

AN UNDERGRADUATE THESIS

**IMPROVING STUDENTS WRITING ABILITY BY USING SPELLING
BOXES STRATEGY AT THE SEVENTH
GRADERS OF MTS NURUL HUDA BATANGHARI
EAST LAMPUNG IN ACADEMY YEAR OF 2020/2022**

By:

AHMAD CAHYONO

Student Number: 1501070216



TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H / 2022 M

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Presented as Partial Fufillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

English Education Department

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APPROVAL PAGE

Title : **IMPROVING WRITING ABILITY BY USING SPELLING BOXES WORDS LEARNING STRATEGY AT THE SEVENTH GRADES OF MTS NURUL HUDA BATANGHARI EAST LAMPUNG**

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Metro, May 19th 2022
The Head of English Education Department


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NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold munaqosyah**

To:
The Honorable the Head of Tarbiyah Department
of State Institute for Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

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

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Title : **IMPROVING WRITING ABILITY BY USING
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THE SEVENTH GRADES OF MTS NURUL HUDA
BATANGHARI EAST LAMPUNG**

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

Wassalamu'alaikumWr.Wb

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NOTA DINAS

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Dekan Fakultas Tarbiyah dan Ilmu Keguruan
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Di-
tempat

AssalamualaikumWr.Wb.

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Judul Skripsi : **IMPROVING WRITING ABILITY BY USING SPELLING BOXES WORDS LEARNING STRATEGY AT THE SEVENTH GRADES OF MTS NURUL HUDA BATANGHARI EAST LAMPUNG**

Sudah kami setuju dan dapat diajukan untuk di-munaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalmu'alaikumWr.Wb

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RATIFICATION PAGE

B-3285/m.28.1/D/PP-00.9/06/2022

An Undergraduate Thesis entitled IMPROVING WRITING ABILITY BY USING SPELLING BOXES WORDS LEARNING STRATEGY AT THE SEVENTH GRADERS OF MTS NURUL HUDA BATANGHARI EAST LAMPUNG Written by: Ahmad Cahyono, Student Number 1501070216, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, Juni 16th 2021 at 10:00– 12:00 a.m.

BOARD OF EXAMINERS

Chairperson : Andianto, M.Pd

Examiner I : Dr. Ahmad Subhan Roza, M.Pd

Examiner II : Yeasy Agustina, M.Pd

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The Dean of Tarbiyah and Teaching Training Faculty


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**IMPROVING STUDENTS WRITING ABILITY BY USING SPELLING
BOXES STRATEGY AT THE SEVENTH
GRADERS OF MTS NURUL HUDA BATANGHARI
EAST LAMPUNG IN ACADEMY YEAR OF 2020/2022**

ABSTRACT

By:

AHMAD CAHYONO

The purpose of this study was to determine whether the use of spelling box can improve writing skills and learning activities in seventh grade students of MTs Nurul Huda Batanghari East Lampung. The problems raised by the researchers in this study were related to the ability to understand writing. This is based on problem identification which explains that students have low motivation to learn English, especially writing, they have poor writing skills, and they are also not interested in the methods used in class. They always feel bored during English class.

Furthermore, this type of research is a classroom follow-up study (CAR) which was conducted in two cycles. Each cycle consists of planning, action, observation and reflection. The object of this research is the students' reading ability. In collecting data, researchers used tests, observations, documentation and field notes. This research was conducted with a seventh grade English teacher at MTs Nurul Huda Batanghari, East Lampung.

Keywords: *Writing descriptive text, spelling box*

**MENINGKATKAN KEMAMPUAN MENULIS SISWA DENGAN
MENGUNAKAN STRATEGI KOTAK EJAAN PADA KELAS TUJUH
GRADER MTS NURUL HUDA LAMPUNG TIMUR DI TAHUN
AKADEMIK 2020/2022**

ABSTRAK

OLEH :

AHMAD CAHYONO

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan kotak ejaan dapat meningkatkan kemampuan menulis dan aktifitas pembelajaran pada siswa kelas tujuh MTs Nurul Huda Batanghari Lampung Timur. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan pemahaman dalam menulis. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi yang rendah untuk belajar bahasa Inggris khususnya menulis, mereka mempunyai kemampuan menulis yang kurang, dan mereka juga tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu merasa bosan pada saat kelas bahasa Inggris.

Selanjutnya, jenis penelitian ini adalah penelitian tindak kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan membaca siswa. Dalam pengumpulan data, peneliti menggunakan test, observasi, dokumentasi dan catatan lapangan. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa inggris kelas tujuh MTs Nurul Huda Batanghari Lampung Timur di tahun ajaran 2020/2022.

Kata Kunci : *Kemampuan Pemahaman Menulis text deskriptif, kotak ejaan*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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Faculty : Tarbiyah and Teacher Training

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

Metro, 27 April 2021
The Writer,



Ahmad Cahyono
St. N. 1501070216

ORISINALITAS PENELITIAN

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

Metro, 27 April 2021

Penulis,



Ahmad Cahyono
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MOTTO

وَلَمَنْ صَبَرَ وَغَفَرَ إِنَّ ذَلِكَ لَمِنْ عَزْمِ الْأُمُورِ

" But those who try and forgive, verily (deeds) such are the real things
." (QS Asy-Syuura: 43)

ACKNOWLEDGEMENTS

In the name of god Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. Allah has given His gift to the researcher that he could accomplish this Undergraduate thesis. May Shalawat and Salam always be given to our prophet Muhammad SAW, who has brought us from the darkness to the lightness in the world.

This undergraduate thesis is entitled “Improving Writing Ability By Used Spelling Boxes Words Learning Strategy At The Seventh Graders of MTs Nurul Huda Batanghari East Lampung In Academy Year Of 2020/2022”.

The writer would like to express his sincere gratitude to his sponsor Andianto, M.Pd that have guided him to give understanding and motivation in the process of completing this undergraduate thesis. His gratitude also goes to:

1. Dr. Hj. Siti Nurjanah, M.Ag. The Rector of State Institute for Islamic Studies of Metro (IAIN Metro).
2. Dr. Zuhairi, M.Pd as the dean of the Tarbiyah and Teacher Training Faculty.
3. Mr. Andianto, M.Pd. the Head of English Education Department.
4. Mr. Yusuf, and Mrs. Suharti, as my parent, my beloved younger sister (Nurtitiani), Thank you so much for your best support, financial and your pray in finishing this undergraduate thesis.

5. All lecturers of English Education Department who have taught and educated the researcher during her study at IAIN Metro.
6. His beloved Friends in English Education Department.

As human being the researcher realized that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes he has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, 8 Mei 2022

The Writer.

A stylized, handwritten signature in black ink, appearing to be the name 'Ahmad Cahyono'.

AHMAD CAHYONO
St.N: 1501070216

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CHAPTER I

INTRODUCTION

A. Background of Study

English is an important language to be learned because it becomes an international language. Almost elementary school up to high school need compulsory subjects. It means that English has an important position so the Indonesian students need to learn English as well as possible. English influences our daily life, many sectors need English as the prerequisites. For example, English is widely used in mass media and oral communication as means of exchanging information including science, education and technology reasons. In Indonesia, English is the first foreign language. It is taught from elementary school as an alternative.

Moreover, there are four important skills that students have to master in English. They are speaking, reading, listening and writing. Furthermore, the students have to master English components such as vocabulary, grammar, spelling and pronunciation. In current curriculum, writing is the most difficult subject in English.

Writing is universally acknowledged is inseparable part in human life. In everyday living, writing activities are greatly needed. For instance, people often include in sending message, making shopping note and sending letter. In addition, writing is one of the urgences in the term of skill representing the knowledge of writer through various textual media. It can be seen within journals, articles, books, and so forth. It is clear that writing always exist as a

communication mean which has different unique kinds. Based on the problems above, the researcher got the data of the students English writing which was be shown below: Spelling boxes is one on strategy that use a box as a media in teaching learning activity to improve writing ability at the eleventh graders. In other spelling boxes same as scrabble game activity.

On July 28th, 2020, the researcher had done to pra survey at the eleventh grade of MTs Nurul Huda, and the researcher get the data such us: there many student have less interested to write descriptive text because the students do not know how to write descriptive text. Students have less idea to write in descriptive text. Students also have low motivation in English subject, especially in writing descriptive text. So, they are not interested to learning English.

Tabel 1

Pre survey Data of Students' English Writing Descriptive Score

NO	Students Code	Criteria of The Score					TOTAL	Note ≥70
		C	O	V	L	M		
1	AA	21	10	13	18	3	65	Incompleted
2	ABS	17	11	7	13	4	52	Incompleted
3	AC	21	15	14	12	4	66	Incompleted
4	AE	22	17	13	20	5	77	Completed

5	AN	17	10	12	5	2	46	Incompleted
6	AR	21	14	10	11	4	60	Incompleted
7	CS	17	9	13	11	2	52	Incompleted
8	CYP	18	13	11	13	3	58	Incompleted
9	CO	23	17	14	17	4	75	Completed
10	DMM	22	10	14	11	4	61	Incompleted
11	ES	20	11	10	12	2	55	Incompleted
12	FA	16	9	12	11	2	50	Incompleted
13	FH	13	12	9	11	2	47	Incompleted
14	HN	22	18	17	14	4	75	Completed
15	IW	21	12	10	13	3	59	Incompleted
16	IKS	22	17	14	17	3	73	Completed
17	KN	16	11	9	9	2	47	Incompleted
18	LS	21	8	10	10	3	42	Incompleted
19	MS	17	8	7	8	2	42	Incompleted
20	NSS	20	17	14	15	4	70	Completed
21	NRY	17	7	7	9	2	42	Incompleted
22	PZS	17	7	11	17	3	55	Incompleted
23	RP	15	7	12	8	2	44	Incompleted
24	RG	16	12	7	10	3	48	Incompleted
25	RO	15	13	7	8	3	46	Incompleted

26	RH	22	17	17	16	4	76	Completed
27	SS	21	17	15	18	4	75	Completed
28	TW	17	11	11	11	2	52	Incompleted
29	UPS	21	14	10	11	4	60	Incompleted
30	WER	22	14	17	13	4	70	Completed
High Score							77	
Lowest Score							42	
Average							58	

Tabel 2

The students' score result

At the seventh graders of MTs Nurul Huda

	Grade	Category	Frequency	Percentage
1.	≥ 70	Completed	8	26.67%
2.	< 70	Incompleted	22	73.33%
Total			30	100%

Source : Ledger of the English Teacher of MTs Nurul Huda, taken on July, 28th 2020.

The table above represents that only 8 students from 30 students get good score (completed) in descriptive writing. The minimum mastery criteria (KKM) for English in MTs Nurul Huda is ≥ 70 . It can be seen that 22 students belong to be Incompleted for the score < 70 and only 8 students can

do well in descriptive writing. It can be explained that 22 students have low writing abilities..

Based on the statement above, the researcher was conduct a research in “Improving the Descriptive Writing ability speelling boxes at the Eleventh Grade Students of MTs Nurul Huda East Lampung.

B. Problem Identification

Referring to the background of the study above, the researcher would like to assume that there are some problems as follows:

1. The students have low motivation in English subject, especially in Writing Descriptive Text.
2. The students do not know how to write Descriptive Text writing.
3. The students have lees idea to write Descriptive Text.

C. Problem Limitation

Based on the problem identification above, there are several student problems. In this research, the researcher focused on the students do not know how to write in Descriptive Text writing and The students have low motivation in English subject.

D. Problem Formulation

Regarding to the problem limitation above, the researcher would like to identify the problem formulation as follows “Can speelling boxes improve the students’ descriptive text writing ability at the eleventh grade of MTs Nurul Huda ?”.

E. The Objectives and Benefits of the Study

1. The Objective of The Study

The objective of the study is to know whether students' writing descriptive after used spelling boxes at the eleventh grade of MTs Nurul Huda.

2. Benefits of The Study

a. For Students

The researcher expects that the result of this research as positive contribution for students to improve their writing ability, as the guided to give knowledge about writing ability to the students. Then they more understand about writing.

b. For English Teacher

This research hopefully can improve the reseacher's skill in teaching learning process, especially in teaching writing. This research as learning model which can involve the students being active in English learning process, as the input for the English teacher to help the students interested in English learning process.

c. For Another Researcher

This research hopefully becomes one of the prior research in the another research. This research was be expect to be one of the reference for future researchers who would be seek to improve writing ability teaching the application the spelling boxes strategy.

F. Prior Research

The researcher will show the previous studies that is in line with this research entitled *Improving Students Ability By Using Spelling Boxes At The Elementary School Of Cikupa Tangerang*. This thesis is written by M. Hudzaifah dan Bahra (2009). The results of the study show that eight most common errors of students' writing were: how to write , word forms, capital letters, punctuation, missing words, spelling, and prepositions. The students have several problems in writing skill were: students' low motivation, lack of use of media, low frequency of the writing instruction, lack of parents' support, and lose control of students' learning.

Second previous study is written by Jusnining (2019). The title of the research is *The Use Of Spelling Bee Game In Teaching Vocabulary At Seventh Grade Students Of Mts Hidayatullah Mataram In Academic Year 2018/2019*. This research study about the students' ability in writing a spelling and the problems faced by the students in writing. The results of the study show that the students have the ability to write spelling bee at intermediate level. The researcher used the test results to improve based on aspects of writing, namely: content, organization, vocabulary, grammar, and mechanics. In addition, the researchers also used a questionnaire and give it to the students. The averages of the students have problems on the mastery of grammar and vocabulary.

Third previous study is written by Siti Maria Ulfa (2021). The title of the research is *Using U-Dictionary To Improve Students' Ability In Spelling Words At MTs Nurul Iman Luwu Timur*. She studied about the

teaching of writing spelling words for the second year students. She found out that all the students were still confused about the way of writing the text. The method applied by the teacher was still a conventional way. So, they cannot understand and write the spelling words.

Based on the explanation of that the previous studies, the researcher found a similarity and a difference. The similarity with this research is on the descriptive way in writing spelling boxes. The difference from this research is on using vocabulary in writing spelling boxes. So, the writer in this research focuses on using vocabulary for making a good sentences in paragraphs, especially in writing spelling boxes.

CHAPTER II

REVIEW OF LITERATURE

A. The Concept of Writing

1. Nature of Writing

Writing is not only concerning about speech written down on paper but it is also the expression of ideas and meaning on the page which is relied by the writers.¹ It means that writing is something that is not just the result of writing on paper but there are also aspects that are expressing ideas to be written on paper.

Furthermore, writing is not an isolated activity that merely involves writing a document, but requires a thorough understanding of the wider socio- economic context, and the ways this defines research priorities and public money allocations.² In the other words, in the process of writing the writers do not only look at the context and fixate on one context but must see from all broader social contexts.

Moreover, writing is its clear and logical organisation, which makes it ideal as a self-study and reference guide for students needing to work independently. This is a recognition that most courses in academic writing are inevitably time-constrained, and that some students may have no other option.³ It means that writing is something that is really needed by students

¹ Melor Md Yunus & Siti Fatimah Haris, "The Use of Discourse Markers among Form Four SLL Students in Essay Writing," Selangor: Canadian Center of Science and Education, 7, No. 2; (2014):54

² Maggie Charles & Diane Pecorari, "Academic Writing At the Interface of Corpus and Discourse" (London: Continuum International Publishing Group, 2009), 67

³ Stephen Bailey, "Academic Writing A Handbook for International Students" (London: Routledge, 2003), 14

so students can work independently, writing is a routine activity of students in order to store a memory into the mind.

2. Writing process

According to Alice Oshima Ann Hogue, there are four steps in in the process of writing, as follows:⁴

a. Creating (Prewriting)

The first step in the writing process is to choose a topic and collect information about it. This step is often called prewriting because the writer do the step before the writer start writing.

b. Planning (Outlining)

In the second step, the writer chooses topics and narrowed them, and generates ideas by brainstorming. In the second step of writing process, the planning stage, the writer organizes the ideas into an outline. The writer developed three different lists of ideas: communication problems, classroom environment, and American family life. As a first step toward making an outline, the teacher divides the ideas in the communication problems list further intosublists and cross out any items that do not belong or that are not useable.

c. Writing

The third step of writing process is writing the rough draft. Follow the writer outline as closely as possible, and don't worry

⁴ *Ibid.*,275-289 Alice Oshama Ann Hogue.

about grammar, punctuation, or spelling. A rough draft is not supposed to be perfect. Above all, remember that writing is a continuous process of discovery. As the writer are writing, the writer was think of new ideas that may not be in the writerr brainstorming list or outline. The writer can add or delete ideas at any time in the writing process.

d. **Polishing**

The fourth and final step in the writing process is polishing what the writers have written. This step is also called revising and editing. Polishing is most successful if the writers do it in two stages. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar and punctuation (editing).

