbagai sumber.

Menalar (Associating)

- ✓ Guru menjelaskan arah umpan balik pasangan yang efektif, dan memberikan model untuk menggunakan strategi Boxing-up.

Mencoba (Experimenting)

- ✓ Guru mendistribusikan worksheet yang berjudul “ *Chess* ”
- ✓ Setiap pasangan mengidentifikasi elemen langkah strategi Boxing-up dalam report text contoh dengan mengisi bagan kolom Boxing-up strategi.
- ✓ Siswa berpasangan mengevaluasi hasil identifikasi yang disediakan dalam bagan Boxing-up strategi.
- ✓ Para siswa secara berpasangan mengembangkan ide yang disediakan dalam bagan Boxing-up menjadi sebuah penulisan teks laporan sederhana.

Mengkomunikasikan (Networking)

- ✓ Para siswa memberikan umpan balik terhadap hasil penulisan teks laporan yang dibuat secara berpasangan.
- ✓ Setelah mendapatkan umpan balik, para siswa merevisi tulisan mereka berpasangan.

Kegiatan Penutup(10 Menit)

Menyimpulkan

- ✓ Guru menyimpulkan materi tentang informasi terkait dengan report text.

Refleksi

- ✓ Guru menanyakan kepada peserta didik mengenai kegiatan pembelajaran yang telah berlangsung.

Umpan Balik

- ✓ Memberikan umpan balik terhadap kegiatan pembelajaran yang telah berlangsung.
- ✓ Memberikan penghargaan untuk materi pelajaran dan meminta informasi terkait tentang contoh teks laporan.

Pertemuan ke-2

Kegiatan Pendahuluan (15 Menit)

Orientasi

- ✓ Melakukan pembukaan dengan salam dan do'a bersama.
- ✓ Memeriksa kehadiran peserta didik sebagai sikap disiplin.
- ✓ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi

- ✓ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya.
- ✓ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- ✓ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- ✓ Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :

Pengertian report ext, generic structure, contoh, dan penggunaanya

Pemberian Acuan

- ✓ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

Kegiatan Inti (55 Menit)

Mengamati (Observing)

- ✓ Peserta didik membaca contoh report text.
- ✓ Guru menjelaskan materi tentang report text.
- ✓ Guru memperkenalkan kepada siswa tentang Boxing-up strategy dalam pembelajaran menulis dalam Bahasa Inggris.
- ✓ Guru membagi lima belas pasangan yang duduk di kursi yang sama.
- ✓ Guru dan siswa mendiskusikan manfaat dari strategi dan pasangan membantu langkah meningkatkan penulisan naratif.

Menanya (Questioning)

- ✓ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya : Mengajukan pertanyaan tentang materi : *fungsi sosial, struktur teks, dan unsur kebahasaan report text.*

Mengumpulkan Informasi (Exploration)

- ✓ Peserta didik secara berpasangan mencari dan memahami teks laporan lain dari berbagai sumber.

Menalar (Associating)

- ✓ Guru menjelaskan arah umpan balik pasangan yang efektif, dan memberikan model untuk menggunakan strategi Boxing-up.

Mencoba (Experimenting)

- ✓ Guru mendistribusikan worksheet yang berjudul “*Europe*”
- ✓ Setiap pasangan mengidentifikasi elemen langkah strategi Boxing-up dalam teks report contoh dengan mengisi bagan kolom Boxing-up.
- ✓ Siswa berpasangan mengevaluasi hasil identifikasi yang disediakan dalam bagan Boxing-up.
- ✓ Para siswa secara berpasangan mengembangkan ide yang disediakan dalam bagan Boxing-up menjadi sebuah penulisan teks report sederhana.

Mengkomunikasikan (Networking)

- ✓ Para siswa memberikan umpan balik terhadap hasil penulisan teks laporan berpasangan.
- ✓ Setelah mendapatkan umpan balik, para siswa merevisi tulisan mereka berpasangan.

Kegiatan Penutup(10 Menit)

Menyimpulkan

- ✓ Guru menyimpulkan materi tentang teks laporan dan meminta informasi terkait dengan hal tersebut.

Refleksi

- ✓ Guru menanyakan kepada peserta didik mengenai kegiatan pembelajaran yang telah berlangsung.

Umpan Balik

- ✓ Memberikan umpan balik terhadap kegiatan pembelajaran yang telah berlangsung.
- ✓ Memberikan penghargaan untuk materi pelajaran dan meminta informasi terkait tentang contoh teks laporan.

I. Rubrik Penilaian Writing

Writing Assesment

Content		
30-27	Excellent to very good	Knowledgeable, substantive-etc.
26-22	Good to average	Some knowledge of subject-adequate range-etc.
21-17	Fair to poor	Limited knowledge of subject, little substance-etc.
16-13	Very poor	Does not show knowledge of subject, non-substantive-etc.
Organization		
20-18	Excellent to very good	Ideas clearly stated-etc.
17-14	Good to average	loosely organized but main ideas stand out.
13-10	Fair to poor	an idea confused
9-7	Very poor	Does not communicate, no organization,
Vocabulary		
20-18	Excellent to very good	effective word/idiom choice and usage
17-14	Good to average	Adequate range, occasional errors of word/idiom from, choice, usage but meaning not obscured.
13-10	Fair to poor	frequent errors pf word/idiom from, choice, usage
9-7	Very poor	Essentially translation, little knowlege of English vocabulary.
Language Use		
25-22	Excellent to very good	Effective complex contruction
21-19	Good to average	Effective but simple contruction
18-11	Fair to poor	Major problems in simple/complex contructions etc.
10-5	Very poor	Virtully no mastery of sentence contruction rules.
Mechanics		
5	Excellent to very good	Demonstrates mastery of convenstions

