

AN UNDERGRADUATE THESIS
IMPROVING THE SENTENCE WRITING SKILL BY USING
ASK REFLECT TEXT (ART) STRATEGY AMONG THE
EIGHTH GRADERS OF THE MTs. DARUL A'MAL
OF METRO



Arranged By:

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TARBIYAH AND TEACHING TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H / 2022 M

**IMPROVING THE SENTENCE WRITING SKILL BY USING
ASK REFLECT TEXT (ART) STRATEGY AMONG THE
EIGHTH GRADERS OF THE MTs. DARUL A'MAL
OF METRO**

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S. Pd)

In English Department

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APPROVAL PAGE

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USING ASK REFLECT TEXT (ART) STRATEGY
AMONG THE EIGHTH GRADERS OF THE MTS
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Sudah kami setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

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To:
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Assalamu'alaikum, Wr. Wb

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Students Number : 1601070158
Faculty : Tarbiyah and Teacher Training Faculty
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USING ASK REFLECT TEXT (ART) STRATEGY AMONG
THE EIGHTH GRADERS OF THE MTS DARUL A'MAL
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

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RATIFICATION PAGE

No. B-1122/101-29 1/D/PP-00.9/03/2022.

An Undergraduate thesis entitled "IMPROVING THE SENTENCE WRITING SKILL BY USING ASK REFLECT TEXT (ART) STRATEGY AMONG THE EIGHTH GRADERS OF THE MTS DARUL A'MAL OF METRO", written by NISA ASTUTI, student number 1601070158, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, February 25th 2022 at 13 30- 15 30 p.m.

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Chairperson : Dr. Dedi Irwansyah, M. Hum

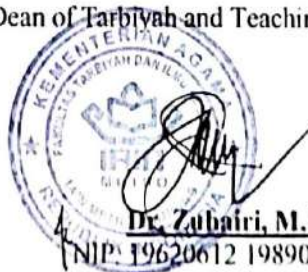
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The Dean of Tarbiyah and Teaching Training Faculty,



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**IMPROVING THE SENTENCE WRITING SKILL BY USING
ASK REFLECT TEXT (ART) STRATEGY AMONG THE
EIGHTH GRADERS OF THE MTs. DARUL A'MAL
OF METRO**

ABSTRACT

By:

Nisa Astuti

This research is aimed to find out whether the ART strategy can improve the sentence writing skill at the eighth graders of MTs Darul Amal of Metro. This research is Classroom Action Research (CAR). In collecting the data, this research used test, observation, documentation to collect the data.

This classroom action research was conducted by 2 cycles. There are four steps in each cycle, such as: planned, acted, observed and reflected. The researcher gave one pre-test before treatment, two treatments and two post-tests, the subject of this action research are the eighth graders of MTs Darul Amal of Metro. This research used 24 students as object of research. To prove whether the hypothesis was accepted or rejected, the researcher used average formula.

The invention of this research shows that there was progress from cycle I to cycle II. Based on the result from the data in cycle I, it was gained the average score of pre-test was 6 and post test 6,6 and post test from cycle II was gained the average score 7,4. The result of cycle II was higher than the result of post-test at cycle I. It means that the use of ART strategy could improve the sentence writing skill at the eighth graders of MTs Darul Amal of Metro.

Key Word: the sentence writing skill, ART strategy, classroom action research

**MENINGKATKAN KEMAMPUAN MENULIS KALIMAT
DENGAN MENGGUNAKAN STRATEGI ARTDI ANTARA
KELAS DELAPAN
MTs. DARUL A'MAL METRO**

ABSTRAK

Oleh:

Nisa Astuti

Penelitian ini bertujuan untuk mengetahui apakah strategi ART dapat meningkatkan keterampilan menulis kalimat siswa kelas VIII MTs Darul Amal Metro. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Dalam pengumpulan data, penelitian ini menggunakan tes, observasi, dokumentasi untuk mengumpulkan data.