3. Components Of Writing

There are five general components of writing, as follows:⁵

a. Language use

Language use deals with the ability to write correct and appropriate sentences. It means that writing by the rules of the language is used in the writing process.

b. Mechanical skills

Mechanical skills deal with the ability to use correctly those conventions perculiar to the written language –e.g punctuation,

⁵ J.B Heaton, Writing English Language Test(New york,Loungman,1990),p.135

spelling. It can be said, that the author must understand the concept of interaction of writing in order to produce good quality writing.

c. Treatment of content

Treatment of content connect to the ability to think creatively and develop thoughts, excluding all irrelevant information. It means that in the process of developing ideas from a written topic requires creativity to make the quality of writing can be better.

d. Stylistic skills

Stylistic skills deal with the ability to manipulate sentences and paragraphs, and use language effectively. It means that this skills requires the ability to use language effectively to manipulate sentence and paragraphs to produce better sentences and paragraphs.

e. Judgement skills

Judgement skills connect to the ability to write in an appropriate manner for a particular purpose with particular audience in mind, together with an ability to select, to organize and to order relevant information. It can be said, that judgement skills related to writing skills that focuses on the objectives with what is is assessed in general.

4. Writing Assessment

The writing result should be assessed by used a writing rubric to evaluate the quality of each writing component. One of the writing rubrics is stated by J.B. Heaton that is illustrated in the following table:⁶

⁶ J.B Heaton, Writing English Language Test (New york,Loungman,1990),p.146

Table 3

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 constructions
21-19	Good to average	Effective but simple constructions
17-11	Fair to poor	Major problems in simple/complex constructions-etc
10-5	Very poor	Virtually no mastery of sentence construction rules
Mechanics		
5	Excellent to very good	Demonstrates mastery of conventions
4	Good to average	frequent errors of spelling, punctuation
3	Fair to poor	Frequent errors of spelling punctuation, capitalization
2	Very poor	No mistery of conventions

Source : J.B Heaton *Writing English Language Test New Edition*

Based on the table above, each category has a different high score. That is the content 30 score, organization 20 scores, vocabulary 20 scores, language use 25 score. Therefore, the highest grade is 100.

No	Criteria	Grade
1	Excellent	81-100
2	Very Good	71-80
3	Good	69-70
3	Fair	47-68
4	Very Poor	0-46

B. The Concept of Descriptive Text

1. The Definition of Descriptive Text

Description or descriptive etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described.⁷ Descriptive text is a text which says what a person or thing is like.

According to Mukarto in his book that written by Kusdianto Kusuma Rahman in his website, that descriptive text is a kind of text to describe something, someone or place. Descriptive text has two main parts, they are identification and description. The structure of a text is called the generic structure. Descriptive text is likes describe white house, animals, fruits, etc.⁸ From Mukarto's statement, we can conclude that descriptive text is a text to describe something, someone or place and descriptive text have two main parts such as identification and description that's call generic structure.

Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve

⁷ Wy. Dirgeyasa (2014), *College Academic Writing: A Genre-Based Perspective*. Medan : Unimed Press, p.3

⁸ Kusdianto Kusuma Rahman (Post on April 28, 2015). Definition and Characteristic Writing Descriptive Text). Retrived January 27, 2017 at 09.27 PM. From: <http://www.idwrite.com/2015/04/definition-and-characteristic-of.html?m=1>

themselves in the event. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or person we know well. A good descriptive text includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate. Descriptive text may also paint picture of the feeling the person, place or thing invokes in the writer.

1. The Generic Structure of Descriptive Text

Descriptive text has structures as below:

1. Identification

In this generic structure introduces to the subject of description.

2. Description

In this part give details of the characteristic features of the subject.

Such as : qualities, characteristics, describing the phenomenon in parts, qualities, or/and characteristic, size, physical appearance, ability, habit, daily live, etc.

2. The Language Feature of Descriptive Text

Significant Grammatical feature of descriptive text are:

a. Focus on specific participant (my English teacher, Andini's cat, my favoriteplace).

b. Use of Simple Present Tense.

Use of Past Tense if extinct.

c. Verb of being and having 'Relational Processes' (my mum is really cool,she has long black hair).

- d. Use descriptive adjectives (strong legs, white fangs).
- e. Use of detailed noun phrase to give information about the subject (a very beautiful scenery, a sweet young lady, very thick fur).
- f. Use of action verb 'material processes' (it eats grass, it runs fast)
- g. Use of adverbial to give additional information about behavior (fast, at treehouse).
- h. Use of figurative language (Jhon is as white as chalk).

3. Types Of Descriptive Text

Most writing contains description. Following are a few types of writing that depend heavily on descriptive language:⁹

- a. Descriptions of a person, place or thing contain sensory details that bring to life actual people, places, and things.
- b. Observations describe an event the writer has witnessed. Often, the event takes place over an extended period of time.
- c. Travel Brochures contain factual information as well as persuasive language to encourage tourism.
- d. Character sketches describe fictional characters-their appearances, personalities, hopes and dreams.

4. The Assessment of Writing Descriptive Text

The goal of classroom assessment is to enhance student learning result. Instructors use variety of method in the classroom to get feedback

⁹ Joyce Armstrong Carrel (2001), *Writing and Grammar Communication and Action*. America : Prentice Hall, p.101

about student's learning in terms. There are nine categories of writing descriptive text assessment taken from College Academic Writing: A Genre-Based Perspective book. Each category is rated on five point scale. The highest score possibly acquired is 100 if a student gets the highest point in each category.

Table I. Assessment at writing descriptive text

No	Performance Indicators	Scores				
		5	4	3	2	1
1	First paragraph introduces the topic clearly and grabs the reader's attention					
2	The content/idea of the text is in line with the topic/title					
3	Overall writing makes sense/has clear message.					
4	The text structure/generic structure meets the nature of descriptive generic structure					
5	All paragraphs flow cohesively and Coherently					
6	The structural patterns follow the convention of the English language and in line with the descriptive text.					
7	The vocabulary and word choices are correctly and properly used.					
8	The words are correctly spelled.					
9	The text mechanics are correctly and properly used.					
Total Score						
Student's Score : total score/45x100						

C. The Concept of Spelling Boxes

1. The Definition of Spelling Boxes

Use two brightly coloured attractive small boxes, one marked 'Words I am learning' and the other 'Words I have learnt'. The pupil chooses about 5 words to learn which written clearly and accurately on separate pieces of card and placed in the 'Words I am learning' box. The pupil chooses any spelling

strategy to learn each word and when confident with the word, moves it to the ‘Words I have learnt’ box. ‘Words I have learnt’ are revisited regularly, shaken and a random 3 words are pulled out and given to the parent or spelling buddy to read out. The pupil should be able to write and recall the words quickly and automatically. If they are correctly recalled they are returned to the box. Any not recalled are returned to the ‘Words I am learning box’.¹⁰

It is very important to ensure the pupil sees the process as positive. Explain that it is Normal and Ok not to have remembered – NOBODY should be disappointed or upset; if they are, perhaps a different spelling strategy needs to be considered to help them recall the spelling This strategy is useful to learn a group of words. This is particularly liked by learners who have a strong visual learning channel.

- a. **Look** at the word.
- b. **Make** the word used magnetic or wooden letters.
- c. **Draw** a box around the shape of the word.
- d. **Remove** the letters.
- e. **Look** at the shape: Can you **visualise** the letters inthe box? What are they?
- f. **Check** you are right by putting the letters back in the ‘box’
- g. Now **write** the word.
- h. **Draw** a box around it. Does the box look like the first one?
- i. **Check** the spelling.

¹⁰ M. Joseph, L. (1999). *Word boxes help children with learning disabilities identify and spell words*. 1-2.

- j. Now try with a group of 5 different boxes. Can you recognise the word from the box shape?¹¹

2. The Strategy of spelling boxes

- a. A spelling strategy is a means for a child or young person to retrieve an accurate spelling choice used a method compatible with their learning style. They may choose a different strategy for different words.
- b. The child or young person should always choose their own strategy but this can only be done when they are aware of the different options.
- c. Effective spelling strategies enable the child or young person to retain the sequential look, shape, sound and feel of a word.
- d. Spelling should always be linked to a cursive style of handwriting so that the word is felt by the hand movements (kinaesthetic memory). The spellings children and young people say out loud are not always what they write down. Therefore spellings should always be written. After all we only learn to spell in order to communicate in writing.
- e. Accurate spellings are more easily recalled if they link to the child or young person's own writing. The child or young person was remember them if they have a purpose and the child or young person really wants to use and recall that spelling.

¹¹ M.Joseph Ph.D., L. (2000). Used word boxes as a large group phonics approach in a first grade classroom. *Reading horizons* , 117-121.

- f. Learning spellings requires effective memory strategies. Children and young people need to be taught the different strategies of how to remember. Do not just tell children and young people to ‘learn them’, but teach them how to learn and remember.
- g. Regular revision is essential for the word to be embedded into the long term memory. Before any effective spelling can be achieved a child or young person must be able to hear the different phonemes (smallest unit of sound) within words. Any child or young person who has difficulty with this must have basic phonological awareness training.

3. Types of Spelling Boxes

a. Tracking

This strategy is particularly useful if a child or young person has started to develop a habit of spelling a particular spelling incorrectly.

1. Prepare a sheet similar to the one below.

w h e t h w h a t w I a t c w t t

w a t h y g s w h a t w g a t w

h a t l t h a w w h e t h w a h t

a w w a t w h a t w y w h a t g

s w h a t I w h a t g w h t a w t

I w h e t h w a t w w h a t a t c

h w h t a w h a t t l h t g w a t i

2. Hide the correct spelling amongst the incorrect ones

3. Give the child or young person a highlighter pen and ask them to **track** the line from **left to right** and find all the correct spellings and **highlight them**

w h e t h **w h a t** w l a t c w t t

w a t h y g s **w h a t** w g a t w

h a t l t h a w w h e t h w a h t

a w w a t **w h a t** w y w h a t g

s w h a t l **w h a t** g w h t a w t

I w h e t h w a t w **w h a t** a t c

h w h t a **w h a t** t l h t g w a t i

b. Mnemonics

Create a **verse, rhyme or sentence** to help remember a Spelling. Don't over use this strategy as children or young people then can't remember the different mnemonics!

eg

said: **Sally-Anne is daft**

or **Sally-Anne is dancing**

any: **Ants never yawn**

necessary: One **collar** and two **sleeves**

If the child or young person creates their own mnemonic they are more likely to remember it.

c. Syllabification

1. **Listen** to the word

2. **Clap** or **tap** out the syllables as you say each one

eg. enjoyment =**en-joy-ment**

(3 syllables)

3. **Listen** to the phonemes (individual sounds)
in each syllable
4. **Write** all the phonemes you can hear in each syllable in joined script as a whole word
5. **Check** the word

Don't forget to teach that **every syllable MUST contain at least one vowel** or the letter 'y'

d. **Letter String Patterns**

1. Look at the word e.g. '**stake**'
2. Find words which are part of the same family with the same letter strings

ake

cake

make

bake

3. Say the words
4. Make sentences used the words
5. Cover the original target word (stake)
6. Write the word orally stressing the highlighted parts
7. Check the word

D. Action Hypothesis

Based on the frame theories and assumption above, the researcher formulates the action hypothesis “By used Spelling Boxes it can improve the students Descriptive Text writing Skill at the Eleventh Grade of MTs Nurul Huda”.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational variable

An operational variable of this research consist of Independent and Dependent variable of this research is the spelling boxes strategy that was implemented to improve students' writing ability in an interesting way. It is expected that the students do not feel bored in learning English. This strategy is very useful for improving students' writing ability in class. The variable of this study is writing mutually of the language ability that has to be mastered by students so as to convey messages in transcription.

The research used the quantitative. There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is used freewriting and the dependent variable (Y) is writing ability. In conducting the research, the writer used pre-experimental design with one group pre-test and post-test.

The pre-test is given before the experimental treatment and the post-test was carried out after the experimental treatments. This research was intended to investigate whether there is a positive and significant influence used freewriting on the students' writing ability.

1. Independent Variables

Independent variables are those that (probably) cause, influence or affect outcomes. They are also called treatment, manipulated, antecedent,

or predictor variable.¹² Independent variable in this research is Giving Homework strategy. It can be measured by used observation .

2. Dependent Variables

In experimental studied, the treatment is the independent variable and the outcome is the dependent variable.¹³ It means that dependent variable is the outcomes or result of the influence of the independent variables. Writing skill is the dependent variable in this reserach. It is one kinds of text that has principle purpose to describe the object (person, thing or place) from look at the appearance or find the factual data of the object. The researcher was measure dependent variable by used test. The test is a narrative composing.

B. Setting Location and Subject Location

This researchcers was classroom action research type, and it was be conducted at the eleventh grade of MTs Nurul Huda, which was locate in Punggur, East Lampung. Action research concern with a social practice, aimed towards improvement, a cyclical process, participative, determine by practitioners.

The subjects of the research is the students of MTs Nurul Huda. There was thirty students of class VII of MTs Nurul Huda. The researcher choosed was class because most of the students have low score in English lesson

¹²John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 50

¹³ Donal Ary, *Introduction to Research*, p. 37

especially in Writing Descriptive. Bellow the data of class VII of MTs Nurul Huda.

Table 4
The Data of MTs NURUL HUDA

Class	Gender	
	Male	Female
VII	9	21
Total	30	

Source: Ledger of the Englwash Teacher of MTs Nurul Huda, taken on July, 28th 2020.

C. Object of Study

The object of the research Improving Students Writing Descriptive Text Ability by used Spelling Boxes at the Eleventh Grade of MTs Nurul Huda East Lampung.

D. Action Plan

Action research was be a method for improving and modifying the working system of a classroom in the school.¹⁴ It means that, action research was a research that was used to investigate and evaluate the students and teachers work in teaching and learning with the aim of collecting information about what they want.

There was four components in one cycle for conducting classroom action research. It conswasts of planning, action, observation, and reflection.

The four phases of the classroom action cycle was conducted integrated like

²⁵Anne Burns, “*Doing Action Research in Englwash Language Teaching*”, (New York: Routladge, 2010), Page 5.

spiral. Each phase was concluded based on the previous one and the next. It means that, the activities in the classroom action research was based on planning, action, and observation, then, the writer could make a reflection to determine the next cycle. The purpose of the research was to know the spelling boxes. In this research, the researcher needs a collaborator to help in this action research.

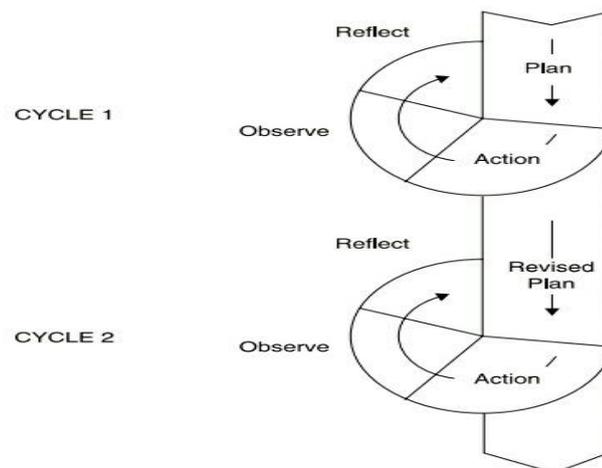
Mc Niff defines that “Action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be.”¹⁵ It can be concluded that Classroom Action Research is the inquiry towards the problems faced in the learning activity by conducting an action and analyzing the action taken of the process and result of learning. In this research, the researcher as the teacher, and the teacher as collaborator. The English teacher was Mrs Ratmini, S.Pd as the collaborator in this research.