4	Good to average	Frequent errors of spelling, punctuations.
3	Fair to poor	Frequents error of spelling, punctuations, capitalization.
2	Very poor	No mastery of conventions

The Criteria of Writing Students Grade

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

Mengetahui,
Guru Mata Pelajaran



Chyani, S.Pd

Natar, Maret 2022
Peneliti

Bayu Pamungkas

STUDENT'S WORKSHEET

CYCLE 1

TEACHING 1

Name: 1. PIRDA MONIKA
2. ANISA ARSYA

Class : XI MIA²

1. Complete the figure of Boxing-up chart based on the topic of "Kangaroo" in pair !

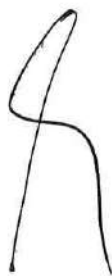
Boxing-up



<p>Beginning</p> <ul style="list-style-type: none">• Introduce what's being explained.• Include a hook to interest the reader;	<p>a kangaroo</p> <p>origin of kangaroo It's from Australia</p>
<p>Middle</p> <ul style="list-style-type: none">• Put key points in paragraph in logical order.• Link points clearly so the reader can see how one thing leads to another.• Include detail to make explanation clear.	<p>It has small front leg and it has long leg in the back.</p> <p>It can jump over 8 meter and run over 45 kilo meters perhour</p>

<p>End</p> <ul style="list-style-type: none"> • Include technical terms and explain if necessary. • Conclude explanation by rounding it off logically in a memorable way. 	<p>kangaroo includes marsupials animal a female kangaroo has a pocket for carrying her baby.</p>
---	--

2. Write a report text based on the information you write on the table of Boxing-up above in pair!



kangaroo

a kangaroo, animal mamalia kangaroo have a pocket for bringing her baby kangaroo live in the zoo, forest and in the open place: kangaroo has long leg in the back and small front leg. kangaroo biggest said great grey and small said red kangurus mature kangaroo have tall 1,6 m and weight 90 kg. kangaroo usually eat grass and plant. kangaroo live in australia kangaroo is wallaby animal kangaroo can jumping tall 3 m.

STUDENT'S WORKSHEET

CYCLE I

TEACHING 1

Name : Dwitika Sofiana
Jahra Ulfah Lutfianti

Class : XI IPA 2

1. Complete the figure of Boxing-up chart based on the topic of 'rice' in pair!

Boxing-up

<p>Beginning</p> <ul style="list-style-type: none">• Introduce what's being explained.• Include a hook to interest the reader.	<p>Rice</p> <p>organ bahwa its name of rice in latin language</p>
<p>Middle</p> <ul style="list-style-type: none">• Put key points in paragraph in logical order.• Link points clearly so the reader can see how one thing leads to another.• Include detail to make explanation clear.	<p>Its a staple food of Indonesia</p> <ul style="list-style-type: none">- contain of carbohy drate <p>Can be made for many kind of food</p> <p>easy to plant many country sini cocorange</p> <p>It can grow. leave for long time</p>

<p>End</p> <ul style="list-style-type: none"> • Include technical terms and explain if necessary. • Conclude explanation by rounding it off logically in a memorable way. 	<p>Become more clever</p> <p>Become more of humble</p> <p>Its the philosophy of rice</p>
---	--

2. Write a report text based on the information you write on the table of Boxing-up above in pair!



Rice

Rice is a plant that live in ricefield, the grains colours are white its latin name is *Oryza sativa* it commonly harvested once a years

Rice is staple food of Indonesia it contains of carbohydrates it can be made many kind of food it is easy to plant

Many countries in asia consumed it many countries in south east asia region are as major resources of rice they export to other countries African even ev of the world it can save for a long time

STUDENT'S WORKSHEET

CYCLE 2

TEACHING 1

Name : Anggun Sahlima
Arsyah Nurul Lathifah

Class : XI MIA 2

1. Complete the figure of Boxing-up chart based on the topic of "Chess" in pair!

Boxing - up

<p>Beginning</p> <ul style="list-style-type: none">• Introduce what being explained;• Include a hook to interest the reader;	<p>Chess</p> <p>a board game, white and black, it is played two players</p>
<p>Middle</p> <ul style="list-style-type: none">• Put key points in paragraph in logical order.• Link points clearly so the reader can see how one thing leads to another.• Include detail to make explanation clear.	<p>each player has sixteen pieces, They are one king, one queen, two knights, two bishops, two rooks, and eight pawn, each piece move differently</p>



End	The player will be win if the player checkmate to another player
• Include technical terms and explain if necessary.	
• Conclude explanation by rounding it off logically in a memorable way.	

2. Write a report text based on the information you write on the table of Boxing-up above in pair!

Chess

Chess is a board game that is played two players

In this game, one player will be win if player

"checkmate" another player. In chess board, they are

two colours to differ one player and the opponent

The colours are black and white.

In chess game, each player has sixteen pieces

They are one king, one queen, two bishop, two knights,

two rooks and eight pawns. The most powerful piece

is queen and the least powerful is pawn. Each

piece moves differently.

In the addition in checkmate, the player will be

win when the opponent's king cannot move to

another grid, it is called "checkmate" it is mean the player wins the game.

<p>End</p> <ul style="list-style-type: none"> • Include technical terms, and explain if necessary. • Conclude explanation by rounding it off logically in a memorable way. 	<ul style="list-style-type: none"> - Seasons in Europe - Language in Europe - Developed and developing countries in Europe.
--	--

2. Write a report text based on the information you write on the table of Boxing-up in pair!

..... europe

.....
europe is a continent, it is the second smallest continent
.....
in the world after australia. It is bordered atlantic
.....
ocean to the west, Asia to the east, arctic ocean to
.....
the north and mediteranian sea to the south.
.....