Penelitian tindakan kelas ini dilaksanakan sebanyak 2 siklus. Ada empat langkah dalam setiap siklus, seperti: perencanaan, tindakan, observasi dan refleksi. Peneliti memberikan satu pre-test sebelum treatment, dua treatment dan dua post-test, subjek penelitian tindakan ini adalah siswa kelas VIII MTs Darul Amal Metro. Penelitian ini menggunakan 24 siswa sebagai objek penelitian. Untuk membuktikan apakah hipotesis diterima atau ditolak, peneliti menggunakan rumus rata-rata.

Penemuan penelitian ini menunjukkan adanya kemajuan dari siklus I ke siklus II. Berdasarkan hasil dari data pada siklus I diperoleh nilai rata-rata pre-test 6 dan post-test 6,6 dan post-test siklus II diperoleh nilai rata-rata 7,4. Hasil siklus II lebih tinggi dari hasil post-test pada siklus I. Artinya penggunaan strategi ART dapat meningkatkan keterampilan menulis kalimat pada siswa kelas VIII MTs Darul Amal Metro.

Kata Kunci: keterampilan menulis kalimat, strategi Ask Reflect Text (ART), penelitian tindakan kelas

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer research, in expectation of certain parts which expected from the bibliography mentioned.

Metro, October 20th 2021

Researcher,



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

Metro, 20 Oktober 2021

Peneliti,



NISA ASTUTI
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MOTTO

مَنْ خَرَجَ فِي طَلَبِ الْعِلْمِ فَهُوَ فِي سَبِيلِ اللَّهِ حَتَّى يَرْجِعَ

“Whoever goes out to seek knowledge then he is in the way of ALLAH until he returns”

(HR. Tirmidzi)

DEDICATION PAGE

This undergraduate thesis would highly dedicated to:

1. **ALLAH SWT**, who gives me help so I can finish this research.
2. My beloved parents Mr. Julianto and Mrs. Siti Aisyah who always educate me in doing good things. Thanks for all generosity, finance, and encouragement, and also thanks for your love, trust, and everlasting praying. Allah bless you mom and dad.
3. My beloved sister Wuri Istiani, brother Muhammad Syafi'i, and Zulul Alfian thanks for your kindness, support, and prayer.
4. My sponsor Mr. Dr. Dedi Irwansyah, M. Hum and Mam Aisyah Sunarwan, M.Pd as my co sponsor also as a consultant of this research proposal. Thanks for all of your suggestion, recommendation and support for this research proposal from beginning till the end.
5. My beloved friends Yunita Prihatni, Vivi Ulya Putri, Riza Fitriani, Windy Prestiwanti, Fani Safitri, Nadya Putri R and others that can not be mentioned one by one, thanks for your care, help and support.
6. Thanks for Headmaster, English teacher, and the students at the eighth grade of MTs. Darul Amal Metro Barat who allowed me to conduct the research there. Also for my pretty collaborator Mrs. An-Nur Mu'minatul, S. Pd, thanks for your kindness, help, and support.
7. My almamater IAIN Metro, as part of the best things in my life.

ACKNOWLEDGEMENT

All praises due to Allah, the Most Gracious and the Most Merciful because of His wonderful blessing and His mercy, the researcher could finish this research successfully. The incredible blessings make realize that nothing is impossible in the eyes. Thanks for Your will and endless blessing in my life. Peace and salutation always be given to our beloved prophet Muhammad SAW was a great revolutionary and true educator who guided us from the darkness to the lightness.

However, this success would not be achieved without the support, guidance, advice, help and encouragement from individuals and institutions. Therefore, the researcher would like to express the deepest gratitude to:

1. Dr. Siti Nurjanah, M.Ag., as the Rector of State Institute for Islamic Studies of Metro.
2. Dr. Zuhairi, M.Pd, as the Dean Tarbiyah and Teacher Training Faculty.
3. Andianto, M.Pd, as the Head of English Education Department
4. Dr. Dedi Irwansyah, M.Hum, as my sponsor and Aisyah Sunarwan, M.Pd as my co-sponsor also as a consultant of this research. Thanks for all of your suggestion, recommendation and support for this research from beginning till the end.
5. All of the lectures in Faculty of Tarbiyah and Teacher Training English Education Study Department who had given valuable knowledge.