In the classroom action research, the researcher would like to hold the research in some cycles. There were a relationship between one and the other. They was planned, action, collection/ analyzing data, and reflection. It means that, action research consist of four steps include planning, action, observation, and reflection.

Figure 1

Design of Classroom Action Research Model

¹⁵ Jean McNiff and Jack Whitehead, *Action Research: principles and practice*, (London and New York: Rutledge Flamer, 2002), p.16



Kemmis and Mc Taggart Model¹⁶

Based on model design from Mc Kernan above, there were four steps in a acting process, they were planning, action, observation and reflection. Which was all activity has relationship with the other.

a. Cycle I

a. Planning

Planning was be the first step before we are going to teach in the learning program. The material must suitable with the syllabus, and the instrument of evaluation.¹⁷ In the first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in writing skill that occur in the classroom and concluding the finding in preliminary study. Then the researcher and the collaborator (teacher) prepared some plans to conduct the classroom. They are the following:

¹⁶*Ibid...* page 9

¹⁷Ernest T. Stringer, *"Integrating Teaching, Learning, and Action Research"*, (United States: SAGE Publications.Inch, 2010), Page 4.

- a. The researchers prepare the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.
- b. The researchers prepare learning resource for students.
- c. The researcher determined the method or strategy to be applied in acting phase. In this case, the researcher used spelling boxes to improve students writing Descriptive text.
- d. The researchers prepare observation format and also evaluation format to evaluate the student's activity after teaching and learning process.
- e. The researcher and the collaborator designed the criteria of success.

b. Action

This activity was implementation of learning activities that have prepared in the planning. It is the realization from the planning that the researcher had made. Without the action, the planning just imagination that never real. At the acting stage, the researcher tried to implement some techniques or procedural acts that had formula at planning.

The process follow the sequence of activities contained in the learning scenario. Used a sheet of observation, it used to make some notes the activities in the process of learning Descriptive Writing by used spelling boxes strategy. Here was the step in action that the researcher could make in action:

a. Pre – Activity

1. The researcher start the lesson by greeting to the students.
2. The researcher and students pray together.
3. The researcher checke students' attendance.
4. The researcher inform to the students about the competence, the indicator and the objectives that should be achieved.

b. While Activity

1. The researcher ask the student about news or problems that were in the spotlight of society and the reseacher wrote it on the board “do you know Jakarta was a city in Indonesia that often floods? And what do you think ?
2. The researcher wrote on blackboard all their opinions regardless of whether or not they were true of false.
3. The reseacher review their opinions and chose the one most appropriate opinion for all students.
4. The reseacher divided the student into small group that each group consists of four until five students.
5. Grups search and found alternatives or resolution on how to spelling boxes about the topic.
6. Grups determined and apply the most suitable strategy to spelling boxes on the topic.
7. Grups evaluation the succes of the strategy.
8. The reseacher ask the the students to discuss it with their group and write Descriptive text by their own language.

After that tell them to show theirs to other group in front of class. (Learning spelling boxes, and questioning).

9. Asking a representative of each student to read theirs in front of the class.

c. Post – Activity

1. The reseacher ask the student about they have learnt.
2. The reseacher ask student’s difficulties in learning writing Descriptive.
3. The reseacher summarize the material and gave reflection to what have been done (self reflection).
4. The reseacher motivate the students to study more about writing Descriptive correctly.
5. The reseacher close the meeting by saying Sallam.

After finishing the cycle one, the reseacher made evaluation how to successful this technique in teaching learning process in the class. If noting improvement in their skill, the reseacher was be continue to the next cycle.

c. Observation

Observing was either an activity of a living being, consisting of receiving knowladge of the outside world through the sense, or the recording of data used scientific instruments. The term may also refer

to any data collected during this activity.¹⁸ Based on the observing, the researcher decided whether there are anything that the researcher was be increase soon in order that action achieve the aim of the researcher goals. The researcher observed them in every activity.

d. Reflection

After observation process was done, the researcher and the reseacher made a reflection to evaluate teaching learning process and the improvement of students' writing Descriptive.

Reflection was an activity to analyze, understand, and make conclusions based on observations and field notes. Reflection was done by analyzing the results of tests and observation, and was used as the basis for improvements in the next cycle.

¹⁸ Jean McNiff and Jack Whitehead, "*Action Research: Principles and Practice*", (London: RoutledgeFalmer, Inch. 2002).Page 35.

b. Cycle II

1. Planning

In the first step, before conducting the action in the next step, the researcher would be repaired the problem found in cycle one. It was be explained as follow:

- a. The researcher was be analyzes the reflection result to obtain the spelling boxes.
- b. The researcher would revise and prepare the lesson plan base on the problem appears in the previous cycle including teaching procedure, media, and relevant material to be apply in acting step.
- c. The researcher was rearranged observation format and also reforms the evaluation format to improve the plan indicators that had not been achieve yet in the previous cycle.

2. Action

The second step in the action research was action. It was the implementation of the planning. In this step the researcher acts as follows:

- a. Pre-Activity
 1. The researcher start the lesson by greeting to the students.
 2. The researcher and students pray together.
 3. The researcher check students' attendance.
 4. The researcher inform to the students about the competence, the indicator and the objectives that shall be achieve.

b. While Activity

1. The reseacher ask the student about news or problems that were in the spotlight of society and the reseacher wrote it on the board “do you know Jakarta was a city in Indonesia that often floods? And what do you think ?
2. The reseacher gave some vidios about the Jakarta flood
3. The reseacher wrote on blackboard all their opinions regardless of whether or not they were true of false.
4. The reseacher review their opinions and chose the one most appropriate opinion for all students.
5. The reseacher divide the student into small group that each group consists of four until five students.
6. Grups search and found alternatives or resolution on how to spelling boxes about the topic.
7. Grups determine and apply the most suitable strategy to spelling boxes on the topic.
8. Grups evaluation the succes of the strategy.
9. The reseacher ask the students to discuss with their group and wrote Descriptive by their own language. After that tell them to show theirs to other group in front of class. (Learning spelling boxes, and questioning).
10. Asking a representative of each student to read theirs in front of the class.

c. Post – Activity

1. The researcher ask the student about they have learnt.
2. The reseacher ask student's difficulties in learning writing Descriptive.
3. The reseacher summariz the material and gave reflection to what have been done (self reflection).
4. The reseacher motivation the student to study more about writing descriptive correctly.
5. The teacher close the meeting by saying Sallam.

3. Observation

In the third step, the researcher was observe the student's activity, their participations, class situation during teaching and learning process, and teacher (researcher) performance by used structure observation form and made note the overall activities. Furthermore, the researcher was also collected the data from the post test and the result of student's activity.

4. Reflection

In this step, the researcher was compared the score of pre-test and post-test. The researcher reviews and reflects on students' activity and teacher performance whether it was positive or negative, the second cycle enough or need for the next step.

E. Data Collection Method

To collect data, the reseacher use the data collection by used instrument as bellow:

1. Test

Test was set of stimuli present to an individual in order to elicit responses on the basis, which a numeral score can be assigned. The material in pre-test and post-test were different but have same difficulties. The test consists of pre-test and post-test. The types of the test is composing text. The test was divide into two parts, as follow:

a. Pre-Test

The pre-test was given in the first meeting before doing treatments in order to know ability of the students before doing the action research Post-Test

b. Pos-Test

The post-test was given in the last meeting after doing treatments to found out whether the treatments give any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test was higher than pre-test. This step was be done after the treatment to know the influence of the spelling boxes technique was able to Improve the Students' Writing Descriptive.

2. Observation

Observation was a process of watching or listening to professional action either while it was happening, or from a tap sequence. Mean that observations can be defined as election, alteration,

regwastration and coding series of action and situation connecting with organism which was suitable with empiric purpose.

In collecting data, the researcher observe students' learning process and put it into the data paper. This data consists of name of the student who is actively involve in the learning process. The data was made in order to know students' development and as reference for the reseacher to arisse the participation of the student who have not involve yet.

3. Documentation

Documentation was a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc.¹⁹ The researcher used documentation to obtain the data about state of students, the history of MTs Nurul Huda, state of the environment, the state of teachers, staff and organizational structure, and geographical condition school.

4. Field Note

Field note was observation instrument in the form of narration in which the observer provides the paper and record the activity relate to the practice in the classroom before and after doing the action. In this research, the researcher was used field note to record the student's activity during the learning process in narration form.

¹⁹Anne Burns, "*Collaborative Action Research for Englwash Language Teachers*", (New York: Routladge, 1999), Page 140.

F. Data Analysis Technique

To know the simulation technique can improve Students' Writing Descriptive Skill, the researcher administers the pre-test before used reporter simulation technique and post-test after used reporter simulation technique.

To analyze the data, the researcher computes data of the average rates of pre-test (X-pre) and post-test (X-post) by used formula as follows:²⁰

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

Where:

\bar{X} : Mean of average score

$\sum X$: Number of students score

N : Total number of student

Then, to know the result the researcher was compare between pre-test and post-test. The result was be match by the minimum standard in thwas school at least 70. If in cycle I there were some students not successful, so the researcher was like to conducte in cycle II.²¹ The minimum cycle in CAR (Classroom Action Research) at least two cycles, if from cycle II all of the students were successful from Minimum Standard Criteria (MSC), the cycle able to be stoped until cycle II.

²⁰Donald Ary.et.al, "Introduction ton Research in Education. Eight Edition", (USA: Wadsworth Cengage Learning, 2010), Page 108.

²¹Daniel R. Tomal, "Action research for Educator. Second edition", (United Kingdom: Rowman& Littlefield Publwashers.Inch, 2010), Page 109.

The formula to know the percentage of the students who pass the Minimum Standard Criteria (MSC) in each cycle as follow:²²

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

P : Class Percentage

F : Frequency

N : Number of Students

G. Indicator of Success

The research repute to be success if 70 % of students got minimum score at least 70 and there was improvement students learning activity in teaching learning process after used spelling boxes technique in teaching learning process. Therefore the students become more active and enthusiastic in learning English.

²²Timothy C. Urda, "*Statwastics in Plain Englwash*", (London: Lawrence Erlbaum Associate Publwashers, 2015), Page 10.

CHAPTER IV

RESEARCH RESULT AND INTERPRETATION

A. Research Result

In this chapter the researcher was presented about the research. It involved the research result and discussion which had been carried out by the researcher at MTs Nurul Huda Batanghari especially for the Seventh grade of student MTs Nurul Huda Batanghari East Lampung Di Tahun Ajaran 2020/2022.

1. The History of MTs Nurul Huda Batanghari

MTs Nurul Huda is one of the educational institutions in the East Lampung region. So it is not surprising that our educational foundation is considered strategic enough for human development in the Batanghari sub-district. Besides that, MTs Nurul Huda as an education with a religious background, we was develop the next level.

MTs Nurul Huda Batanghari was founded in 2014, with the first head of Madrasah namely Mr. Subandi, S.Pd in 2014-2015. Then the head of the second Madrasa, Mrs. Hj. Fitria Ningsih, S.Pd.I since 2015-present.

Madrasah name	: MTs Nurul Huda
Madrasah address	: Desa Adi Warno 45P. Dusun

Jombang RT 005/RW 002

District : Batanghari
 Regency : Lampung Timur
 Profession : Lampung
 Postal Code : 34181
 Madrasah Status : Swasta
 School Status : C
 NSM : 121218070096
 NPSN : 69955869
 Year Founded/ Operation : February 14, 2014
 Head Madrasah Organizer : Hj. Fitrianiingsih, S.Pd.I
 Deed of The Ministry of Law
 and Human Rights : No. AHU-0020150.AH.01.12.
 Tahun 2015

Distance to Dictric Center : 3 KM
 KBM Time : Morning

2. Condition of MTs Nurul Huda Batanghari

a. Facilities and infrastructure

Building/Space of MTs Nurul Huda Batanghari

Tabel 5

No	Name	Total	State	Des.
1	Madrasah Head Room	1	Good	Unit in one room
2	Administration Room		Good	
3	Teacher's Room		Good	
4	Classroom	3	Good	

5	Library Room	1	Good	
6	Lab. Room Computer	1	Good	
7	UKS Room	1	Good	
8	Canteen Room	3	Good	
9	Warehouse Room	1	Good	

Key :Documentation of MTs Nurul Huda Batanghari

Tabel 6

State of School Supplies MTs Nurul Huda Batanghari

No	Name	Total	Worn	Not	State
1	Computer	10	10		Good
2	Wardrobe	5	5		Good
3	Teacher's Table/ Chair	14	14		Good
4	Tables/ chair students	45	45	8	Good
5	Guest table/ chair	2	2		Good
6	Bookshelf	2	2		Good
7	Teacher Locker	1	1		Good

Key :Documentation of MTs Nurul Huda Batanghari

Tabel 7

State of Sanitation and Clean Water Sources of MTs Nurul Huda Batanghari

No	Facilities /Room	Total	State
1	Well	1	Good

2	Tower	1	Good
3	Machinewater Pump	1	Good
4	Teachers KM/WC	2	Good
5	Students KM/WC	2	Good
6	Cleaansing Room	10	Good

key :Documentation of MTs Nurul Huda Batanghari

Tabel 8

Infrastructure of MTs Nurul Huda Batanghari

No	Jenis	Unit	Utilization
1	School Building	2	√
2	Office Building	1	√
3	Class Building	3	√
4	Mosque	1	√
5	Field Ceremony	1	√
6	Sporty Field	1	√

Key :Documentation of MTs Nurul Huda Batanghari

3. Vision and Mission of MTs Nurul Huda Batanghari

a. The Vision of MTs Nurul Huda Batanghari, itself is:

“Forming a Generation that is Faithful, Intelligent, Skilled, and Has Noble Morals”

With the following Vision Indicators:

1. Making Islamic teachings and values a way of life, attitudes and life skills in everyday life.
2. Have competitiveness in artistic and sporting achievements.
3. Have a high concern for the environment.

4. Have independence, ability to adapt and survive in their environment.
 5. A comfortable and conducive madrasa environment for learning.
- b. Mission of MTs Nurul Huda Batanghari:

Based on the vision above, to make it happen, the following mission is set:

1. Creating a conducive educational environment with religious nuances.
2. Forming students who have intelligence and skills based on piety.
3. Familiarize the school community with personality and noble character.
4. Realizing madrasas that have competitive achievements, both academic and non-academic.
5. Improve facilities and infrastructure to improve academic and non-academic achievement.
6. Empowering the school environment as a learning environment
7. Build the image of the madrasa as a trusted partner of the community.
8. Creating a safe, healthy, and beautiful physical school environment.
9. Realizing a disciplined attitude from within the madrasa residents and caring for the school environment.

10. Realizing the participation of madrasah citizens in preserving a safe, healthy, and beautiful madrasa environment.

B. The Description of Research Result

This research was classroom action research, and it was conducted at the Seventh Grade of MTs Nurul Huda Batanghari East Lampung, which was located in Batanghari, East Lampung. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting. The students result of writing Descriptive text was gained through test which consisted of pretest and post test that was given to the students in the beginning research and in the end of each cycle, while the students' activity were gained from the observation of students' learning activities.

1. Action and Learning at Pre-Test

a. Pre-test activity

Pre-test was presented to student which was aimed to find out students' ability before the treatment was implemented. It was conducted on Monday, May 02th, 2022 at 08.15 A.M until 09.45 A.M and it took about 90 minutes. In this meeting the researcher was being an observer and the collaborator was being a teacher.

Firstly, the collaborator opened the class by greeting, praying, checked the attendance list, and asking the students' condition. Then, the collaborator gave the explanation to the students about descriptive for 40 minutes by used explanatory method. Afterwards, to measure their ability before giving the treatment, the researcher gave them pre-test. The researcher used objective test in the form of

essay which consisted of three topics which had to be completed for 40 minutes.