.....
the origin name of europe is taken from greek
.....
mythology, europa was a phoenician princess. one
.....
view from the ancient elements "eurus" it is mean
.....
wide, broad. europe would mean "wide-gazing".
.....

.....
europe has area 10 million square kilometers,
.....
or 6.8% of land area of the earth, making it the
.....
second smallest continent from seven continent in
.....
the earth. Europe had total population of about 746
.....

STUDENT'S WORKSHEET

CYCLE 2

TEACHING 2

Name : Dwitika Sofiana
Zahra Ulfa

Class : ~~XI~~ Mia 2

1. Complete the figure of Boxing-up chart based on the topic of "Europe" in pair!

Boxing - up

<p>Beginning</p> <ul style="list-style-type: none">• Introduce what being explained;• Include a hook to interest the reader;	<ul style="list-style-type: none">- Europe- Location of Europe- origia name of europe
<p>Middle</p> <ul style="list-style-type: none">• Put key points in paragraph in logical order.• Link points clearly so the reader can see how one thing leads to another.• Include detail to make explanation clear.	<ul style="list-style-type: none">- Large of Europe- Population of Europe- number of countries in Europe- big and small countries in Europe

<p>End</p> <ul style="list-style-type: none"> • Include technical terms and explain if necessary. • Conclude explanation by rounding it off logically in a memorable way. 	<ul style="list-style-type: none"> - Seasons in Europe - Language in Europe - Developed and developing countries in Europe.
---	--

2. Write a report text based on the information you write on the table of Boxing-up in pair!

Europe

Europe is a continent, it is the second smallest continent in the world after Australia. It is bordered Atlantic Ocean to the west, Asia to the east, Arctic Ocean to the north and Mediterranean Sea to the south.

The origin name of Europe is taken from Greek mythology, Europa was a Phoenician princess. One view from the ancient elements "eurus" it is mean wide, broad. Europe would mean "wide-gazing".

Europe has area 10 million square kilometers, or 6.8% of land area of the earth, making it the second smallest continent from seven continents in the earth. Europe had total population of about 746

million in 2018. It is mean 10% of world population.

There are 50 countries in Europe, the biggest country is Russia and smallest country is Vatican.

In Europe, there are four seasons, they are Spring, Summer, autumn, and winter other the seasons, in Europe there are 24 official languages including English, French and German, the developed countries in Europe are like England, French, Italy and developing countries are Romania, Slovakia and Estonia.

**LIST OF PRESENCE
PRE-TEST**

No.	Name	Checklist
1.	Annisa Arsyah	✓
2.	Anggun Hanafia	✓
3.	Aisyah Nurul L	✓
4.	Anggun Sahlima	✓
5.	Arini Syafilla	✓
6.	Aura Assyafiya	✓
7.	Bilqis Nabila U.	✓
8.	Chysa Khumairoh	✓
9.	Dewi Ayu K.N	✓
10.	Dinatun M.	✓
11.	Dwitia Sofiana	✓
12.	Fitriyani	✓
13.	Gita Jaliyanti	✓
14.	Kafka Anisa A.	✓
15.	Kurnia Citra	✓
16.	Lailatul Putri Azzahra	✓
17.	Nur Alya	✓
18.	Nadya Olyvia	✓
19.	Naina Fatma	✓
20.	Nurul Puji Astuti	✓
21.	Olga Imeila	✓
22.	Pirda Monika	✓
23.	Syifa Ainur Rama	✓
24.	Salsabilatul Fitri	✓
25.	Sabila Khoirunnisa	✓
26.	Tasa Astuti	✓
27.	Vinanda Aklima	✓
28.	Wiwin Handayani	✓
29.	Zahra Ulfa	✓

**LIST OF PRESENCE
POST-TEST I**

No.	Name	Checklist
1.	Annisa Arsyah	✓
2.	Anggun Hanafia	✓
3.	Aisyah Nurul L	✓
4.	Anggun Sahlima	✓
5.	Arini Syafilla	✓
6.	Aura Assyafiya	✓
7.	Bilqis Nabila U.	✓
8.	Chysa Khumairoh	✓
9.	Dewi Ayu K.N	✓
10.	Dinatun M.	✓
11.	Dwitia Sofiana	✓
12.	Fitriyani	✓
13.	Gita Jaliyanti	✓
14.	Kafka Anisa A.	✓
15.	Kurnia Citra	✓
16.	Lailatul Putri Azzahra	✓
17.	Nur Alya	✓
18.	Nadya Olyvia	✓
19.	Naina Fatma	✓
20.	Nurul Puji Astuti	✓
21.	Olga Imeila	✓
22.	Pirda Monika	✓
23.	Syifa Ainur Rama	✓
24.	Salsabilatul Fitri	✓
25.	Sabila Khoirunnisa	✓
26.	Tasa Astuti	✓
27.	Vinanda Aklima	✓
28.	Wiwin Handayani	✓
29.	Zahra Ulfa	✓

**LIST OF PRESENCE
POST-TEST II**

No.	Name	Checklist
1.	Annisa Arsyah	✓
2.	Anggun Hanafia	✓
3.	Aisyah Nurul L	✓
4.	Anggun Sahlina	✓
5.	Arini Syafilla	✓
6.	Aura Assyafiya	✓
7.	Bilqis Nabila U.	✓
8.	Chysa Khumairoh	✓
9.	Dewi Ayu K.N	✓
10.	Dinatun M.	✓
11.	Dwitia Sofiana	✓
12.	Fitriyani	✓
13.	Gita Jaliyanti	✓
14.	Kafka Anisa A.	✓
15.	Kurnia Citra	✓
16.	Lailatul Putri Azzahra	✓
17.	Nur Alya	✓
18.	Nadya Olyvia	✓
19.	Naina Fatma	✓
20.	Nurul Puji Astuti	✓
21.	Olga Imeila	✓
22.	Pirda Monika	✓
23.	Syifa Ainur Rama	✓
24.	Salsabilatul Fitri	✓
25.	Sabila Khoirunnisa	✓
26.	Tasa Astuti	✓
27.	Vinanda Aklima	✓
28.	Wiwin Handayani	✓
29.	Zahra Ulfa	✓