Finally, this research was expected to be able to provide useful knowledge and information to the readers.

Metro, October, 20th 2021

The researcher,

A handwritten signature in black ink, appearing to read 'Nisa Astuti', written in a cursive style.

Nisa Astuti

Student Number 1601070158

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CHAPTER I

INTRODUCTION

A. Background of Study

Writing is expression of language by letters, symbols, and sentences. In other words, the act of placing thoughts, feelings, and ideas into words on a piece of paper is known as writing. Writing is an exploratory process and as the piece is being written the outline to take account of additional points or to change emphasis.¹ The knowledge is now mostly got through reading written information or texts including of books, articles, papers, and others. Students must have a sufficient number of ideas, arrange them well, and articulate them in an acceptable manner throughout the writing process.

Furthermore, the benefits of writing including learners to exploit language in interesting ways in order to express distinctly personal meanings at all levels including of grammar, vocabulary, phonology, and discourse. Writing is not easy because it has to go through a process. Writing can express ideas in written form that are considered difficult because they consider ideas more easily expressed in oral form. Therefore, it is necessary to have writing skill that can facilitate the process of developing ideas to improve creativity and the ability of a person to gather information.

However, there are many problems in writing. The problems of writing cover three categories. The first is linguistic issues such as grammar, vocabulary, language usage, and sentence choice in writing. The second is

¹ Zuzana Svobodova.,et al,*Writing in English "A Practical Handbook for Scientific and Technical Research"*, (The European Commission Leonardo da Vinci programme, 2001), p.6.

physiology concerns, which focuses on the researcher's difficulties as a result of the lack of direct contact and input from readers as they write. The challenge focuses on the difficulty in creating written material or composition content. The third covers cognitive disorders. Formal instructions spelling, punctuation, capitalization, and paragraphing, to name a few must be considered when writing.

Furthermore, the researcher had conducted a pre-survey on October 2nd, 2020 at MTs. Darul A'mal of Metro in the pre-survey process. In the process of the pre-survey, the researcher interviewed to get the English teacher information in relation to students' problems when it comes to learning English, particularly when it comes to writing using English. The students' confusion was explained by the English teacher issues based on the findings of the pre-survey in writing using English were caused by limited mastery of English vocabulary. Furthermore, the students have difficulty in writing a short paragraph because they find difficulties in developing their in to written words what they had in their heads. In the process pre-survey, the researcher got the archive of English assignment scores from an English teacher of grade VIII Mts. Darul A'mal which deals with writing skill. The pre-survey results as follows:

Table 1.1

**The Result of the Eight Graders at MTs. Darul A'mal of Metro Barat,
Metro**

No	Data	Grade	Criteria
1	AAS	70	Incomplete
2	ALS	90	Complete
3	ANN	60	Incomplete
4	DW	90	Complete
5	DWN	90	Complete
6	DLS	30	Incomplete
7	FNL	90	Complete
8	JRA	60	Incomplete
9	MDN	60	Incomplete
10	MNK	60	Incomplete
11	MA	70	Incomplete
12	NNS	70	Incomplete
13	PPS	90	Complete
14	PV	30	Incomplete
15	RA	20	Incomplete
16	RNR	90	Complete
17	RM	90	Complete
18	RNB	90	Complete
19	SA	70	Incomplete
20	SSA	70	Incomplete
21	SK	70	Incomplete
22	SAP	60	Incomplete
23	SR	30	Incomplete
24	UNH	60	Incomplete

Table 1.2**The Result of Pre-Survey Writing Skill of the Eight graders at MTs.****Darul A'mal of Metro Barat, Metro**

No	Grade	Frequency	Percentage	Criteria
1	> 71	8 students	33 %	Complete
2	≤ 71	16 students	67 %	Incomplete
Total		24 students	100 %	

According to the information from table 1.2, It is common knowledge that most students (67%) are not able to achieve the Passing Grade. Especially, there is writing skill. This shows that the sentence writing skill of graders VIII MTs Darul A'mal was not satisfying. Therefore, there should be an effort to increase it.