- b. The students' pre-test result

Table 9

The Result of Pre-Test Score of Writing Descriptive

NO	Students Code	Criteria of The Score					TOTAL	Note ≥70
		C	O	V	L	M		
1	AA	21	10	13	18	3	65	Incompleted
2	ABS	17	11	7	13	4	52	Incompleted
3	AC	21	15	14	12	4	66	Incompleted
4	AE	22	17	13	20	5	77	Completed
5	AN	17	10	12	5	2	46	Incompleted
6	AR	21	14	10	11	4	60	Incompleted
7	CS	17	9	13	11	2	52	Incompleted
8	CYP	18	13	11	13	3	58	Incompleted
9	CO	23	17	14	17	4	75	Completed
10	DMM	22	10	14	11	4	61	Incompleted
11	ES	20	11	10	12	2	55	Incompleted
12	FA	16	9	12	11	2	50	Incompleted
13	FH	13	12	9	11	2	47	Incompleted

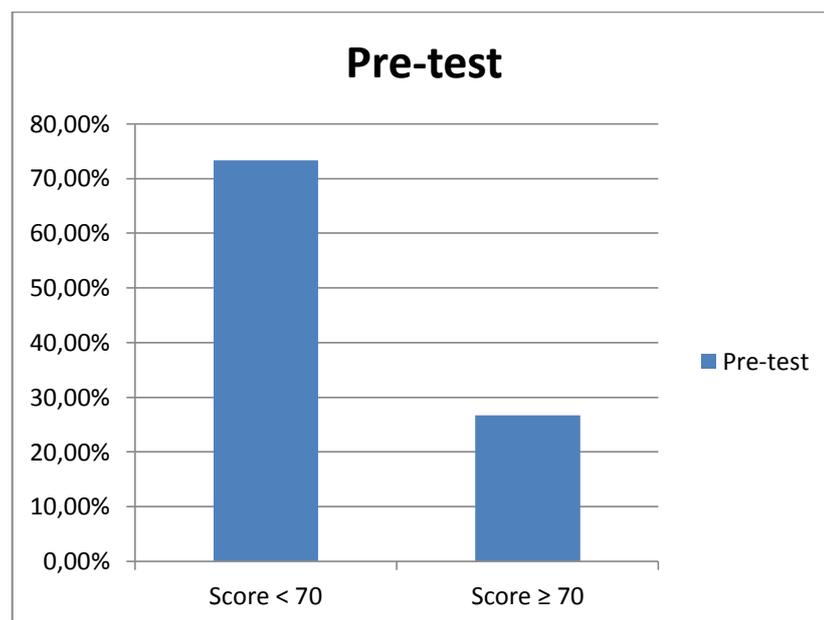
14	HN	22	18	17	14	4	75	Completed
15	IW	21	12	10	13	3	59	Incompleted
16	IKS	22	17	14	17	3	73	Completed
17	KN	16	11	9	9	2	47	Incompleted
18	LS	21	8	10	10	3	42	Incompleted
19	MS	17	8	7	8	2	42	Incompleted
20	NSS	20	17	14	15	4	70	Completed
21	NRV	17	7	7	9	2	42	Incompleted
22	PZS	17	7	11	17	3	55	Incompleted
23	RP	15	7	12	8	2	44	Incompleted
24	RG	16	12	7	10	3	48	Incompleted
25	RO	15	13	7	8	3	46	Incompleted
26	RH	22	17	17	16	4	76	Completed
27	SS	21	17	15	18	4	75	Completed
28	TW	17	11	11	11	2	52	Incompleted
29	UPS	21	14	10	11	4	60	Incompleted
30	WER	22	14	17	13	4	70	Completed
High Score							77	
Lowest Score							42	
Average							58	

Table 10**Frequency of students' score in Pre-test**

	Grade	Category	Frequency	Percentage
1.	≥ 70	Completed	8	26.67%
2.	< 70	Incompleted	22	73.33%
Total			30	100%

Source: The result score of writing post test 2 at 7 class of MTs

Nurul Huda Batanghari on Monday 2th 2022.

Figure 2**Percentage of Students Descriptive Writing Pre-Test Score**

Based on the result of student's descriptive writing pre-test score, it can be inferred that 22 students (73,33%) were not successful and 8 other students (26,67%) were successful. The successful students were those who got the minimum mastery criteria at MTs Nurul Huda

Batanghari at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 58, so the result was unsatisfactory. It indicated that the result of students descriptive writing was still low. It was the reason why the researcher used Spelling Boxes to improve students descriptive writing. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

2. Cycle 1

a. 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 evaluation to measure the students' mastery on the given materials.

b. Acting

1) The first meeting

The first meeting was conducted on Monday, May 8st 2022 at 07.15 until 08.45 and followed by 30 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 handed 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.

For the beginning, the researcher started to introduce the procedure of technique that was be used in the learning process, then started to deliver the material. The researcher gave the paragraph about 'Internet' and asked the students to read it. Then, the researcher said "Well class, now I want to ask you. What is the descriptive text?" Some students answered "drawing", some students kept silent, and one students answered "descriptive text is a text that describes animal, place or thing". The researcher said "Good!. Today we was discuss together about descriptive text."

The researcher explained that the used paragraph in the teaching learning was organized in the descriptive form. The generic structure included topic sentence-supporting sentence-conclusion. The purpose of the paragraph is to present and defend an describe in favour of some point of view.

Then, a student asked “Mr, what is supporting sentence?” The researcher answered “supporting sentence in a paragraph give information in other explain, describe, and develop the main idea in the topic”.

Next, the researcher announced the member of groups that consist of five students. Each student in one group has different member. The researcher asked the members of group to read and discuss together about the given paragraph. Then, the researcher asked the students to find difficult words and asked it to her. After that, when the discussion time was up, the researcher called the name of the group and than were standing up. The researcher gave the same question for all students who had the name and they answered it.

In this stage, the students were actively following the teaching learning process, because they worked it on the group, so they would discuss when found the difficulties. But, there were still trouble faced to the students. Such as, some of the students were not confidence to share the ideas in front of the others, they still felt shy, and because of their lack of desire in writing English paragraph for some students, they lost the discussion time.

2) The second meeting

The second meeting was conducted on Monday, May 9th 2018 at 10.15 until 11.45. This meeting was used to post test 1. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave the ice breaking and reviewed the last material shortly then gave the post test 1. Kinds of the test was essay which consisted of 3 topics. The result of the students' test in post test 1 was better than test in pre-test before.

Table 11
Students' Post Test 1 score

NO	Students Code	Criteria of the Score					TOTAL	Note (≥ 70)
		C	O	V	L	M		
1	AA	21	13	15	18	3	70	Completed
2	ABS	22	13	18	17	4	74	Completed
3	AC	23	17	19	12	4	75	Completed
4	AE	24	17	17	18	4	80	Completed
5	AN	17	13	14	17	3	64	Incompleted
6	AR	22	15	14	15	4	70	Completed
7	CS	21	13	10	10	3	57	Incompleted
8	CYP	22	14	14	11	3	64	Incompleted
9	CO	23	17	15	18	4	77	Completed
10	DMM	23	17	10	11	3	64	Incompleted

11	ES	21	11	13	12	3	60	Incompleted
12	FA	21	13	10	11	3	58	Incompleted
13	FH	21	14	13	12	3	63	Incompleted
14	HN	22	17	17	16	4	76	Completed
15	IW	21	12	12	12	4	61	Incompleted
16	IKS	22	18	14	17	4	75	Completed
17	KN	15	13	9	9	3	49	Incompleted
18	LS	22	11	13	11	4	61	Incompleted
19	MS	19	8	10	10	3	50	Incompleted
20	NSS	23	16	15	15	4	73	Completed
21	NRY	20	13	11	8	3	55	Incompleted
22	PZS	21	9	14	9	3	56	Incompleted
23	RP	16	13	12	11	3	55	Incompleted
24	RG	22	16	17	11	4	70	Completed
25	RO	21	13	14	14	4	66	Incompleted
26	RH	23	16	17	18	4	78	Completed
27	SS	22	16	17	18	4	77	Completed
28	TW	20	11	15	12	2	60	Incompleted
29	UPS	23	16	14	13	4	70	Completed
30	WER	23	14	19	15	4	75	Completed

High Score	80
Lowest Score	55
Average	66,1

Table 12

Frequency of students' score in Post test 1

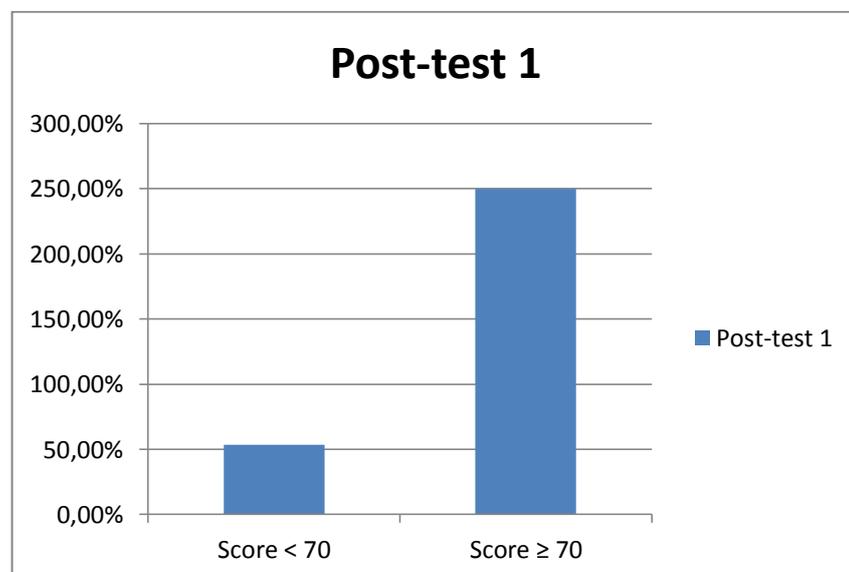
No.	Grade	Category	Frequency	Percentage
1.	≥ 70	Completed	14	46.67%
2.	< 70	Incompleted	16	53.33%
Total			30	100%

Source: The result score of writing post test 1 at VII class of MTs

Nurul Huda Batanghari on May 9th 2022.

Figure 3

The Result of the Students' Score f the Post-test 1



Based on the result above, it could be seen that 14 students (46.67%) got score up to the standard and 16 students (53.33%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said success when 70% students got score ≥ 70 . The fact showed that the result was unsatisfying.

c. Observing

In observation, the researcher presented two meetings in cycle I of learning to find information of the paragraph in writing lesson. The researcher explained the Spelling Boxes to the students. The students confused about what they should do and got the difficulty to find the information of the paragraph.

In the second meeting, the researcher explained Problem Spelling Boxes before giving assignments. In this meeting, the students began active. They also began to be interested in teaching and learning process. In the post test 1, there were 14 of 30 students got good score. Although only 16 students who passed the minimum score, but the result of the students' test was better than the students' pre-test before giving treatment.

The indicators of student activities as follows:

- 1) The students understand the problem and determine topic sentence.

- 2) The students collect data needed and make supporting sentence.
- 3) The students find vocabulary and make a conclusion.
- 4) The students write descriptive paragraph with coherence, cohesion and unity.

The observation result of students' learning activities on first meeting and second meeting of the first cycle could be seen on the table below:

Table 13
Student's Learning Activities at First Meeting in Cycle I

No	Students Code	Indicators				Total
		1	2	3	4	
1	AA	√	√			2
2	ABS	√				1
3	AC	√		√		2
4	AE	√	√	√	√	4
5	AN	√				1
6	AR	√	√			2
7	CS		√	√		2
8	CYP		√	√		2
9	CO	√	√	√	√	4

10	DMM	√		√		2
11	ES	√		√		2
12	FA	√				1
13	FH	√				1
14	HN	√	√	√	√	4
15	IW	√	√			2
16	IKS	√	√	√	√	4
17	KN			√		1
18	LS	√				1
19	MS		√			1
20	NSS	√	√	√		3
21	NRY			√		1
22	PZS			√		1
23	RP	√				1
24	RG		√			1
25	RO			√		1
26	RH	√	√	√	√	4
27	SS	√	√	√	√	4
28	TW	√		√		2
29	UPS	√	√			2

30	WER	√	√		√	3
Total		22	16	17	7	62
Percentage		73%	53%	57%	23%	

Table 14

Student's Learning Activities at Second Meeting in Cycle I

No	Students Code	Indicators				Total
		1	2	3	4	
1	AA	√	√	√		3
2	ABS	√	√	√	√	4
3	AC	√	√	√	√	4
4	AE	√	√	√	√	4
5	AN	√		√		2
6	AR	√	√			2
7	CS			√		1
8	CYP		√	√		2
9	CO	√	√	√	√	4
10	DMM	√		√		2
11	ES	√		√		2
12	FA	√				1

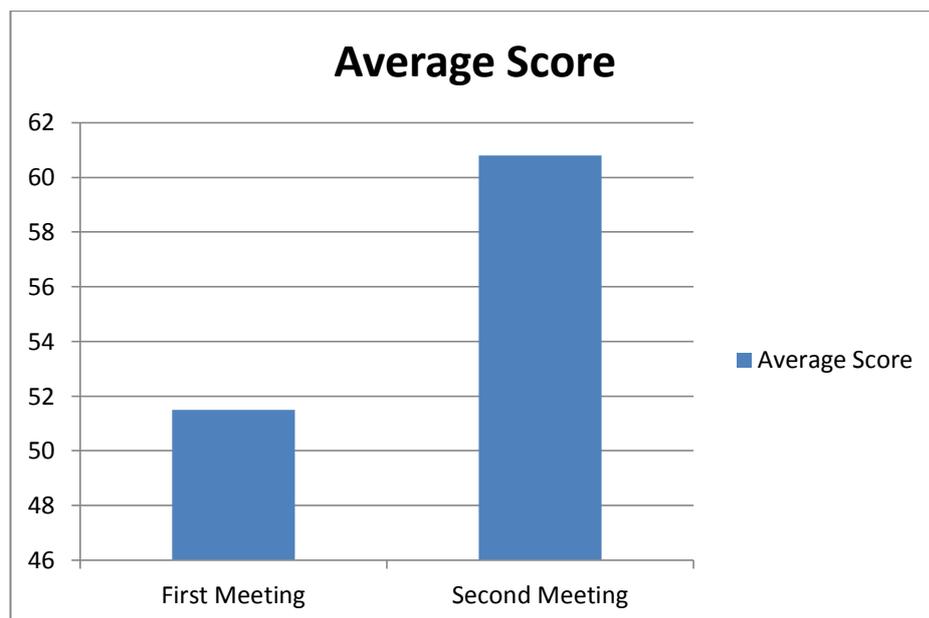
13	FH	√	√			1
14	HN	√	√	√	√	4
15	IW	√	√			2
16	IKS	√	√	√	√	4
17	KN			√		1
18	LS	√				1
19	MS		√			1
20	NSS	√	√	√	√	4
21	NRY			√		1
22	PZS	√		√		2
23	RP	√				1
24	RG		√			1
25	RO	√	√			2
26	RH	√	√	√	√	4
27	SS	√	√	√	√	4
28	TW	√		√		2
29	UPS	√	√	√		3
30	WER	√	√	√	√	4
Total		24	19	20	10	73
Percentage		80%	63%	67%	33%	

Table 15
The Percentage of Student's Learning Activities at Cycle I

No	Students Activities	Cycle I		Poin (%)
		First Meeting	Second Meeting	
1	The students understand the problem and determine topic sentence	73%	80%	7%
2	The students collect data needed and make supporting sentence	53%	63%	10%
3	The students find vocabulary and make a conclusion	57%	67%	10%
4	The students write descriptive paragraph with coherence, cohesion and unity	23%	33%	10%
Total		206%	243%	37%
Average		51,5	60,8	

Figure 4

**The Comparison between First Meeting and Second Meeting of
Student's Learning Activities in Cycle 1**



The table and graph above showed that not all of the students were active in learning process. The average percentage of the student's learning activity in first meeting was only 51,5 and second meeting was 60,8. Based on the result above, it could be conclude that the learning process was not successful related with the indicator of success at least 70 % passed the criteria.

d. Field Note

At this stage the researcher made a note of students' activities. From the observation on cycle I in the beginning of

learning before the researcher used problem solving technique. Most of students still seemed confused in the class, most of students who difficulty to do the test was given, and most of students were not active in learning process.

e. Reflection

From the result observation in learning process in cycle 1, it can be concluded that in the learning process has not achieved Minimum Standard Criteria of the research yet. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's pre-test score and the result of student's post-test 1 score. The comparison between pre-test score and post-test 1 score as follow:

Table 16

The Comparison between Pre-Test and Post-Test Score

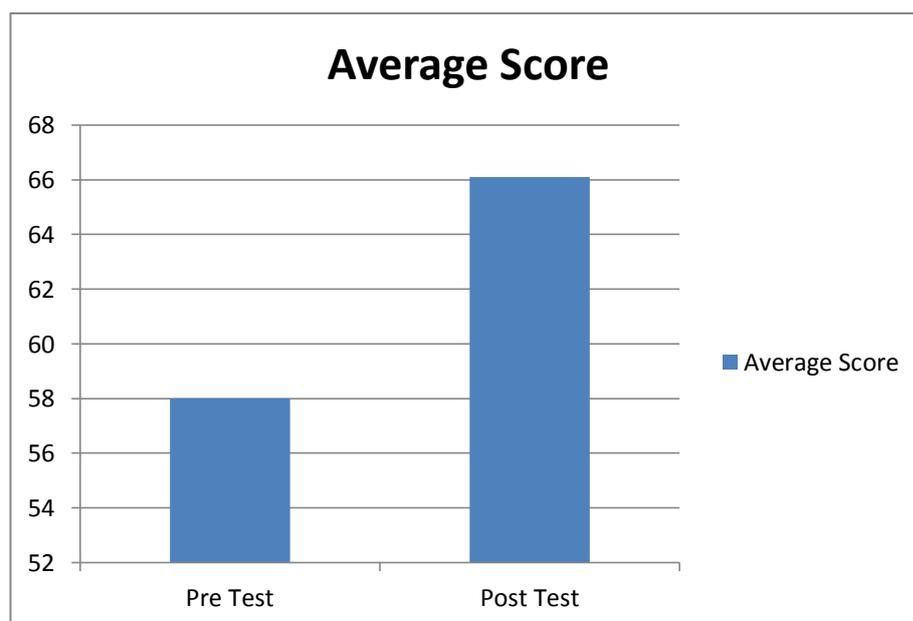
No	Name Initial	PreTest Score	PostTest 1 score	Improvement Score	Explanation
1	AA	65	70	5	Improve
2	ABS	52	74	22	Improve
3	AC	66	75	9	Improve
4	AE	77	80	3	Improve
5	AN	46	64	18	Improve

6	AR	60	70	10	Improve
7	CS	52	57	5	Improve
8	CYP	58	64	6	Improve
9	CO	75	77	2	Improve
10	DMM	61	64	3	Improve
11	ES	55	60	5	Improve
12	FA	50	58	8	Improve
13	FH	47	63	16	Improve
14	HN	75	76	1	Improve
15	IW	59	61	2	Improve
16	IKS	73	75	2	Improve
17	KN	47	49	2	Improve
18	LS	42	61	19	Improve
19	MS	42	50	8	Improve
20	NSS	70	73	3	Improve
21	NRY	42	55	13	Improve
22	PZS	55	56	1	Improve
23	RP	44	55	11	Improve
24	RG	48	70	22	Improve
25	RO	46	66	20	Improve

26	RH	76	78	2	Improve
27	SS	75	77	2	Improve
28	TW	52	60	8	Improve
29	UPS	60	70	10	Improve
30	WER	70	75	5	Improve
Total		1740	1983	243	
Average		58	66,1		

Figure 5

Average Score of Pre-Test and Post-Test 1



The table and the graphic above showed that the mean score of pre-test score was 58 and average score of post-test I was 66,1

and the mean improvement score was 8,1 point. There was improvement between pre-test and post-test 1 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 70% of the total students must be passed the criteria.

Regarding to the result of student's post-test score and the observation of student's activities in cycle I it caused of give 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 towards the teacher's explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher and collaborator have to continue in cycle II which consisted of planning, acting and observing and reflecting.

3. Cycle 2

In other that to repair the weakness in cycle I the researcher need to be held to continue in cycle II because of cycle I was not success. In this phase cycle II has four essential phases namely planning, action, observation and reflection. The implementation of cycle II could be explained on the following sequences:

a. Planning

Based on the observation and reflection in cycle I, it showed failure. So, the researcher and collaborator try to reprepare the problem in cycle I and arrange the planning for cycle II based on the problem that students deal toward writing describe. In this phase the researcher and collaborator made the planning that would use in teaching learning process that was preparing the lesson plan, preparing the material, preparing the learning media, and preparing the observation sheet of the students' activity 2.

b. Action

1) First Meeting

The first meeting was held on wednesday, Mey, 10th, 2022 at 07.15 A.M – 08.45 A.M and it took about 90 minutes or 2×45 minutes. In this meeting the researcher was as a teacher and Mrs. Rita, S.Pd as the collaborator as well as an observer.

At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the student's condition. Afterwards, the researcher gave the students the learning material about descriptive writing. In section the researcher as the teacher also explained the used of simple present tense as the requirement of formula to make descriptive writing well.

After explanation was done, the teacher ask to the students about the material, is the students are understand or not. In this meeting condition of the class was effective. Most of student was pay attention about the teacher explanation. Then for the next section the teacher order to the students to make a group discussion. Each group consisted of four up to five persons.

Afterwards the researcher gave each group the exercise to be discussed and finished in a group. Later on, the leaders in each group were invited to conclude the discussion result about the descriptive writing. To strengthen their result discussion the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the teacher give motivation to the students and remind to keep on learning at home. Then the last closed the meeting.

2) Second Meeting

The second meeting was conducted on Friday, Mey 13th, 2018 at 10.14 A.M – 11.45 P.M, this meeting used to post test 2 in the last of cycle II, for 2x45 minutes after the students given the action, the researcher gave post test II to the students. In this meeting, most of the students could answer well. Then the result of post-test II could be seen as follow:

Table 17

The Result of Students Descriptive Writing Post-Test II Score

NO	Students Code	Criteria of the Score					TOTAL	Note (≥ 70)
		C	O	V	L	M		
1	AA	21	13	15	18	3	79	Completed
2	ABS	22	13	18	17	4	80	Completed
3	AC	23	17	19	12	4	82	Completed
4	AE	24	17	17	18	4	81	Completed
5	AN	17	13	14	17	3	70	Incompleted
6	AR	22	15	14	15	4	75	Completed
7	CS	21	13	10	10	3	72	Incompleted
8	CYP	22	14	14	11	3	80	Incompleted
9	CO	23	17	15	18	4	80	Completed
10	DMM	23	17	10	11	3	70	Incompleted
11	ES	21	11	13	12	3	70	Incompleted
12	FA	21	13	10	11	3	65	Incompleted
13	FH	21	14	13	12	3	75	Incompleted
14	HN	22	17	17	16	4	82	Completed
15	IW	21	12	12	12	4	70	Incompleted
16	IKS	22	18	14	17	4	80	Completed

17	KN	15	13	9	9	3	60	Incompleted
18	LS	22	11	13	11	4	65	Incompleted
19	MS	19	8	10	10	3	60	Incompleted
20	NSS	23	16	15	15	4	75	Completed
21	NRY	20	13	11	8	3	67	Incompleted
22	PZS	21	9	14	9	3	70	Incompleted
23	RP	16	13	12	11	3	65	Incompleted
24	RG	22	16	17	11	4	75	Completed
25	RO	21	13	14	14	4	75	Incompleted
26	RH	23	16	17	18	4	82	Completed
27	SS	22	16	17	18	4	80	Completed
28	TW	20	11	15	12	2	70	Incompleted
29	UPS	23	16	14	13	4	75	Completed
30	WER	23	14	19	15	4	75	Completed
High Score							82	
Lowest Score							60	
Average							73,6	

Table 18
Frequency of students' score in Post test 2

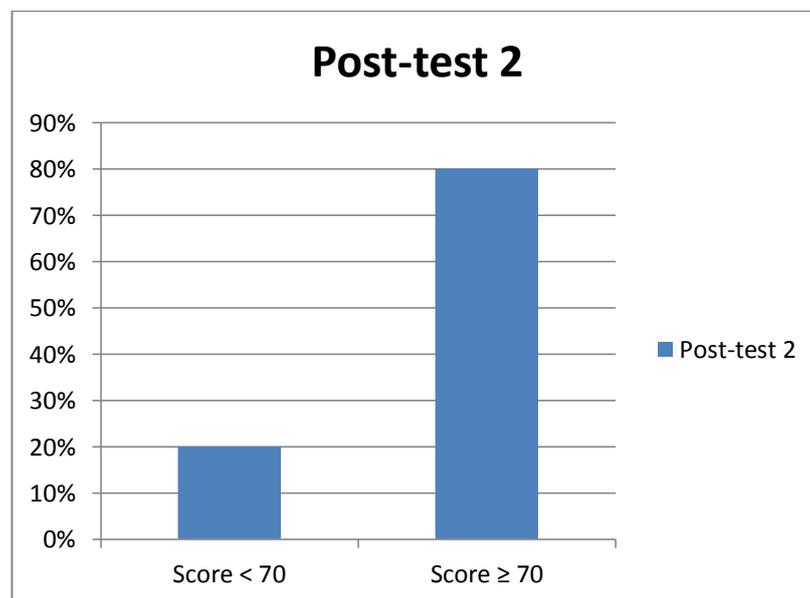
No.	Grade	Category	Frequency	Percentage
1.	≥ 70	Completed	24	80%
2.	< 70	Incompleted	6	20%
Total			30	100%

Source: The result score of writing post test 1 at VII class of MTs

Nurul Huda Batanghari on May 13th 2022.

Figure 6

The Result of the Students' Score of the Post-test 2



Based on the result above, it could be inferred that 24 students (80%) were successful and 6 other students (20%) were not successful. From the post-test II results, the researcher got the average of 73,6. It was higher than post-test 1 in cycle I.

According to explanation above, it can be inferred that indicator of success was achieved. That is 80% from the students got score at least 70 for the minimum standard criteria and the other hand the cycle II was successfully.

c. Observation

In this phase has similar step with the previous cycle. While the treatment was being presented by the researcher, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get reward to make the learning more fun and to stimulate the students most enthusiastic.

For the observation sheet in detail could be seen in appendix 16 and 17 for meeting 1 and meeting 2 at cycle II. The observation result of students' activities on meeting 1 and meeting 2 at the second cycle could be seen on the following table:

Table 19
Observation Result of Students Learning Activity of First Meeting at Cycle II

No	Students Code	Indicators				Total
		1	2	3	4	
1	AA	√	√	√		3
2	ABS	√	√	√	√	4

3	AC	√	√	√	√	4
4	AE	√	√	√	√	4
5	AN	√		√		2
6	AR	√	√	√		3
7	CS	√		√		2
8	CYP	√	√	√		3
9	CO	√	√	√	√	4
10	DMM	√	√	√		3
11	ES	√		√		2
12	FA	√		√		2
13	FH	√	√		√	3
14	HN	√	√	√	√	4
15	IW	√	√			2
16	IKS	√	√	√	√	4
17	KN	√		√		2
18	LS	√	√			2
19	MS		√	√		2
20	NSS	√	√	√	√	3
21	NRV	√		√		2
22	PZS	√	√	√		3

23	RP	√	√			2
24	RG	√	√			2
25	RO	√	√		√	3
26	RH	√	√	√	√	4
27	SS	√	√	√	√	4
28	TW	√		√	√	3
29	UPS	√	√	√		3
30	WER	√		√	√	3
Total		29	22	24	13	88
Percentage		96%	73%	80%	43%	

Note :

≤50% : **Not Active**

≥50% : **Active**

Table 21
Observation Result of Students Learning Activity at Second Meeting in Cycle II

No	Students Code	Indicators				Total
		1	2	3	4	
1	AA	√	√	√	√	4
2	ABS	√	√	√	√	4

3	AC	√	√	√	√	4
4	AE	√	√	√	√	4
5	AN	√	√	√		3
6	AR	√	√	√	√	4
7	CS	√	√	√		3
8	CYP	√	√	√	√	4
9	CO	√	√	√	√	4
10	DMM	√	√	√		3
11	ES	√	√	√		3
12	FA	√		√		2
13	FH	√	√	√	√	4
14	HN	√	√	√	√	4
15	IW	√	√	√		3
16	IKS	√	√	√	√	4
17	KN	√		√		2
18	LS	√	√			2
19	MS		√	√		2
20	NSS	√	√	√	√	4
21	NRV	√	√	√		3
22	PZS	√	√	√		3

23	RP	√	√			2
24	RG	√	√	√	√	4
25	RO	√	√	√	√	4
26	RH	√	√	√	√	4
27	SS	√	√	√	√	4
28	TW	√		√	√	3
29	UPS	√	√	√	√	4
30	WER	√	√	√	√	4
Total		29	27	28	18	102
Percentage		96%	90%	93%	60%	

Note :

$\leq 50\%$: **Not Active**

$\geq 50\%$: **Active**

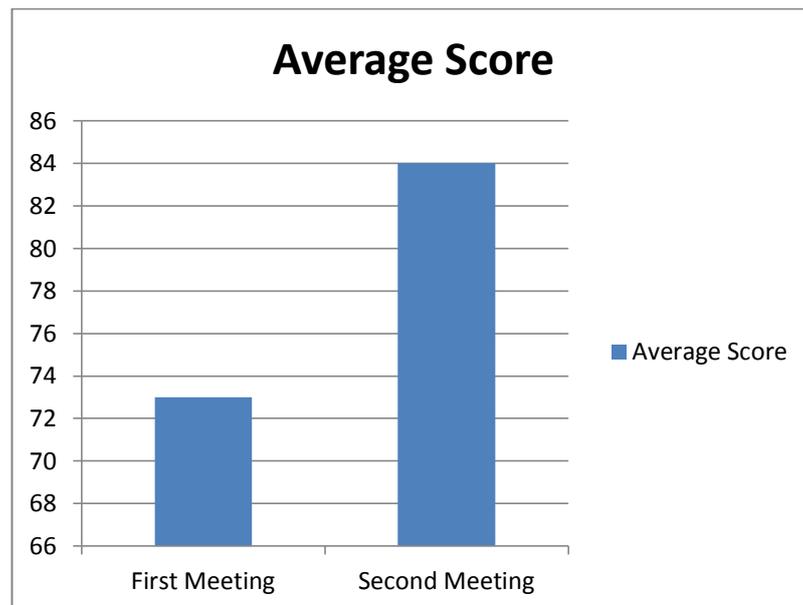
Table above showed achieved the score of students' activity in teaching learning process at cycle II. Then the percentage of students' activity at meeting one and meeting two of cycle II could be seen as follow:

Table 21
The Percentage of Students Learning Activity at Cycle II

No	Students Activities	Cycle II	Poin
----	---------------------	----------	------

		Meeting 1	Meeting 2	(%)
1	The students understand the problem and determine topic sentence	96%	96%	0%
2	The students collect data needed and make supporting sentence	73%	90%	13%
3	The students vocabulary and make conclusion	80%	93%	13%
4	The students write descriptive paragraph with coherence, cohesion and unity	43%	60%	17%
Total		292%	339%	43%
Average		73	84	

Figure 6
The Comparison between First Meeting and Second Meeting of
Students Learning Activity at Cycle II



The table and the graph above showed that the students' activity in cycle II improved significantly from the previous cycle. It could be showed, in first meeting the mean percentage of the entire indicators of student's activities was 73, in second meeting the mean percentage was 84 and the mean score both meeting was 78,5 with the improvement percentage was 11. It could be conclude that the learning process of cycle II was successful because the entire indicator of success from first meeting up to second meeting of students' activity had been fulfilled at least 70.

d. Field Note

From the observation on cycle II, most of the students were interested to follow the lesson, most of the students could practice well and correctly, most of the students were active during teaching learning process.

e. Reflection

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post-test I score and post-test II score could be compared on the following table:

Table 22

The comparison between Post-Test I and Post-Test II Score

No	Name Initial	Pos-Test I Score	Post-Test 2 Score	Improvement	Explanation
1	AA	70	79	9	Improve
2	ABS	74	80	6	Improve
3	AC	75	82	7	Improve
4	AE	80	81	1	Improve
5	AN	64	70	14	Improve
6	AR	70	75	5	Improve
7	CS	57	72	15	Improve
8	CYP	64	80	16	Improve
9	CO	77	80	3	Improve
10	DMM	64	70	6	Improve

11	ES	60	70	10	Improve
12	FA	58	65	7	Improve
13	FH	63	75	12	Improve
14	HN	76	82	6	Improve
15	IW	61	70	9	Improve
16	IKS	75	80	5	Improve
17	KN	49	60	11	Improve
18	LS	61	65	4	Improve
19	MS	50	60	10	Improve
20	NSS	73	75	2	Improve
21	NRV	55	67	12	Improve
22	PZS	56	70	14	Improve
23	RP	55	65	10	Improve
24	RG	70	75	5	Improve
25	RO	66	75	9	Improve
26	RH	78	82	4	Improve
27	SS	77	80	3	Improve
28	TW	60	70	10	Improve
29	UPS	70	75	5	Improve
30	WER	75	75	0	Improve

Total	1983	2208	230	
Average	66,1	73,6	Mean (7,7)	
Lowest Score	55	60		
Highest Score	80	82		

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 82 and the lowest score is 60. The average score of post-test II was 73,6. Besides, the percentage of students' successfulness of post-test II score was 80% or 24 students of the total students completed the minimum standard criteria and 20% or 6 students did Incompleted the minimum standard criteria (MSC) at least 70. It means that the indicator of success of this research had been achieved that was \geq 70% students was gotten score 70. It indicated that the students' descriptive writing was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continued in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that spelling boxes could improve students descriptive writing.