**TABLE OF TEST SPECIFICATION
PRE – TEST**

Outcomes to Assess		Item Types (with Item numbers)	
Content Standard	Indicator	Essay Test	Total Points
4.21 Compose factual scientific texts (factual reports), oral and written, simple, about people, animals, objects, natural and social phenomena and events, related to other subjects	4.21.3 Writing report texts simply by paying attention to social functions, text structures, and linguistic elements, correctly and in context	Please write a report text that consists of 3 paragraphs based on one of the following topics: a. Football b. Volcanic Eruption c. Earth	0-100
Total Point			100

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at the eleventh grade of MA Al Fatah Natar

**TABLE OF TEST SPECIFICATION
POST- TEST 1**

Outcomes to Assess		Item Types (with Item numbers)	
Content Standard	Indicator	Essay Test	Total Points
4.21 Compose factual scientific texts (factual reports), oral and written, simple, about people, animals, objects, natural and social phenomena and events, related to other subjects	4.21.3 Writing report texts simply by paying attention to social functions, text structures, and linguistic elements, correctly and in context	Please write a report text that consists of 3 paragraphs based on one of the following topics: a. Basketball b. Hajj c. Asia Continent	0-100
Total Point			100

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at the eleventh grade of MA Al Fatah Natar

**TABLE OF TEST SPECIFICATION
POST-TEST 2**

Outcomes to Assess		Item Types (with Item numbers)	
Content Standard	Indicator	Essay Test	Total Points
4.21 Compose factual scientific texts (factual reports), oral and written, simple, about people, animals, objects, natural and social phenomena and events, related to other subjects	4.21.3 Writing report texts simply by paying attention to social functions, text structures, and linguistic elements, correctly and in context	Please write a report text that consists of 3 paragraphs based on one of the following topics: a. Motor GP b. Flooding c. Indonesia	0-100
Total Point			100

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at the eleventh grade of MA Al Fatah Natar

PRE-TEST

WRITING TEST

60

Name : Zahra Ulfah L.....

Class : XI MIA².....

Student's Number : 39.....

Please write a report text based on one of the following topics:

a. Football

b. Volcanic Eruption

c. Earth

Content	: 18
Organization	: 13
Vocabulary	: 15
Language Use	: 12
Mechanics	: 2
<hr/>	
	60

Earth

Earth is a planet where humans live and thrive

Earth is the third planet in the solar system.

Earth is sometimes called the world or planet earth.

Earth consists of land and sea. the land area consists of 30% of the earth's surface and the ocean area consists of 70% of the earth's surface.

Earth was formed about 4.5 billion years ago, and life has appeared on its surface at least about 3.5 billion years ago. earth is home to millions of living things, including humans. the earth's mineral resources and other products contribute to providing resources



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PRE-TEST

WRITING TEST

Name : pirda Monika

Class : XI MIA²

Student's Number : 19

Please write a report text based on one of the following topics:

- a. Football
- b. Volcanic Eruption
- c. Earth

Content : 17
 Organization : 15
 Vocabulary : 15
 Language use : 15
 mechanics : 2

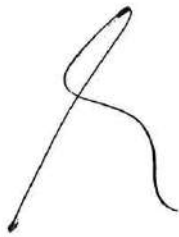
 64

Earth

generic :
Classification

earth is a live of human in the world.
 The world live all of human gathering, searching
 eating, growing, and praying, world to consist
 of land, stand, sand, wood, and with other.
 in the world very much garden, tree, and
 with other.

description : in the world often occur accident to
 consist of, flood, wind, tornado and with other
 word is have sun to shine world and to
 dry clothes and there are other. in the
 world very much human live socialization.
 live and to farm, building scheme for
 pleasure live.



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POST TEST 1

WRITING TEST

Name : Zahra ulfah L.

Class : XI MIA²

Student's Number : 29

Please write a report text based on one of the following topics:

a. Basketball

b. Hajj

c. Asia Continent

Content : 18

Organization : 13

Vocabulary : 13

Language use : 15

Mechanics : 3

Asia is the largest continent.

On earth, Asia covers 8.7% of the earth's surface area and 30% of the earth's land area. The continent of Asia is the continent with the most populous population on earth with 60% of the human population with more than 4 billion people living in Asia.

Asia is bordered by the continents Africa and Europe to the west, the Pacific Ocean to the east, the Arctic Ocean to the north and the Indian Ocean to the south.

Asia is divided into several regions, namely West Asia, South Asia, East Asia, Central Asia and Southeast Asia.

The number of countries in Asia is 48 countries.

62

Given its size and diversity, the concept of Asia
the name goes back to classical times — may
actually have more to do with human geography
than physical geography. Asia is very diverse and
within each region are ethnic groups, cultures,
environments, economies, historical relationships and
systems.

72

POST TEST 1

WRITING TEST

Name : Pirda monika

Class : XI IPA 2

Student's Number : 12

Please write a report text based on one of the following topics:

a. Basketball

b. Hajj

c. Asia Continent

Content : 20
Organization : 16
Vocabulary : 15
Language use : 17
mechanics : 9

72

Asia Continent

Asia continent have four part the first ~~the~~ west asia
the second east asia, the third south east asia
south asia, in asia have much season there
season is ~~is~~ rain season, spring, warm season
autumn, and each others. Asia have organization
biggest in the world organization that is
Asean. In ~~the~~ ever year sometimes asean
to arrange a match as football, badminton
and eatch, Asia as country have
human much in the world.