Based on the result of pre survey got by observing the students' writing, there are several problems from the pre-survey results. It is known that students have low punctuation and capitalization in writing skill. In addition, they have low grammar in writing and low mastery of English vocabulary. Furthermore, the in the writing process, students have trouble forming ideas.

In line with these problems, there should be a concerted attempt to develop students' writing abilities. The effort is the put in order of appropriate teaching strategy. ART strategy used in language learning. In connection with these problems, it is important to make efforts to assist students in improving their writing skills. Among the possible efforts is the application of appropriate teaching strategies. ART strategy is one that is used in teaching

writing. ART has developed a six-step evidence-based mnemonic story creation story to inspire students to write, stimulate more elaborate story material, strengthen students' knowledge of the writing process, and enhance their writing abilities, including students with learning disabilities (LDs). The process focuses on mnemonic strategy training, which gives students experience in producing text, developing preparation, organizing, and composition skills during the process of writing.

According to the above description, it is critical to improve the students' writing skills. In this case, the researcher used the ART strategy in an effort to assist students, Classroom Action Research (CAR) is being used to develop their writing skills. Therefore, the researcher constructs a research undergraduated thesis entitled “Improving the Sentence Writing Skill by Using ART Strategy among The Eighth Graders of The MTs. Darul A’mal of Metro”.

B. Problem Identification

The researcher had found the study's background based on the study's background several research problems, including:

1. Students have low punctuation and capitalization in writing skill.
2. Students have low grammar mastery.
3. Students have low mastery of English vocabulary.
4. Students have low mastery to develop their ideas in the writing process.

C. Problem Limitation

The researcher limits the study based on the identification issue problem by focusing on problem number 4, namely the students' difficulties in the development of writing in the process. To improve writing skill, so the researcher used ART strategy. Therefore, the researcher conducted a report on how to develop sentence writing skills by using ART among the eighth graders of the MTs. Darul A'mal of Metro.

D. Problem Formulation

According to the problem limitation, the researcher had constructed the problem formulation, *can ART improve the sentence writing skill among the eighth graders of the MTs. Darul A'mal of Metro?*

E. Objective and Benefits of Study

1. Objective of Study

Based on the problem formulation, the researcher compiled the research objectives, *to improve the sentence writing skill by using ART among the eighth grader of the MTs. Darul A'ma of, Metro.*

2. Benefit of Study

This study's findings are expected to help researchers, students, teachers, and other researcher.

a. For the students

The findings because of this study assist students who are learning English, particularly in the classroom writing skills. With the application of ART strategy, Students are more likely to be calm and

take care in learning writing. It is because through this strategy student work more independently, students can practice critical practice reflecting their understanding of the content of understanding in writing and practice a writing independently.

b. For the teacher

Teachers should feel more motivated to carry out the as a result of this research, the teaching and learning process was improved descriptions for students so that students can be more skilled in writing. In other words, it can inspire students to develop writing ideas.

c. For the researchers

This study is being conducted meant being a guide for in addition to others who are interested in the same topic, namely the influence of ART on literature. Neglecting research, they can find out not only the theoretical side of teaching writing but also the level of practice so that they can find out how to implement the ART Strategy in the classroom when it comes to teaching writing. Therefore this research can become guidance's for the udder researchers.