C. Interpretation

Descriptive writing would be easier to understanding when it supported by the right method, because the lesson was take more concrete for students and the students have to complete understanding. During the

research, the researcher observed that the students were interested in teaching and learning process. They were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching by used spelling boxes can improve students descriptive writing. By used group work the students learn descriptive writing easier because the students could asking and discuss with the partner in the group. So, it has proved that spelling boxes could be one the interesting technique to teaching descriptive writing.

In this phase, the data interpretation of this research was divided into two kinds of data. They were obtained from the result of pre-test, post-test I and post test II (the product of students learning) and observation result of student's learning activities (the process of students learning). For further description was explain as follow:

1. Result of Students Learning

a. Result of Students Pre-Test Score

In this phase, the researcher presented the pre-test to measure the student's ability before implementing the treatment. The reseacher obtained the data through test in the form of essay which completed for 80 minutes. It was done on Sunday, May 2th, 2022. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 10 the students' average were 58, it showed that most of the students have not passed

yet in achieving the Minimum Standard Criteria (MSC) at least 70. In this phase, only 8 students out of 30 students completed of the minimum standard criteria.

b. Result of Students Post-Test I Score

In this research, to know the students' descriptive writing mastery after implementing the treatment the researcher conducted the post-test I. It was done on Monday, May, 9th, 2018. Based on the table 12 the students' average was 66,1. It shown that most of the students have not passed yet in achieved the minimum standard criteria at least 70. In this stage there are 14 students out of 30 students passed of the minimum standard criteria. It can be conclude that most of the students failed in achieving the material.

c. Result of Students Post-Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that was only 46% completed the minimum standard criteria. The researcher presented the post-test II to measure the student's ability after implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 80 minutes. It was done on Monday, August 13th, 2018. Based on the table 17 the students' average were 73,6, it showed that most of the students have achieving the Minimum Standard Criteria (MSC)

at least 70. In this phase, 24 students out of 30 or 80% students completed of the minimum standard criteria and the research was successful.

d. Comparison of Score Pre-Test, Post-Test I and Post-Test II

The score from the implementation of the cycle I and II can be seen in the table result of students' learning below.

Table 23

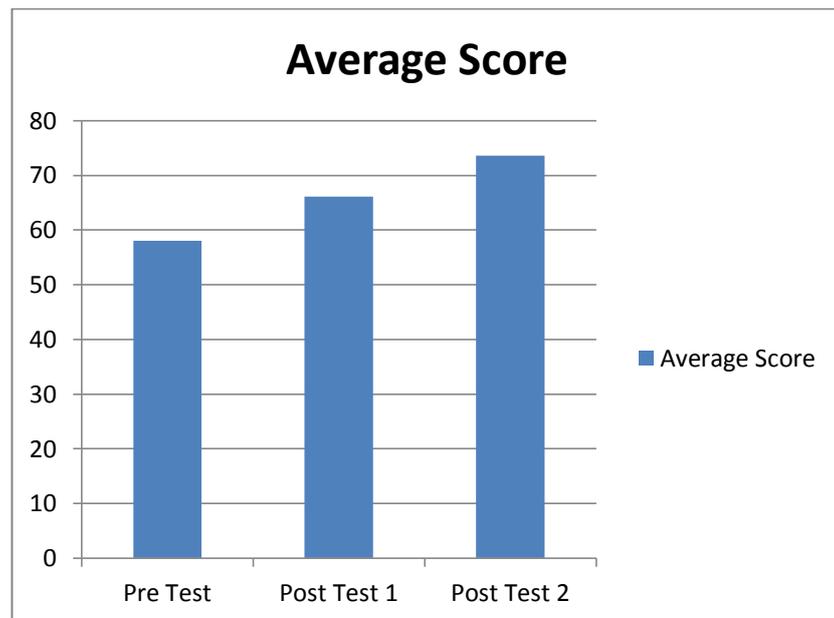
The Comparison of Pre-Test Score, Post-Test I Score, and Post-Test II Score

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1	65	70	79
2	52	74	80
3	66	75	82
4	77	80	81
5	46	64	70
6	60	70	75
7	52	57	72
8	58	64	80
9	75	77	80
10	61	64	70
11	55	60	70
12	50	58	65
13	47	63	75
14	75	76	82
15	59	61	70

16	73	75	80
17	47	49	60
18	42	61	65
19	42	50	60
20	70	73	75
21	42	55	67
22	55	56	70
23	44	55	65
24	48	70	75
25	46	66	75
26	76	78	82
27	75	77	80
28	52	60	70
29	60	70	75
30	70	75	75
Total	1740	1983	2208
Average	58	66,1	73,6

Figure 7

**The Average Score of Students Writing Descriptive Text in
Pre-Test, Post-Test I, and Post-Test II**



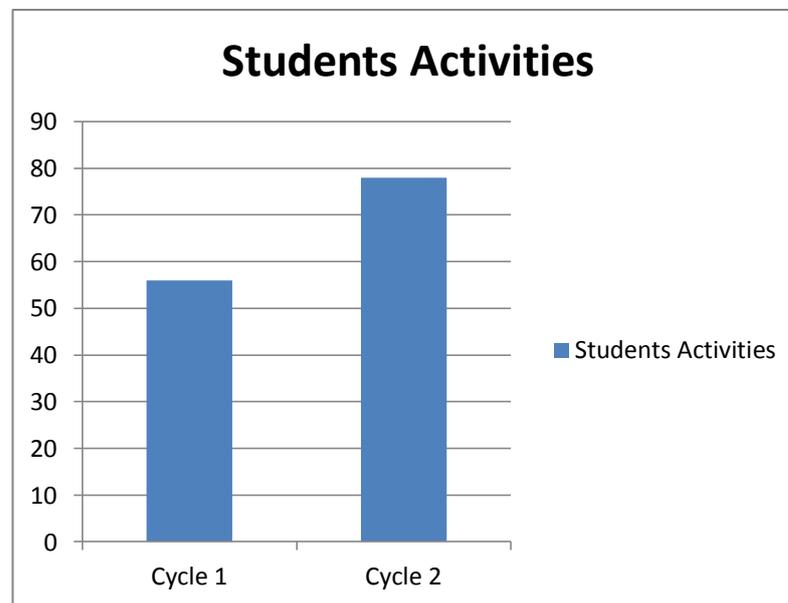
Based on the table and the graph above, in the cycle I from the pre-test to the post-test have progress average score from 58 to 66,1. There is improving about 8,1 point. Then from the cycle II have progress average score from 66,1 to 73,6, there is increasing about 7,5 point.

2. Observation Result of Students' Activities

This observation result was gotten when the learning process happened by collaborator. The result of the observation result of students' learning activity can be seen in the table below:

Table 24**Result of Students' Activities at Cycle I and Cycle II**

No	Students' Activity	CycleI	CycleII	Improvement
1	The students understand the problem and determine topic sentence	76%	96%	20%
2	The students collect data needed and make supporting sentence	58%	81%	23%
3	The students find vocabulary and make a conclusion	62%	86%	24%
4	The students write descriptive paragraph with coherence, cohesion and unity	28%	51%	23%
Total		224	314	90
Average		56%	78%	22%

Figure 8**Percentage of Students Activities at Cycle I and Cycle II**

Based on the table above it could be seen that from the cycle I up to cycle II have significant improvement with the average score of students' activities at cycle I was 56% become 78% at cycle II. The students' activity to understand the problem and determine topic sentence from cycle I to cycle II improved by the percentage at least 76 % in cycle I become 96% in cycle II and the improvement percentage was 20%.

Then the students' collect data needed and make supporting sentence improved from the cycle I up to cycle II. The percentage of this activity in cycle I was 58% and in cycle II 81% by the improvement percentage was 23%. The percentage of students' find solve the problem and make conclusion in cycle I was 62% and in cycle II was 86% by the

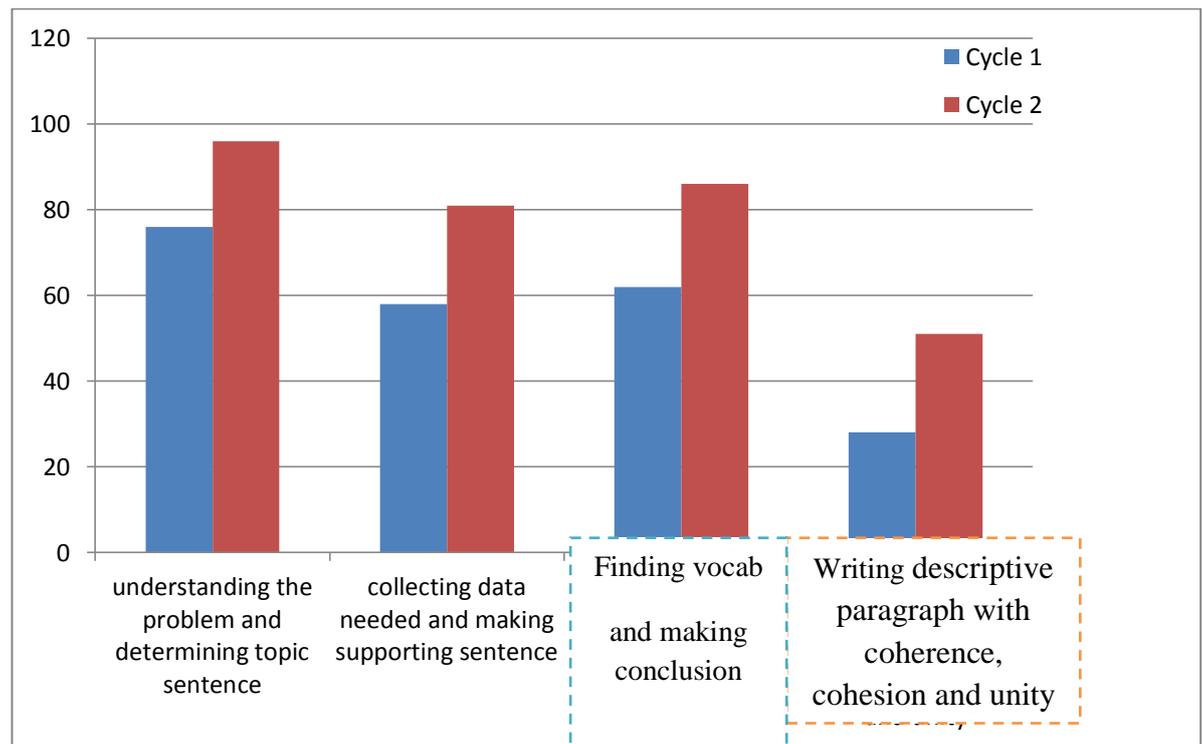
improvement percentage was 24%. It would be conclude that this activity was improved also.

After that the student's write descriptive paragraph with coherence, cohesion and unity improved significantly. The percentage of this activity in cycle I was 28% and at cycle II was 51% by the improvement percentage was 23%.

Regarding to the data, the students' activeness and enthusiasm to follow teaching and learning process showed significant improvement by applying spelling boxes to teach descriptive writing from cycle I to cycle II by the mean percentage consecutively from 56% to 78% in which the mean percentage was 22%. Then, to know the significant improvement of students' activity could be seen on the graph 5 below:

Graph 9

The Result of Students' Activity at Cycle I and Cycle II



Based on the above discussion, it can be concluded that the spelling boxes can improve the students' descriptive writing at Seventh grade of MTs Nurul Huda Batanghari and this research was done on the cycle II so, it would not be continued on the next cycle.

Then, the indicator of success of this research had been achieved that was 70% from total students was gotten score at least 70 and the students become more active and enthusiastic in teaching learning process end then there was significant improvement of students learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Considering from all the data gathered in the classroom action research, the researcher concluded this research as follows:

1. The average of the students' writing score at the seventh grade of MTS Nurul Huda Batanghari in pre-test was 58, post test 1 was 66,1 and in post test 2 was 73,6. As a result, by implementation of Spelling Boxes, the students' descriptive text in writing abilities at the seventh grade of MTS Nurul Huda Batanghari could be improved. The students who gained the score at least 70 in post test 2 were 24 students (80%). It means that more than 70% students were successful and the indicator of the research could be reached.
2. The percentage of the students' activities at the eleventh grade of MTS Nurul Huda Batanghari in cycle I was 56% and there was an improving in cycle II, it was 78,5%. As a result, Spelling Boxes could improve the students' activities in teaching learning process at the seventh grade of MTS Nurul Huda Batanghari.

B. Suggestion

Based on the result of the research, the researcher would like to constructively give suggestions as follows:

1. It is suggested to the teacher to use Spelling Boxes as the teaching learning technique because it could improve the students' descriptive in writing abilities.
2. It is suggested to the English teacher to include Spelling Boxes in teaching process. The teachers should be creatively used Spelling Boxes in teaching, especially writing class, in order to engage the students to be active in learning process.
3. It is suggested to other researchers who want to develop this study to include another skill in learning English, such as speaking, listening, or reading as well as involve different subjects and also different text.

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APPENDIXES



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iaimetro@metrouniv.ac.id

Nomor : B-224/In.28.1/J/TL/08/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth,
MTS NURUL HUDA BATANGHARI EAST LAMPUNG
di-
Tempat

Assalamu'alaikum Wr.Wb.

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

Nama : AHMAD CAHYONO
NPM : 1501070216
Semester : 10 (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING WRITING ABILITY BY USED SPELLING
BOXES WORDS AT THE SEVENTH GRADERS OF MTS
NURUL HUDA BATANGHARI EAST LAMPUNG

Untuk melakukan pra-survey di MTS NURUL HUDA BATANGHARI EAST
LAMPUNG

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya pra-survey tersebut, atau fasilitas dan bantuan serta kerjasamanya kami mengucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 Agustus 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Reza, M.Pd
NIP. 19750610 200801
1014



YAYASAN NURUL HUDA ADIWARNO
MTs NURUL HUDA BATANGHARI LAMPUNG TIMUR
AKTA KEMENKUMHAM : No. AHU-0020150.AH.01.12. Tahun 2015
NSM : 121218070096 NPSN : 69955869
STATUS : Terakreditasi C No : 139/BAN-SM/LPG/XII/2018
Gmail : mtsknh45@gmail.com

Alamat: Komplek Masjid Nurul Huda Dusun Jombang Desa Adiwarno 45P RT/RW 005/002 Kec. Batanghari Kab. Lampung Timur, 34181

Nomor : 400/057/MTs-NII/2022
Lampiran : -
Perihal : balasan

Yth
Ketua Jurusan Tadris Bahasa Inggris (TBI)
Institut Agama Islam Negeri Metro
Fakultas Tarbiyah dan Ilmu Keguruan
Di
Metro

Dengan Hormat,

Mengindahkan surat izin pra survey nomor surat : B-224/In.28.1/J/TL/08/2020 tanggal 14 agustus 2020 tentang permohonan pra survey, MTs Nurul Huda Batanghari Kabupaten Lampung Timur memberikan izin kepada :

No	Nama	NPM	Universitas Asal/ Fakultas	Jurusan
1	AHMAD CAHYONO	1501070216	IAIN Metro/ Tarbiyah dan Ilmu Keguruan	Tadris Bahasa Inggris

Untuk melaksanakan Pra Survey di MTs Nurul Huda Batanghari Kabupaten Lampung Timurdenganjudulsripsi :

"IMPROVING WRITING ABILITY BY USING SPELLING BOXES WORDS AT THE SEVENTH GRADERS OF MTS NURUL HUDA BATANGHARI EAST LAMPUNG."