73

POST TEST 2

WRITING TEST

Name : Pirda Monika

Class : XI MIA 2

Student's Number : 22

Please write a report text based on one of the following topics:

a. Motor GP

b. Flooding

c. Indonesia

Content :	20
Organization :	17
Vocabulary :	14
Language use :	17
Mechanics :	3
<hr/>	
	73

Indonesia

Indonesia is country biggest the asia number

three, indonesia jakarta capital, in jakarta

have monas (national monument). in indonesia

have much temple there are borobudur temple

prambanan temple, Mendut temple, hindu temple

and each, Animal populer in indonesia as

elephant, komodo, sumatra tiger, cendrawasih bird

Indonesia have culture variety in tradition

clothes, ~~tradition~~ lang. culture language, tradition

weapon, tradition house and each.

Indonesia have many variety food as



Junk food, ~~street~~ street food, Fast food, traditional
food that soo delicious. Name president
of Indonesia is Jokowi dodo he building
tol street in the every city. he always
give human bicycle to human that can answer
he question but it sometimes if he be
socialization in the area.

79

POST TEST 2

WRITING TEST

Name : Zahra Ulpani L.

Class : XI MIA²

Student's Number : 29

Content : 19
Organization : 18
Vocabulary : 16
Language use : 17
Mechanics : 3

Please write a report text based on one of the following topics:

a. Motor GP

(b) Flooding

c. Indonesia

Flood is natural disaster → the place of file 79

events that occur when excessive water flows submerge land. Flooding can be defined as a temporary submergence

by water on land that is not normally submerged in water.

In the sense of "flowing water", this word can also

mean the influx of tides. Flooding is caused by the

volume of water in a body of water such as a river or lake

that overflows or overflows from a dam so that water comes out of the river.

Floods can also occur in rivers, when the flow exceeds

the capacity of the waterways, especially in river beds.

Flood often result in damage to houses and shops built



On natural river ~~the~~ floodplains although flood damage can be avoided by moving away from rivers and other bodies of water, people live and work near the water to earn a living and take advantage of the low costs and smooth travel and trade near ~~the~~ water. humans continuing to settle in flood prone areas is proof that the ~~the~~ value of staying near water outweighs the costs of periodic flood damage.


 The steps that must be taken to ~~minimize~~ minimize flooding are to manage watersheds from upstream to downstream in an integrated manner according to the function of the land establish a monitoring and early warning system in areas that are frequently affected by flooding install pumps and wave barriers for areas lower than sea level. do not build houses on the banks of the river and do not throw garbage in the river.

TABLE OF STUDENTS' SCORE OF WRITING ABILITY

PRE-TEST

SCHOOL : MA AL FATAH NATAR

SUBJECT : ENGLISH

MMC : 70

CLASS : XI IPA 2

No.	Name	Content	Organization	Vocabulary	Language Use	Mechanics	Total
1.	AA	16	11	11	10	2	50
2.	AH	18	13	14	17	3	65
3.	ANL	17	15	11	12	2	57
4.	AS	20	17	16	16	3	72
5.	ASF	16	11	12	14	3	56
6.	ASS	16	15	15	14	2	62
7.	BNU	17	15	13	11	2	58
8.	CK	18	16	15	17	2	68
9.	DAK	22	15	15	20	3	75
10.	DM	21	15	15	20	3	74
11.	DS	16	13	11	14	2	56
12.	FY	16	12	12	10	2	52
13.	GJ	20	15	15	20	3	73
14.	KAA	20	16	16	20	3	75
15.	KC	20	15	14	20	3	72
16.	LA	16	12	11	10	2	51
17.	NA	16	12	12	11	2	53
18.	NF	17	13	12	11	2	55
19.	NO	16	13	12	11	2	54
20.	NPA	20	16	16	20	3	75
21.	OI	16	12	12	11	2	53
22.	PM	17	15	15	15	2	64
23.	SAR	20	16	16	16	3	71
24.	SF	17	15	14	14	2	62
25.	SK	20	16	16	17	3	72
26.	TA	16	11	11	10	2	50
27.	VA	16	11	14	12	2	55
28.	WH	17	11	14	12	2	56
29.	ZU	18	13	15	12	2	60
Total Score							1796
Average							61,93
Highest Score							75
Lowest Score							50

TABLE OF STUDENTS' SCORE OF WRITING ABILITY

POST TEST 1

SCHOOL : MA AL FATAH NATAR

SUBJECT : ENGLISH

MMC : 70

CLASS : XI IPA 2

No.	Name	Content	Organization	Vocabulary	Language Use	Mechanics	Total
1.	AA	17	12	11	10	2	52
2.	AH	20	13	16	18	3	70
3.	ANL	17	17	11	13	2	60
4.	AS	21	18	17	16	3	75
5.	ASF	18	11	12	14	3	58
6.	ASS	18	15	15	14	2	65
7.	BNU	17	15	15	15	3	65
8.	CK	10	17	16	18	2	72
9.	DAK	23	16	15	20	3	77
10.	DM	21	15	16	22	4	78
11.	DS	18	13	11	16	2	60
12.	FY	18	13	12	10	2	55
13.	GJ	20	16	16	20	3	75
14.	KAA	18	17	17	20	3	75
15.	KC	22	15	14	20	3	74
16.	LA	18	14	13	12	3	60
17.	NA	20	18	16	15	3	70
18.	NF	20	17	17	15	3	72
19.	NO	18	14	13	12	3	60
20.	NPA	22	17	17	17	3	76
21.	OI	22	16	15	15	4	72
22.	PM	20	16	15	17	4	72
23.	SAR	20	16	15	18	3	72
24.	SF	18	14	14	15	3	64
25.	SK	24	15	15	17	4	75
26.	TA	16	12	12	14	2	56
27.	VA	16	13	13	14	2	58
28.	WH	18	13	13	14	2	60
29.	ZU	18	13	13	15	3	62
Total Score							1040
Average							66,89
Highest Score							78
Lowest Score							52