F. Prior Research

This research was conducted by considering several previous studies:

The first, prior research was conducted by Dunn.² The research was conducted at a pacific-northwestern US by investigating the fourth grade struggling researcher. Participants learned the Mnemonic for composing

² Michael Dunn, *Response to intervention: Employing a mnemonic-strategy with art media to help struggling researcher*, vol. 2, Washington State University: Vancouver, 2012.

stories in the ART Strategy, as well as the use of art, collected a story material as well as high-quality progress-monitoring scores, conducted an as well as high-quality progress-monitoring scores, according to the findings of his study. Material improvement was easier for all four participants; however, improving consistency was more difficult. The findings and their consequences are discussed.

Moreover, the second prior research was conducted by Dunn.³ The research investigated 12 fourth-grade students at United State. His study analyzed the content and quality of story writing, in addition to the number of words written, a total of twelve fourth-grade students who were randomly assigned (ART, T3, and control). The findings revealed substantial differences in story content between the ART and T3 groups, as well as a significant difference in story consistency between the T3 and ART groups. According to the impact size ratings, ART students did better in terms of content of the story and amount number of words written. For story content, the impact size for T3 students was the highest.

Furthermore, the third prior research was conducted by Dunn and Finley.⁴ An action analysis methodology was used in this report, which included developing a method for improving narrative story writing abilities, witnessing and engaging in the teaching process, assessing the change's

³ Michael Dunn, *Comparing Two Story-Writing Mnemonic Strategies: A Randomized Control Trial Study*, vol. 28, no. 3, Washington State University, 2013.

⁴ Michael W. Dunn & Susan Finley, *Children's Struggles with the Writing Process Exploring Storytelling: Visual Arts, and Keyboarding to Promote Narrative Story Writing*, vol. 18 no. 1, Washington State University: Caddo Gap Press, 2010.

outcomes, assessing the mechanisms and the outcomes, and then repeating the cycle of preparing, action, and contemplation. For many struggling researchers, ART has the ability to be used for a number of writing purposes.

Next, All prior research has something in common with this research which is associated with similarity of one of the prosecution variables, namely the make use of ART when it comes to writing instruction. While the distinction lies in the research method and research objectives. This is because previous research used quantitative research methods and mixed methods. Meanwhile, the goal of this study was to see if there was any correlation between the two and positive the result of ART on the writing skills of grade VIII students, while the previous research objective was to determine the quality and content of writing stories as the number of words written from a set of twelve words chosen at random fourth grade students control, ART, and T3. In addition, another research objective was to include an action research approach involving strategic planning to improve narrative skills in story writing, observation and participation in the process teaches and analyzes the results of the change, reviews the procedures and consequences, and finally restarts the cycle of planning, action, and reflection.

CHAPTER II

LITERATURE OF REVIEW

A. The Concept of Sentence Writing Skill

1. The Concept of Writing Skill

a. The Definition of Writing Skill

Writing is an activity that involves expressing different types of concepts, emotions, beliefs, or thoughts in writing. Thinking and preparing, making decisions, and trying again are all part of the writing process. There's more to writing than that the creation of these graphical representations; it is also a mixture of letters that correspond to the sounds that people make as they talk. Writing is an exploratory process and as the piece is being written and assembled the outline can be amended to take account of additional points or to change emphasis.⁵ Writing is an activity that involves exploring thoughts and feelings about a topic, deciding what is written, and deciding on a writing strategy that enables readers to understand the writing easily. Students may use English writing to convey their thoughts and feelings. Then, Writing is the most important means of gaining access to literate cultures' vast knowledge repositories. Those facts alone demand that students in school should gain the fullest, deepest, and

⁵ Zuzana Svobodova.,et al,*Writing in English "A Practical Handbook for Scientific and Technical Researcher"*, (The European Commission Leonardo da Vinci programme, 2001), p.6.

richest means of using the cultural technology of writing. Equity of access and full participation both rest on that.⁶