Demikian surat izin observasi dibuat, untuk dapat dipergunakan sebagaimana mestinya

Batanghari, 4 Agustus 2020
Kepala Madrasah MTs





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Jurusan : TBI
Semester : XIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Jumat, 23 April 2021			- Variabel dependent and independent - Penulisan Subject - Gramatical Corection	
	Rabu, 9 Juni 2021			- Penulisan paragraph dan spasi - Pengelasan tentang definition of spelling boxes - penulisan bibliography	
	Jumat, 2 Juli 2021			- Gramatical Corection - Chapter III, Variabel - Paragraph dan spasi	
	Senin, 14 Ags 2021			Acc to proposal seminar	

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Jurusan : TBI
Semester : XII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	19 Maret 2021		✓	- Pedetakan judul yang kurang ke arah tengah - Spasi samping page atas 4, kiri 4, kanan 3, bawah 3. - Kurangnya referensi disetiap paragraf di bab II bagian strategi spelling boxes	
2	20 Maret 2021		✓	- Suatu penelitian yang akan dilakukan hendaknya menggunakan future bukannya Past tense	
3	12 April 2021		✓	 	

Mengetahui,
Ketua Jurusan

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

Dosen Pembimbing II

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



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

Jalan Ki Hajar Dewantara Kampus 15A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47290, Website: www.tarbiyah.iainmetro.ac.id E-mail: iainmetro@iainmetro.ac.id

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

Nama : Ahmad Cahyono
NPM : 1501070216

Jurusan : TBI
Semester : XIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa 8/2003	✓		Review your culture → RPP - Writing Test	
	Rabu 16/2003	✓		Complete your writing test review	
		✓		Assess Research	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102201503 1 004

Dosen Pembimbing

Andianto, M.Pd.
NIP. 19871102201503 1 004



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

Jalan Ki Hajar Dewantara Rangka 15A Inggreh Metro Timur Kota Metro Lampung 34111
Telp (072) 41507 Faksimil (072) 41246 Website www.iaimetro.ac.id E-mail: iaimetro@iaimetro.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ahmad Cahyono
NPM : 1501070216

Jurusan : TBI
Semester : XIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	10/05/2021	✓		Bentuk APD ACU APD	

Mengetahui,
Ketua Jurusan TBI

Ahmad Cahyono, M.Pd.
NIP. 19871102201503 1 004

Dosen Pembimbing

Ahmad Cahyono, M.Pd.
NIP. 19871102201503 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.iaim@metrouniv.ac.id

Nomor : B-1806/In.28.1/J/TL.00/05/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Andianto (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **AHMAD CAHYONO**
NPM : 1501070216
Semester : 14 (Empat Belas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : IMPROVING WRITING ABILITY BY USING SPELLING BOXES WORDS
AT THE SEVENTH GRADERS OF MTS NURUL HUDA ADI WARNO
EAST LAMPUNG

Dengan ketentuan sebagai berikut :

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 17 Mei 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



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

Jalan Ki Hajar Dewantara No. 154, Hingraya Metro Timur Kota Metro Lampung 34111

M. K. T. B. D. | Telepon (0725) 41507 | Faksimili (0725) 41246 | Website: www.tarbiyah-metro.iaim.ac.id | Email: tarbiyah@metroiaim.ac.id

SURAT TUGAS

Nomor: B.1983/In.28/D.1/TL.01/05/2022

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

Nama : **AHMAD CAHYONO**
NPM : 1501070216
Semester : 14 (Empat Belas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS NURUL HUDA BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING WRITING ABILITY BY USING SPELLING BOXES WORDS LEARNING STRATEGY AT THE SEVENTH GRADERS OF MTS NURUL HUDA BATANGHARI EAST LAMPUNG".
 2. Waktu yang dibenkan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

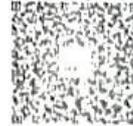
Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Mengetahui,
Pejabat Setempat

Eli Sekinda, S.Pd

Dikeluarkan di : Metro
Pada Tanggal : 27 Mei 2022

Wakil Dekan Akademik dan
Kelembagaan



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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH 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-1982/In.28/D.1/TL.00/05/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS NURUL HUDA
BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1983/In.28/D.1/TL.01/05/2022,
tanggal 27 Mei 2022 atas nama saudara:

Nama : **AHMAD CAHYONO**
NPM : 1501070216
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 MTS NURUL HUDA BATANGHARI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING WRITING ABILITY BY USING SPELLING BOXES WORDS LEARNING STRATEGY AT THE SEVENTH GRADERS OF MTS NURUL HUDA BATANGHARI EAST LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 27 Mei 2022
Wakil Dekan Akademik dan
Kelembagaan,



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



YAYASAN NURUL HUDA ADIWARNO
MTs NURUL HUDA BATANGHARI LAMPUNG TIMUR
AKTA KEMENKUMHAM : No. AHU-0020150.AH.01.12. Tahun 2015
NSM : 121218070096 NPSN : 69955869
STATUS : Terakreditasi C No : 139/BAN-SM/LPG/XII/2018
Gmail : miskunh45@gmail.com

Alamat: Komplek Masjid Nurul Huda Dusun Jombang Desa Adiwarno 45P RT/RW 005/002 Kec. Batanghari Kab. Lampung Timur. 34181

Nomor : 422/016/MTs-NH/V/2022
Lampiran : -
Perihal : Balasan

Yth. Wakil Dekan I
Dr. Yudiyanto, S.Si., M.Si.
Institut Agama Islam Negeri Metro
Di -
Tempat

Sesuai dengan surat permohonan yang kami terima dengan nomor :
B-1983/In.28/D.1/TL.01/05/2022, perihal izin Research tanggal 27 Mei 2022,
Mahasiswa Institut Agama Islam Negeri Metro atas nama :

Nama : **AHMAD CAHYONO**
NPM : 1501070216
Semester : 14 (EmpatBelas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris

Telah kami setuju untuk melakukan Research/survey pada sekolah kami dalam rangka penyelesaian tugas akhir/skripsi dengan judul : *"Improving Writing Ability By Using Spelling Boxes Words Learning Strategy At The Seventh Graders Of Mts Nurul Huda Batanghari East Lampung"*.
Demikian surat ini kami sampaikan. Atas kerja samanya kami ucapkan terimakasih.

Batanghari, 27 Mei 2022
Kepala Madrasah MTs
Nurul Huda





**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-538/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 : Ahmad Cahyono
NPM : 1501070216
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 1501070216

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, 25 Mei 2022
Kepala Perpustakaan

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

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa

Nama : Ahmad Cahyono

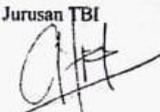
NPM : 1501070916

Fakultas : Tarbiyah (FTK)

Angkatan : 2015

Telah menyerahkan buku berjudul English Vocabulary in use

Metro,
Ketua Jurusan TBI


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

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama :

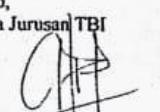
NPM :

Fakultas :

Angkatan :

Telah menyerahkan buku berjudul

Metro,
Ketua Jurusan TBI


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



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

Jalan Ki Hajar Dewantara Kampus 15A Inggilyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimil (0725) 47296, Website www.metrouniy.ac.id E-mail: iaimetro@metrouniy.ac.id

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

Nama : Ahmad Cahyono
NPM : 1501070216

Jurusan : TBI
Semester : XIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	20/05/05			Add Concept - Com Spelling 1. Redigress 2. <u> </u> 3. <u> </u> 4. <u> </u>	
	20/6/05			space Complete chapter	
	22/01/06			Acc Murgonal	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 19871102201503 1 004

Dosen Pembimbing

Andianto, M.Pd.
NIP. 19871102201503 1 004

SILABUS MTs Nurul Huda Batanghari

Mata Pelajaran : Bahasa Inggris

Kelas : VII

Kompetensi Inti :

KI 1: Menghargaidan menghayatiajajaran agama yang dianutnya.

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

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

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

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan	Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda <i>Fungsi sosial</i>	Mengamati <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks 	KRITERIA PENILAIAN <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, 	2 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan

<p>fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya .</p>	<p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p><i>Struktur text</i> (gagasan utama dan informasi rinci)</p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat</p>	<p>deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> • Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi 	<p>benda, pendek dan sederhana.</p> <ul style="list-style-type: none"> • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks derkriptif. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, 	<p>ucapan dan tindakan guru menggunakan akan setiap tindakan komunikasi interpersonal/transaksional</p>
--	---	--	--	---

	<p>orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Penyebutan kata benda singular</p>	<p>pesannya.</p> <ul style="list-style-type: none"> • Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya</p>	<p>intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</p> <ul style="list-style-type: none"> • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. 	<p>dengan benar dan akurat</p> <ul style="list-style-type: none"> • Contoh teks dari sumber otentik • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.
--	---	---	--	--

	<p>dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p> <p>(2) Kata ganti <i>it, they, she, we, dst.; our, my, your, their, dst.</i></p> <p>(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite</i>,</p>	<p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan 	<p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p>Observasi:</p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih</p>		<p>dailyenglish.com</p> <p>- http://americanenglish.state.gov/files/americanenglish/resources</p> <p>- http://1</p>
--	--	--	--	--	---

	<p><i>very.</i></p> <p>(4) Frasa nominal seperti <i>dark brown</i>, <i>cute little cat</i>, <i>beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go</i>, <i>play, get, take</i>, dll.</p> <p>(6) Penggunaan nominal singular dan plural</p>	<p>beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> • Siswa membaca rujukan dari berbagai sumber, 	<p>cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, 	<p>earnen glish.b ritishc ouncil. org/en/ - https:// www. google .com/</p>
--	---	---	--	--

	<p>secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa,</p>	<p>termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.</p> <ul style="list-style-type: none"> • Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah 	<p>tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara</p>		
--	---	---	---	--	--

	<p>dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda 	<p>tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks deskriptif yang</p>		
--	--	---	---	--	--

		<p>yang dideskripsikan</p> <ul style="list-style-type: none"> - tindakan orang, binatang, benda <p>yang dideskripsikan</p> <ul style="list-style-type: none"> - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <ul style="list-style-type: none"> • Secara kolaboratif 	<p>menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. • Kumpulan hasil analisis tentang 		
--	--	---	--	--	--

		siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang	beberapa teks deskriptif tentang orang, binatang, benda. <ul style="list-style-type: none">• Lembar soal dan hasil tes		
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		<p>sesuai konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none">• Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang			
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		<p>orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none">• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang			
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		<p>mereka hasilkan.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none">• Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam			
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		<p>bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none">• Siswaberupaya			
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		<p>berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p>			
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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Nurul Huda Batanghari
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/7
Materi pokok : Teks deskriptif lisan dan tulis sederhana

Sesungguhnya dalam penciptaan langit dan bumi, dan silih bergantinya malam dan siang terdapat tanda-tanda bagi orang-orang yang berakal (yaitu) orang-orang yang mengingat Allah sambil berdiri atau duduk atau dalam keadan berbaring dan mereka memikirkan tentang penciptaan langit dan bumi (seraya berkata): "Ya Tuhan kami, tiadalah Engkau menciptakan ini dengan sia-sia, Maha Suci Engkau, Maka peliharalah kami dari siksa neraka. (Q.S 'Ali Imran: 190-191)

A. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta

menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4 Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Tujuan Pembelajaran

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks descriptive sederhana.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan terkait teks descriptive.

3. Mengidentifikasi fungsi social. Structure teks dan unsure kebahasaan pada teks descriptive sederhana.
4. Merespon makna dalam teks descriptive,lisan dan tulis, sederhana.
5. Menyusun teks descriptive lisan dan tulis sederhana.

D. Materi Pembelajaran

Struktur Descriptive Text (*generic structure*) adalah :

1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentangsuatu topik.
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Unsur kebahasaan

- (1) Kata benda yang terkait dengan orang/benda/tempat/binatang
- (2) Kata sifat yang terkait dengan sifat orang/binatang/benda
- (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- (5) Rujukan kata

Going to The Zoo

Last Sunday my family and I went to the zoo. We went to the Zoo at 7 in the morning by a car driven by my father. The distance of my house from the zoo is

pretty far. It spends about 3 hours. Therefore we went early in the morning. At 10 a.m. we arrived at the Zoo. At that time the zoo was very crowded and filled by families who were on vacation.

After arriving, my father bought tickets to the zoo while we all waited in front of the entrance. Then my father took us to enter the zoo. Once inside we started looking for a place to picnic. We were looking for a place around the field that was in the middle of the zoo. Afterwards we got a good spot under a shady tree. My mom immediately held a mat and prepared meals helped by my sister. While my father and took some stuff in the car. After all was ready, my father took my sister and I went around the zoo.

We were around all animals cages in the zoo and saw various animals. There were so animals that can be seen starting from the smallest animals such as monkeys, birds to big animals such as elephant, bear and rhino. In the zoo there were also so many rare and protected animals such as the Sumatran tiger, giraffe and many more. I also took our picture together with the animals which were in the zoo.

E. Metode Pembelajaran

1. Pendekatan : Saintifik
2. Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
3. Metode : Tanya jawab, wawancara, diskusi dan presentasi

F. Model/Metode Pembelajaran

1. Media

- Picture dan power poin presentation

2. Alat

- Marker, papan tulis
- Laptop&LCD

3. Sumber Belajar

- Buku Paket “When English Rings A Bell”

G. Kegiatan Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none">• Salam dan doa• Memberikan motivasi kepada siswa• Menyampaikan tujuan, manfaat pelajaran, dan kegiatan pembelajaran.	
Inti	<p>Mengamati</p> <ul style="list-style-type: none">• Guru menjelaskan materi pembelajaran (tellingtime)• Siswa dibagi dalam 6 kelompok• Guru menyediakan soal• Guru menjelaskan dan memberikan contoh cara bermain spelling boxes beserta peraturannya• Siswa diminta untuk mencari vocabulary• Guru memberikan waktu menyelesaikan selama 11 menit.• Guru meminta kelompok pertama dan kedua untuk	

mengaplikasikan, dan menuliskan vocabulary yang didapatkan

- Guru meminta siswa untuk kembali ketempat duduknya, dan menerjemahkan vocabulary yang telah mereka tulis
- Selanjutnya kelompok 3 dan 4 diikuti kelompok5 dan 6 dengan langkah-langkah dan peraturan yang sama
- Setelah semua kelompok mendapatkan giliran, guru menghitung score yang didapatkan setiap kelompok dan mendiskusikannya.

Mempertanyakan

- Dengan bimbingan dan arahan guru, siswa mempertanyakan kalimat menyebutkan dan menanyakan *telling time* dan perbedaan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.

Mengeksplorasi

- Siswa menyebutkan dan menanyakan *telling time* dalam konteks *simulasi*, dan kegiatan lain yang terstruktur.
- Siswa berusaha menyebutkan dan menanyakan *telling time*, dalam bahasa Inggris dalam proses pembelajaran.

Mengasosiasi

	<ul style="list-style-type: none"> • Siswa membandingkan antara menyebutkan dan menanyakan <i>telling time</i> dalam bahasa ibu atau bahasa Indonesia. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyebutkan dan menanyakan <i>tellingtime</i>, dengan bahasa Inggris, di dalam dan di luar kelas. 	
Penutup	<ul style="list-style-type: none"> • Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. • Menyimpulkan materi pembelajaran • Siswa diberi tugas berupa Pekerjaan Rumah. 	