TABLE OF STUDENTS' SCORE OF WRITING ABILITY

POST TEST 2

SCHOOL : MA AL FATAH NATAR

SUBJECT : ENGLISH

MMC : 70

CLASS : XI IPA 2

No.	Name	Content	Organization	Vocabulary	Language Use	Mechanics	Total
1.	AA	20	15	15	17	3	70
2.	AH	21	15	15	18	3	72
3.	ANL	18	14	14	16	3	65
4.	AS	22	16	16	18	3	75
5.	ASF	21	15	15	18	3	72
6.	ASS	20	16	15	18	3	72
7.	BNU	22	16	15	18	3	74
8.	CK	22	16	15	19	4	76
9.	DAK	23	16	15	20	4	78
10.	DM	25	17	16	20	4	82
11.	DS	20	15	15	17	3	70
12.	FY	18	15	15	16	3	67
13.	GJ	23	17	16	20	4	80
14.	KAA	21	17	16	18	4	76
15.	KC	20	17	16	18	4	75
16.	LA	16	14	14	16	3	63
17.	NA	19	17	16	18	4	74
18.	NF	18	17	16	17	4	72
19.	NO	20	18	16	17	4	75
20.	NPA	20	18	16	18	4	76
21.	OI	22	18	16	20	4	80
22.	PM	20	17	14	17	3	73
23.	SAR	20	17	15	18	4	76
24.	SF	17	14	15	16	3	68
25.	SK	22	17	16	19	4	80
26.	TA	16	17	14	16	3	66
27.	VA	17	18	15	17	3	70
28.	WH	18	18	15	17	3	72
29.	ZU	19	18	16	17	3	74
Total Score							2123
Average							73,20
Highest Score							82
Lowest Score							63

**OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES
CYCLE 1**

No.	Students' Name	The Indicator of Students' Learning Activities				
		Paying attention to the teacher's explanation	Asking or answering the teacher's question.	Being active in class.	Doing the task given by the teacher	Being active in group activity
1.	AA	√	√	√	√	√
2.	AH	√	-	-	√	-
3.	ANL	√	-	-	√	√
4.	AS	√	-	-	√	-
5.	ASF	√	-	-	√	-
6.	ASS	√	√	√	√	√
7.	BNU	√	-	-	√	-
8.	CK	√	-	√	√	√
9.	DAK	√	-	-	√	-
10.	DM	-	√	√	√	-
11.	DS	√	-	-	√	-
12.	FY	√	-	-	√	√
13.	GJ	√	√	-	√	√
14.	KAA	-	-	-	√	√
15.	KC	-	-	-	√	-
16.	LA	√	-	√	√	√
17.	NA	√	-	-	√	-
18.	NF	√	-	-	√	-
19.	NO	-	-	-	√	√
20.	NPA	√	√	√	√	-
21.	OI	√	-	√	√	√
22.	PM	-	-	-	√	-
23.	SAR	-	-	-	√	√
24.	SF	√	√	√	√	-
25.	SK	√	-	-	√	√
26.	TA	√	-	-	√	-
27.	VA	-	√	-	√	√

No.	Students' Name	The Indicator of Students' Learning Activities				
		Paying attention to the teacher's explanation	Asking or answering the teacher's question.	Being active in class.	Doing the task given by the teacher	Being active in group activity
28.	WH	√	√	√	√	√
29.	ZU	-	-	-	√	-
Total		21	8	9	29	14

Note:

- Tick (√) for each positive activity
- Percentage of Student's activities
- 1. The students pay attention of teacher's explanation = 72,41%
- 2. The students ask and answer question = 27,58%
- 3. The students are active in class = 31,03%
- 4. The students are able to do the task = 100%
- 5. The students are active in group activity = 48,27%



Natar, March 2022
The Researcher

Bayu Pamungkas

**OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES
CYCLE 2**

No.	Students' Name	The Indicator of Students' Learning Activities				
		Paying attention to the teacher's explanation	Asking or answering the teacher's question.	Being active in class.	Doing the task given by the teacher	Being active in group activity
1.	AA	√	√	√	√	√
2.	AH	√	-	√	√	-
3.	ANL	√	√	-	√	√
4.	AS	√	-	√	√	-
5.	ASF	√	√	√	√	√
6.	ASS	√	√	√	√	√
7.	BNU	-	√	√	√	-
8.	CK	√	-	√	√	√
9.	DAK	√	√	√	√	-
10.	DM	√	√	√	√	√
11.	DS	√	-	√	√	√
12.	FY	√	√	√	√	√
13.	GJ	√	√	√	√	√
14.	KA A	√	-	√	√	√
15.	KC	√	√	√	√	-
16.	LA	√	-	√	√	√
17.	NA	√	√	-	√	√
18.	NF	√	-	√	√	√
19.	NO	√	√	√	√	√
20.	NPA	√	√	√	√	-
21.	OI	√	√	√	√	√
22.	PM	√	√	-	√	√
23.	SAR	√	√	√	√	√
24.	SF	√	√	√	√	√
25.	SK	√	√	-	√	√
26.	TA	√	√	√	√	√
27.	VA	-	√	-	√	√