The skill comes from the word capable which means being able to do something, while ability means ability, proficiency. Ability means the capacity of an individual to perform a variety of tasks in a job. So, skill is used refers to a person who works in a manual craft and technologist. The skill concept was broadening to include the opportunity to perform a range of tasks particular deceptive occupational task and which now embraces. Futhermore, skill is important in many areas of sociology, from studies of income inequality to debates on whether capitalism is deskilling work to issues of comparable worth.⁷

The writing skill is complex and sometimes difficult to teach because it necessitates mastery of both grammatical and rhetorical devices as well as conceptual and mental elements.⁸ The ability to write is a person's ability to use a sequence of good and accurate writing to convey a thought or idea. Writing is basically to convey something that the writing expresses. Writing ability refers to the ability to organize graphic elements in written correspondence, such as letters, words, and sentences, in such a way that the reader understands

⁶ Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sidney: A UNSW Press Book, 2005), p. 7.

⁷ Paul Attewel, *Work and Occupations*, vol. 17 no. 4, (City University of New York: Sage Publications, Inc), November 1990, p. 422.

⁸ J.B.Heaton, *Writing English Language Test*, new ed., New York: Longman, 1975, p. 135.

can comprehend the information or message. According to the quotation previously, the researcher concludes that Writing is a language skill that combines the communicative capacity, process, and produce ideas and speech sounds through the use of public books, articles, magazines, and letters.

b. The Types of Writing Skill

The type of writing has several stages, such as;

1) Descriptive

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture that is the reader can imagine the object, place, or person in his or her mind.⁹

2) Narrative

Narrative is the art of telling a story. You talk about events in the story in a narrative paragraph at chronological order in which they occur. To put it another way, time order is used to structure the sentences.

3) Argumentation

Argumentation is a kind of text in which you express your agreement or dissatisfaction with a topic and offer arguments to back up your position. The aim is to persuade the audience that your vantage point is accurate. Argumentation is used to make a

⁹ Alice Oshima & Ann Haque, *Introduction to Academic Writing*, p.61.

case, prove or disprove a statement or proposition. You talk about events in the story in a narrative paragraph.

4) Expository

Expository paragraphs deal with facts, ideas and beliefs. It explains, analyzes, defines, compares, illustrates. They answer questions like What? Why? How? What was the cause? The effect? Like what? Unlike what? They are the kinds of paragraph we write in reports or term papers or tests.¹⁰

c. The Process of Writing Skill

There are several steps involved in the writing process stages, such as;¹¹

1) Outlining

A working plan for a piece of writing is called an outline. It's a list of all the thoughts that have come to mind in the right place at the right time that they ought to be presented. When you've figured out mapped out you can see the outline here focus on making and sentence correct rather than thinking about the structure.

2) Drafting

Putting off the inevitable of finally beginning to compose is one of the occupational diseases of writer. It's a normal a need to

¹⁰ Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), p. 89.

¹¹ Kate Grenville, *Writing From Start To Finish*, (Australia: National Library, 2001), p. 67-167.

do it right the first time, but that's not always the case a tall order, so you postpone it a little longer.

3) Revising

The word "revise" actually means "to see again." It's all about addressing the larger structural issues and, if necessary, "re-seeing" the piece as a whole. Finding places where you need to cut something out, places where you should add something and places where you need to relocate or rearrange something is what this boils down to.

4) Editing

Editing is primarily concerned with ensuring that the documents adhere to the conventions of standard written English. Check the following during the editing stage: 1) Citation and document type; 2) Grammar; 3) Sentence structure; 4) Word choice; 5) Punctuation; 6) Capitalization; 7) Spelling.

d. The Assessment of Writing Skill

There are many factors to consider when evaluating a student's writing ability indicators writing assessment by follow:¹²

No	Aspect of Writing	Point	Criteria	Explanation
1	Content	30 – 27	Excellent to very good	Knowledgeable-substantive – etc.
		26 – 22	Good to average	Some knowledge of subject – adequate range – etc.
		21 –	Fair to poor	Limited knowledge of