I. Penilaian Hasil Pembelajaran

a. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Peserta didik	Aspek Perilaku yang Dinilai	Jumlah Skor	Skor Sikap	Kode Nilai
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		BS	JJ	TJ	DS			
1								
2	

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggung Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

100 = Sangat Baik

75 = Baik

50 = Cukup

25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$

4. Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)

b. Pengetahuan

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

RPP 2

Sekolah	: MTs Nurul Huda Batanghari
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/ 7
Materi pokok	: Teks deskriptif lisan dan tulis sederhana

Sesungguhnya dalam penciptaan langit dan bumi, dan silih bergantinya malam dan siang terdapat tanda-tanda bagi orang-orang yang berakal (yaitu) orang-orang yang mengingat Allah sambil berdiri atau duduk atau dalam keadan berbaring dan mereka memikirkan tentang penciptaan langit dan bumi (seraya berkata): "Ya Tuhan kami, tiadalah Engkau menciptakan ini dengan sia-sia, Maha Suci Engkau, Maka peliharalah kami dari siksa neraka. (Q.S 'Ali Imran: 190-191)

E. 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.

F. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4 Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

G. Tujuan Pembelajaran

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks descriptive sederhana.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan terkait teks descriptive.
3. Mengidentifikasi fungsi social. Structure teks dan unsure kebahasaan pada teks descriptive sederhana.
4. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana.
5. Menyusun teks descriptive lisan dan tulis sederhana.

6. Materi Pembelajaran

Struktur Descriptive Text (*generic structure*) adalah :

1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

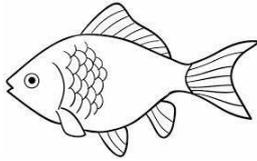
Unsur kebahasaan

1. Kata benda yang terkait dengan orang/benda/tempat/binatang
2. Kata sifat yang terkait dengan sifat orang/binatang/benda
3. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
4. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
5. Rujukan kata

Introduce the boxes with pictures that represent short, regular words. Model for the student how to say the name of the picture slowly and move a marker (a penny or chip) into a box for each sound in the word as you say the sound. Help the student practice moving the markers independently. If necessary, prompt the student to watch your lips as you pronounce each sound, or let him observe himself in a mirror to help him detect each sound visually.



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E. Metode Pembelajaran

1. Pendekatan : Saintifik
2. Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
3. Metode : Tanya jawab, wawancara, diskusi dan presentasi

H. Model/Metode Pembelajaran

1. Media

- Picture dan power poin presentation

2. Alat

- Marker, papan tulis
- Laptop&LCD

3. Sumber Belajar

- Buku Paket “When English Rings A Bell”

4. Kegiatan Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> • Salam dan doa • Memberikan motivasi kepada siswa 	

	<ul style="list-style-type: none"> • Menyampaikan tujuan, manfaat pelajaran, dan kegiatan pembelajaran. 	
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Guru menjelaskan materi pembelajaran (tellingtime) • Siswa dibagi dalam 6 kelompok • Guru menyediakan soal • Guru menjelaskan dan memberikan contoh cara bermain spelling boxes beserta peraturannya • Siswa diminta untuk mencari vocabulary • Guru memberikan waktu menyelesaikan selama 11 menit. • Guru meminta kelompok pertama dan kedua untuk mengaplikasian, dan menuliskan vocabulary yang didapatkan • Guru meminta siswa untuk kembali ketempat duduknya, dan menerjemahkan vocabulary yang telah mereka tulis • Selanjutnya kelompok 3 dan 4 diikuti kelompok5 dan 6 dengan langkah-langkah dan peraturan yang sama • Setelah semua kelompok mendapatkan giliran, guru menghitung score yang didapatkan setiap kelompok dan mendiskusikannya. <p>Mempertanyakan</p>	

	<ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan kalimat menyebutkan dan menanyakan <i>telling time</i> dan perbedaan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyebutkan dan menanyakan <i>telling time</i> dalam konteks <i>simulasi</i>, dan kegiatan lain yang terstruktur. • Siswa berusaha menyebutkan dan menanyakan <i>telling time</i>, dalam bahasa Inggris dalam proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan antara menyebutkan dan menanyakan <i>telling time</i> dalam bahasa ibu atau bahasa Indonesia. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyebutkan dan menanyakan <i>tellingtime</i>, dengan bahasa Inggris, di dalam dan di luar kelas. 	
Penutup	<ul style="list-style-type: none"> • Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami topik yang dibahas. • Menyimpulkan materi pembelajaran 	

	<ul style="list-style-type: none"> • Siswa diberi tugas berupa Pekerjaan Rumah. 	
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I. Penilaian Hasil Pembelajaran

a. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Peserta didik	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1								
2		

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggung Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

100 = Sangat Baik

75 = Baik

50 = Cukup

25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$

4. Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)

b. Pengetahuan

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

PRE-TEST

Direction:

1. Write your name and class on your answer sheet!
 2. Read the text then answer the question in the box
 3. You are not allowed to cheat with your friends!
 4. Check your answer before submitting!
-

Read the following text to answer questions

Going to The Zoo

Last Sunday my family and I went to the zoo. We went to the Zoo at 7 in the morning by a car driven by my father. The distance of my house from the zoo is pretty far. It spends about 3 hours. Therefore we went early in the morning. At 10 a.m. we arrived at the Zoo. At that time the zoo was very crowded and filled by families who were on vacation.

After arriving, my father bought tickets to the zoo while we all waited in front of the entrance. Then my father took us to enter the zoo. Once inside we started looking for a place to picnic. We were looking for a place around the field that was in the middle of the zoo. Afterwards we got a good spot under a shady tree. My mom immediately held a mat and prepared meals helped by my sister. While my father and took some stuff in the car. After all was ready, my father took my sister and I went around the zoo.

We were around all animals cages in the zoo and saw various animals. There were so animals that can be seen starting from the smallest animals such as monkeys, birds to big animals such as elephant, bear and rhino. In the zoo there were also so many rare and protected animals such as the Sumatran tiger, giraffe and many more. I also took our picture together with the animals which were in the zoo.

Find the words animals from the paragraph above and enter it into the box provided.

POST TEST

(CYCLE 1)

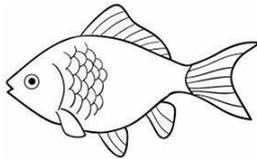
Direction:

1. Write your name and class on your answer sheet!
 2. Read the text then answer the question in the box
 3. You are not allowed to cheat with your friends!
 4. Check your answer before submitting!
-

Fill in the box according to the image below



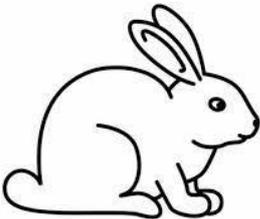
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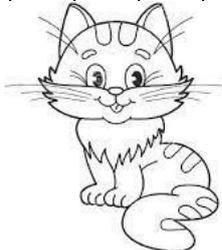
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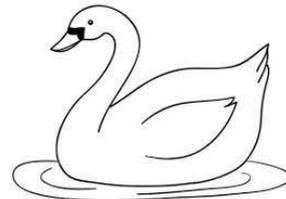
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POST TEST

(CYCLE 2)

Direction:

1. Write your name and class on your answer sheet!
 2. Read the text then answer the question
 3. You are not allowed to cheat with your friends!
 4. Check your answer before submitting!
-

Mention the color (s) of the following things!

1. The bananas :
2. The strawberries :
3. Your uniform :
4. The sky :
5. A zebra :
6. A horse :
7. A buffalo :
8. Your bag :
9. Your bike :
10. Your shoes :

Student's Pre-test Grade

NO	Students Code	Criteria of The Score					TOTAL	Note ≥70
		C	O	V	L	M		
1	AA	21	10	13	18	3	65	Incompleted
2	ABS	17	11	7	13	4	52	Incompleted
3	AC	21	15	14	12	4	66	Incompleted

4	AE	22	17	13	20	5	77	Completed
5	AN	17	10	12	5	2	46	Incompleted
6	AR	21	14	10	11	4	60	Incompleted
7	CS	17	9	13	11	2	52	Incompleted
8	CYP	18	13	11	13	3	58	Incompleted
9	CO	23	17	14	17	4	75	Completed
10	DMM	22	10	14	11	4	61	Incompleted
11	ES	20	11	10	12	2	55	Incompleted
12	FA	16	9	12	11	2	50	Incompleted
13	FH	13	12	9	11	2	47	Incompleted
14	HN	22	18	17	14	4	75	Completed
15	IW	21	12	10	13	3	59	Incompleted
16	IKS	22	17	14	17	3	73	Completed
17	KN	16	11	9	9	2	47	Incompleted
18	LS	21	8	10	10	3	42	Incompleted
19	MS	17	8	7	8	2	42	Incompleted
20	NSS	20	17	14	15	4	70	Completed
21	NRV	17	7	7	9	2	42	Incompleted
22	PZS	17	7	11	17	3	55	Incompleted
23	RP	15	7	12	8	2	44	Incompleted
24	RG	16	12	7	10	3	48	Incompleted
25	RO	15	13	7	8	3	46	Incompleted

26	RH	22	17	17	16	4	76	Completed
27	SS	21	17	15	18	4	75	Completed
28	TW	17	11	11	11	2	52	Incompleted
29	UPS	21	14	10	11	4	60	Incompleted
30	WER	22	14	17	13	4	70	Completed
High Score							77	
Lowest Score							42	
Average							58	

**Students' Post Test 1 score
(Cycle I)**

NO	Students Code	Criteria of the Score					TOTAL	Note (≥ 70)
		C	O	V	L	M		
1	AA	21	13	15	18	3	70	Completed
2	ABS	22	13	18	17	4	74	Completed
3	AC	23	17	19	12	4	75	Completed
4	AE	24	17	17	18	4	80	Completed
5	AN	17	13	14	17	3	64	Incompleted
6	AR	22	15	14	15	4	70	Completed
7	CS	21	13	10	10	3	57	Incompleted
8	CYP	22	14	14	11	3	64	Incompleted
9	CO	23	17	15	18	4	77	Completed
10	DMM	23	17	10	11	3	64	Incompleted

11	ES	21	11	13	12	3	60	Incompleted
12	FA	21	13	10	11	3	58	Incompleted
13	FH	21	14	13	12	3	63	Incompleted
14	HN	22	17	17	16	4	76	Completed
15	IW	21	12	12	12	4	61	Incompleted
16	IKS	22	18	14	17	4	75	Completed
17	KN	15	13	9	9	3	49	Incompleted
18	LS	22	11	13	11	4	61	Incompleted
19	MS	19	8	10	10	3	50	Incompleted
20	NSS	23	16	15	15	4	73	Completed
21	NRV	20	13	11	8	3	55	Incompleted
22	PZS	21	9	14	9	3	56	Incompleted
23	RP	16	13	12	11	3	55	Incompleted
24	RG	22	16	17	11	4	70	Completed
25	RO	21	13	14	14	4	66	Incompleted
26	RH	23	16	17	18	4	78	Completed
27	SS	22	16	17	18	4	77	Completed
28	TW	20	11	15	12	2	60	Incompleted
29	UPS	23	16	14	13	4	70	Completed
30	WER	23	14	19	15	4	75	Completed
High Score							80	
Lowest Score							55	

Average	66,1
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Students Post-Test II Grade

(Cycle II)

NO	Students Code	Criteria of the Score					TOTAL	Note (≥ 70)
		C	O	V	L	M		
1	AA	21	13	15	18	3	79	Completed
2	ABS	22	13	18	17	4	80	Completed
3	AC	23	17	19	12	4	82	Completed
4	AE	24	17	17	18	4	81	Completed
5	AN	17	13	14	17	3	70	Incompleted
6	AR	22	15	14	15	4	75	Completed
7	CS	21	13	10	10	3	72	Incompleted
8	CYP	22	14	14	11	3	80	Incompleted
9	CO	23	17	15	18	4	80	Completed
10	DMM	23	17	10	11	3	70	Incompleted
11	ES	21	11	13	12	3	70	Incompleted
12	FA	21	13	10	11	3	65	Incompleted
13	FH	21	14	13	12	3	75	Incompleted
14	HN	22	17	17	16	4	82	Completed
15	IW	21	12	12	12	4	70	Incompleted
16	IKS	22	18	14	17	4	80	Completed

17	KN	15	13	9	9	3	60	Incompleted
18	LS	22	11	13	11	4	65	Incompleted
19	MS	19	8	10	10	3	60	Incompleted
20	NSS	23	16	15	15	4	75	Completed
21	NRV	20	13	11	8	3	67	Incompleted
22	PZS	21	9	14	9	3	70	Incompleted
23	RP	16	13	12	11	3	65	Incompleted
24	RG	22	16	17	11	4	75	Completed
25	RO	21	13	14	14	4	75	Incompleted
26	RH	23	16	17	18	4	82	Completed
27	SS	22	16	17	18	4	80	Completed
28	TW	20	11	15	12	2	70	Incompleted
29	UPS	23	16	14	13	4	75	Completed
30	WER	23	14	19	15	4	75	Completed
High Score							82	
Lowest Score							60	
Average							73,6	

Observation Sheet Of Students Activity

Post Test I Cycle I

No	Students Code	Indicators				Total
		1	2	3	4	
1	AA	√	√			2

2	ABS	√				1
3	AC	√		√		2
4	AE	√	√	√	√	4
5	AN	√				1
6	AR	√	√			2
7	CS		√	√		2
8	CYP		√	√		2
9	CO	√	√	√	√	4
10	DMM	√		√		2
11	ES	√		√		2
12	FA	√				1
13	FH	√				1
14	HN	√	√	√	√	4
15	IW	√	√			2
16	IKS	√	√	√	√	4
17	KN			√		1
18	LS	√				1
19	MS		√			1
20	NSS	√	√	√		3
21	NRV			√		1
22	PZS			√		1
23	RP	√				1

24	RG		√			1
25	RO			√		1
26	RH	√	√	√	√	4
27	SS	√	√	√	√	4
28	TW	√		√		2
29	UPS	√	√			2
30	WER	√	√		√	3
Total		22	16	17	7	62
Percentage		73%	53%	57%	23%	

Observation Sheet Of Students Activity

Post Test II Cycle II

No	Students Code	Indicators				Total
		1	2	3	4	
1	AA	√	√	√		3
2	ABS	√	√	√	√	4
3	AC	√	√	√	√	4
4	AE	√	√	√	√	4
5	AN	√		√		2
6	AR	√	√	√		3
7	CS	√		√		2
8	CYP	√	√	√		3

9	CO	√	√	√	√	4
10	DMM	√	√	√		3
11	ES	√		√		2
12	FA	√		√		2
13	FH	√	√		√	3
14	HN	√	√	√	√	4
15	IW	√	√			2
16	IKS	√	√	√	√	4
17	KN	√		√		2
18	LS	√	√			2
19	MS		√	√		2
20	NSS	√	√	√	√	3
21	NRY	√		√		2
22	PZS	√	√	√		3
23	RP	√	√			2
24	RG	√	√			2
25	RO	√	√		√	3
26	RH	√	√	√	√	4
27	SS	√	√	√	√	4
28	TW	√		√	√	3
29	UPS	√	√	√		3
30	WER	√		√	√	3

Total	29	22	24	13	88
Percentage	96%	73%	80%	43%	

The Result Score of Students' Pre-test, Post-test I and Post-test II

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1	65	70	79
2	52	74	80
3	66	75	82
4	77	80	81
5	46	64	70
6	60	70	75
7	52	57	72
8	58	64	80
9	75	77	80
10	61	64	70
11	55	60	70
12	50	58	65
13	47	63	75
14	75	76	82
15	59	61	70
16	73	75	80
17	47	49	60
18	42	61	65
19	42	50	60
20	70	73	75
21	42	55	67
22	55	56	70
23	44	55	65
24	48	70	75
25	46	66	75
26	76	78	82

27	75	77	80
28	52	60	70
29	60	70	75
30	70	75	75
Total	1740	1983	2208
Average	58	66,1	73,6

DOCUMENTATION





CURRICULUM VITAE



The name of writer is Ahmad Cahyono. He was born on April 16th 1997, Binakarya Baru, Putra Rumbia, Center Lampung. He is the first child from Mr Yusuf and Mrs Suharti.

He was enrolled him study in SDN2, Binakarya Baru, Putra Rumbia on 2004-2009. Then, he continued him study at MTs Assa'Adah, on 2009-2012. After that, he continued him study at SMK Bintang Nusantara Rumbia, Center Lampung, on 2012-2015. It was long journey to find out him dream. Finally, he was registered as S1 students English Education Department of State Institute for Islamic Studies of Metro, on 2015.