No.	Students' Name	The Indicator of Students' Learning Activities				
		Paying attention to the teacher's explanation	Asking or answering the teacher's question.	Being active in class.	Doing the task given by the teacher	Being active in group activity
28.	WH	√	√	√	√	√
29.	ZU	√	√	√	√	√
Total		27	22	24	29	23

Note:

- Tick (√) for each positive activity
 - Percentage of Student's activities
1. The students pay attention of teacher's explanation = 93,1%
 2. The students ask and answer question = 73,8%
 3. The students are active in class = 82,7%
 4. The students are able to do the task = 100%
 5. The students are active in group activity = 86,18%



Natar, April 2022
The Researcher

Bayu Pamungkas

Observation Sheet of Teacher Activities

Cycle 1

No.	Teaching Activity	Good	Fair	Low
1.	The teacher introduces to the students about what being explained in Boxing-up strategy chart.	✓		
2.	The teacher describes the direction how to make text by using boxing up strategy.		✓	
3.	The teacher describes about the benefits of strategy and how to improve student's writing by using Boxing-up strategy.	✓		
4.	The teacher gives students keywords in chart and asks students to make text by using the keywords.	✓		
5.	The teacher asks students to make paragraphs by including the hooks to interest the reader.		✓	
6.	The teacher asks the students to put key points in their text in logical order.	✓		
7.	The teacher asks the students to link points clearly in their text so the reader can see how one thing leads to another.		✓	
8.	The teacher asks the students The teacher asks the students to include detail to make explanation clear.		✓	

No.	Teaching Activity	Good	Fair	Low
9.	The teacher asks to the students to write paragraph that include technical terms and explain if necessary.	✓		
10.	The teacher asks to the students to write paragraph that conclude explanation by rounding it off logically in a memorable way.		✓	

Natar, March 2022

Collaborator



Siti Ulyani, S.Pd

Observation Sheet of Teacher Activities

Cycle 2

No.	Teaching Activity	Good	Fair	Low
1.	The teacher introduces to the students about what being explained in Boxing-up strategy chart.	✓		
2.	The teacher describes the direction how to make text by using boxing up strategy.	✓		
3.	The teacher describes about the benefits of strategy and how to improve student's writing by using Boxing-up strategy.		✓	
4.	The teacher gives students keywords in chart and asks students to make text by using the keywords.		✓	
5.	The teacher asks students to make paragraphs by including the hooks to interest the reader.	✓		
6.	The teacher asks the students to put key points in their text in logical order.	✓		
7.	The teacher asks the students to link points clearly in their text so the reader can see how one thing leads to another.		✓	
8.	The teacher asks the students The teacher asks the students to include detail to make explanation clear.		✓	

No.	Teaching Activity	Good	Fair	Low
9.	The teacher asks to the students to write paragraph that include technical terms and explain if necessary.	✓		
10.	The teacher asks to the students to write paragraph that conclude explanation by rounding it off logically in a memorable way.	✓		

Natar, April 2022

Collaborator



Siti Ulyani, S.Pd

Document Sheet

No.	Aspect of Documentation Sheet	Available	Unavailable
1.	Profil of MA Al Fatah Natar	✓	
2.	The building condition and school facilities in MA Al Fatah Natar	✓	
3.	The quantity of students at MA Al Fatah Natar	✓	
4.	Location sketch	✓	
5.	The condition of teachers and staffs	✓	



Collaborator

Siti Ulyani, S.Pd

Natar, March 2022

The Reseacher

Bayu Pamungkas

Field Note Table

No.	Date	Note
1.	Wednesday, 23/3/2022 (pre-test)	In pre test, the researcher came to the class. Firstly, He introduced himself and explained his purpose. Furthermore, He gave a test to the students to make writing in report text. And student chose topic about football, volcanic eruption or earth.
2.	Thursday, 29/3/2022 (cycle 1 - meeting 1)	In this day, the researcher explained about Boxing-up strategy and how to use Boxing-up strategy to improve students' writing ability, after that the researcher tried to make test for students in writing by using boxing up strategy on the topic kangaroo.
3.	Saturday, 26/3/2022 (cycle 1 - meeting 2)	In second meeting in cycle 1, the researcher tried again to explain Boxing-up strategy to the students. This is expected to make students understand more about the use of Boxing-up strategy in writing.
4.	Wednesday, 30/3/2022 (post test 1)	In this day, The researcher gave the students post test 1. This aimed to see the students' ability in writing report text after previously explained about Boxing-up strategy.

5.	Thursday, 31/3/2022 (cycle 2 Meeting 1)	In first meeting in cycle 2, The researcher tried to explained Boxing up strategy in Writing report text, in this case the researcher took a theme with the title "Chess".
6.	Wednesday, 6/4/2022 (cycle 2 Meeting 2)	In this day, the researcher distributed the student worksheet with the topic "Europe". The students used Boxing-up strategy to write report text with the title "Europe".
7.	Saturday, 9/4/2022 (post test 2)	In this stage, the researcher gave post test 2 to the students, the students were given some choices report text topics, they are : Motor GP, Flooding and Indonesia.

Collaborator



Siti Ulyani, S.Pd

The Reseacher

Bayu Pamungkas

DOCUMENTATION



DOCUMENTATION



DOCUMENTATION





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

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-447/In.28/S/U.1/OT.01/05/2022**

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

Nama : BAYU PAMUNGKAS
NPM : 1501070230
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 1501070230

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, 18 Mei 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**

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

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

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini menerangkan bahwa :

Nama : Bayu Pamungkas
NPM : 1501070230
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

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

Metro, 15 Mei 2022
Ketua Jurusan TBI



Andianto, M.Pd.