¹² J.B. Heaton, *Writing English Language Test*, United States: New York, 1975, page. 146

		17		subject – little substance – etc.
		16 – 13	Very poor	Does not show knowledge of subject – non substance – etc.
2	Organizational	20 – 18	Excellent to very good	Fluent expression – ideas clearly stated – etc.
		17 – 14	Good to average	Somewhat copy – loosely organized – but main idea stand out – etc.
		13 – 10	Fair to poor	Non fluent ideas confused – or disconnected – etc.
		9 – 7	Very poor	Does not communicate – no organization – etc.
3	Vocabulary	20 – 18	Excellent to very good	Sophisticated range – effective word/idiom choice and usage – etc.
		17 – 14	Good to average	Adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.
		13 – 10	Fair to poor	Limited range – frequent errors of word/idiom form, choice, usage – etc.
		9 – 7	Very poor	Essentially translation – little knowledge of English vocabulary.
4	Language Use	25 – 22	Excellent to very good	Effective complex construction – etc.
		21 – 19	Good to average	Effective but simple constructions – etc.
		17 – 11	Fair to poor	Major problems in simple/complex constructions – etc.
		10 – 5	Very poor	Virtually no mastery of sentence construction rules – etc.
5	Mechanics	5	Excellent to very good	Demonstrates mastery of conventions – etc.
		4	Good to average	Occasional errors of spelling, punctuation –

				etc.
		3	Fair to poor	Frequent errors of spelling punctuations, capitalizations – etc.
		2	Very poor	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

In conclusion, there are some requirements for judging college students' abilities, particularly in written form, and each criterion has a writing score and a level of score for each. Then, the overall a test of a student's ability to write may be any of the score criteria.

2. The Concept Definition of Sentence

a. The Definition of Sentence

Sentence is a set of words expressing a statement, a question or a command which literally meant feeling or opinion. In the field of grammar, this meaning has specialized to mean an utterance that expresses a feeling an assertion, a question, a command, a wish, or an exclamation, which in writing usually begins with a capital letter ends with a period, question mark, or exclamation mark.¹³ A sentence is a complete unit of meaning when we speak, our sentences may be extremely involved or even unfinished, yet we can still convey our meaning through intonation, gesture, facial expression, etc.

¹³ L. G. Alexander, *Longman English Grammar*, (England: British Library Cataloguing, 2003), p. 13.

In writing process, these devices are not available, so sentences have to be carefully structured and punctuated. Sentences can be classified into two types, such as: meaning and function. Based on the meaning, sentence is a complete thought. However, based on the function, a sentence consists of subject and predicate.

b. The Kinds of Sentence

There are four kinds of sentence, such as:¹⁴

1) Simple Sentence

Simple sentence is a sentence that contains a subject and a predicate. It is communicate one complete idea as an independent clause. It is a complete sentence. A simple sentence consists of one independent clause and no dependent clauses. It may contain phrases and have more than one subject or verb. There are five simple sentence patterns within each of the five groups, as following:

a) Subject + Verb

Example: My head aches.

b) Subject + Verb + Complement

Example: Frank is an architect.

c) Subject + Verb + Direct Object

Example: My sister enjoyed the play.

d) Subject + Verb + Indirect Object + Direct Object

¹⁴ Lee Brandon, *At a Glance: Sentences*. fifth edition. (United State of America: Wadsworth Engage Learning, 2012), p.27.

Example: The firm gave Sam a watch.

e) Subject + Verb + Object + Complement

Example: They made Sam redundant chairman.

2) Compound Sentence

A compound sentence is the logical combination of two complete thoughts or independent clauses to form one sentence. In other words, a compound sentence is one in which there are two or more control units (simple sentence). It is usually linked by a coordinating conjunction or a semicolon, but subordinating conjunctions used in a complex sentence. For example:

a) We fished all day; *however*, we didn't catch a thing.

b) We fished all day, *but* we didn't catch a thing.