NIP/1987 1102 201503 1 004



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

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

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

Nomor : B-0973/In.28/D.1/TL.00/03/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA AL FATAH NATAR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0974/In.28/D.1/TL.01/03/2022, tanggal 22 Maret 2022 atas nama saudara:

Nama : **BAYU PAMUNGKAS**
NPM : 1501070230
Semester : 14 (Empat Belas)
Jurusan : *Tadris Bahasa Inggris*

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA AL FATAH NATAR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS WRITING ABILITY BY USING BOXING-UP STRATEGY AMONG THE ELEVENTH GRADE OF MA AL FATAH NATAR, SOUTH LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 22 Maret 2022
Wakil Dekan Akademik dan
Kelembagaan,



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

SURAT TUGAS

Nomor: B-0974/In.28/D.1/TL.01/03/2022

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

Nama : **BAYU PAMUNGKAS**
NPM : 1501070230
Semester : 14 (Empat Belas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA AL FATAH NATAR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS WRITING ABILITY BY USING BOXING-UP STRATEGY AMONG THE ELEVENTH GRADE OF MA AL FATAH NATAR, SOUTH LAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

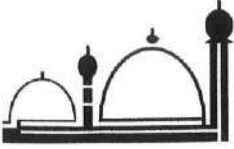
Dikeluarkan di : Metro
Pada Tanggal : 22 Maret 2022

Wakil Dekan Akademik dan
Kelembagaan,



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





**PONDOK PESANTREN ISLAM SHUFFAH HIZBULLAH
MADRASAH ALIYAH (MA) AL-FATAH**

NSM:131218010034 | NPSN:10816244 | TERAKREDITASI B

Muhajirun, Negararatu, Natar, Lampung Selatan 35362 Tel/Fax (0721) 91136
website:www.alfatah.net | e-mail:mas.alfatanatar@gmail.com

Nomor : 107/BLS/MA/SFH/IV/2022

Lampiran : -

Perihal : Perizinan Mengadakan Research

Kepada Yth

Bapak / Ibu Ketua

Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri Metro

Di

Tempat

السلام عليكم ورحمة الله وبركاته

Sesuai surat Permohonan Melaksanakan Penelitian dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro nomor : B-0973/In.28/D.1/TL.00/03/2022.

Kami memberikan izin bagi mahasiswa :

Nama : BAYU PAMUNGKAS

NPM : 1501070230

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : IMPROVING STUDENTS WRITING ABILITY BY USING BOXING UP STRATEGY AMONG THE ELEVENTH GRADE AT MA AL FATAH.

Untuk mengadakan penelitian di MA Al-Fatah Natar.

Demikian Surat ini kami buat untuk dipergunakan sebagaimana mestinya.

والسلام عليكم ورحمة الله وبركاته

NATAR, 04 April 2022

Yang menerangkan,

Kepada MAS AL-FATAH



Amir Natar S.Pd.I

IMPROVING STUDENTS' WRITING ABILITY BY USING BOXING-UP STRATEGY AMONG THE ELEVENTH GRADE OF MA AL FATAH NATAR, SOUTH LAMPUNG

by Bayu Pamungkas 1501070230

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

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

Nama : Bayu Pamungkas
NPM : 1501070230

Jurusan : TBI
Semester : XIII

No	Hari/ Tanggal	Pembimbing	Hal yang dibicarakan	Tanda Tangan
1.	7/1/2022	✓	- lengkapi problem formu. lain sesuai judul dan diberi (*). - tambahkan "to improve" pada the objective of study. - Jelaskan apa beda penelitianmu dgn prof reseval	
2.	Rabu, 19/1/2022	✓	ACC Bab I	
3.	Jumat 21/1/2022	✓	- Tambahkan narasi pada stepsof boxing up. - Tambahkan advantuges and disadvantages	
4.	Senin 24/1/2022	✓	ACC BAR 2	
5.	Senin 24/1/2022	✓	- Tampilkan model CAR dari ahlinya. - Tambahkan Bibliografi	
6.	Jumat 28/1/2022	✓	ACC seminar proposal	

Diketahui :
Kepala Jurusan TBI

Andianto, M.Pd
NIP. 1971102201503 004

Dosen Pembimbing

Drs. Kuryani, M.Pd
NIP. 196202151995031001



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IAIN METRO

Nama : Bayu Pamungkas
NPM : 1501070230

Jurusan : TBI
Semester : XIV

No	Hari/ Tanggal	Pembimbing	Hal yang dibicarakan	TandaTangan
1	7/3/2022	✓	Bimbingan APD	
2	11/3/2022	✓	ACC APD	

Diketahui :
Kepala Jurusan TBI

Andianto, M.Pd
NIP.1971102201503 004

Dosen Pembimbing

Drs. Kuryani, M.Pd
NIP. 196202151995031001



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IAIN METRO

Nama : Bayu Pamungkas
NPM : 1501070230

Jurusan : TBI
Semester : XIV

No	Hari/ Tanggal	Pembimbing	Hal yang dibicarakan	TandaTangan
1.	Selasa, 12/4/22	✓	Bimbingan Bab <u>IV</u> dan <u>V</u>	
2.	Senin 25/4/22	✓	Bimbingan skripsi Bab <u>IV</u> dan <u>V</u>	
3.	Kamis 28/4/22	✓	ACC Munafosyah	

Diketahui :
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Dosen Pembimbing

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CURRICULUM VITAE



The name of writer is Bayu Pamungkas. He was born in Rejosari, on March 18 1994. He is the fourth child of Mr. Jumakir and Mrs. Mudinah. He enrolled at Elementry School 4 Rejosari in 2000-2006. After that, He continued to Junior High School 1 Natar in 2006-2009.

Moreover, He continued to Madrasah Aliyah Al fatah Natar in 2009 – 2012. In 2015, He registered as S-1 student of English Education Department of IAIN Metro.