3) Complex Sentence

A complex sentence is a sentence that includes a dependent clause linked to an independent clause by a subordinating conjunction of some kinds to form a complete sentence. A complex sentence is one in which the control unit has a support unit added to it. Complex sentence can be formed in two ways:

a) By joining subordinate clauses to the main clause with conjunctions.

Example: The alarm was raised (main clause) as soon as the fire was discovered (subordinate clause).

b) By using infinitive or participle constructions. These are non-finite and phrases rather than clauses, but they form part of complex (not simple) sentences because they can be re-expressed as clauses which are subordinate to the main clause.

Example: To get into university, you have to pass a number of examinations. (= If you want to get into university)

4) Compound-Complex Sentence

A compound-complex sentence is a sentence that consists of two or more independent clauses and one or more dependent clauses. Example:

Compound-complex sentence: Albert enlisted in the Army, and Robert, who was his older brother, joined him a day later.

Independent clauses: Albert enlisted in the Army Robert joined him a day later.

Dependent clause: who was his older brother.

B. The Concept of ART Strategy

1. The Definition of Ask Reflect Text (ART)

The ART mnemonic strategy is a means to address struggling researcher' difficulties with story writing in the classroom instructional context for at least three reasons.¹⁵ For instance, students enjoy making art. Second, the acrostic of the ART mnemonic strategy had three basic components. There are three main phrases, each of which highlights the

¹⁵ Michael Dunn, *Response to intervention: Employing a mnemonic-strategy with art media to help struggling researcher*, vol. 2, (Washington State University Vancouver, 2012), p.8.

role that each step in the sequence entails. Finally, the Ask, Reflect, Text mnemonic strategy was economical. Despite the fact that there might be a sizable number of children who are capable, experience difficulties with writing. In order to researcher to progress, the Ask, Reflect, Text Teachers need quick and low-cost methods of teaching writing tasks such as story writing.

In addition, ART strategy based on the WWW, W = 2, H = 2 questions.¹⁶ Evidence for incorporating art media in the ART strategy (WWW = 3, W = 2, H = 2 strategy). The strategy referred to the treatment that teaches a strategy for planning and text generation: participants *ask* themselves WWW, W = 2, H = 2 questions, then *reflect* about what they wanted to include in their answers while creating their own aesthetic representation of their answers to the WWW, W = 2, H = 2 questions, and finally use this story plan to generate their *text*. The children improved by using ART to illustrate story-component ideas.¹⁷ The use of ART to demonstrate ideas for story elements enhanced the children's output. Three sequential components made up the ART mnemonic strategy: 1) the children would inquire themselves the WWW, W = 2, H = 2 cue questions for what they'd like to include as story content; 2) professors would illustrate their ideas with art media as they reflected on their answers; and 3) the kids would use their aesthetic story plan to create their text while

¹⁶ Michel Fayol, Denis Alamargot, Virginia W. Berninger, *Translation of Thought to Written Text While Composing*. (New York: Psychology Press, 2012), p. 294.

¹⁷ Boaventura Dacosta. *Assitive Technology Research, Practice and Theory*. (New York: Solers Research Group), p. 48.

using writing-assistance software. In employing the ART mnemonic strategy steps, the children wrote more elaborate stories.¹⁸ These findings are similar to those of other writing interventions that used the WWW, W = 2, H = 2 cue questions within a larger mnemonic.

After that, The ART strategy was visually presented on the dry erase board, along with an oral demonstration of how to work through the three steps: students were to ask the WWW, W=2, H=2 questions; students could then reflect on the questions by illustrating their responses and story ideas with art so as to evade the challenges of composing text in this pre-writing phase; with their visual outline, students could then generate their story text using notepaper or a laptop with word-processing.¹⁹

2. The Benefit of Ask Reflect Text (ART)

The benefits of ART are as follow:²⁰

- a. ART strategy refers to the treatment that teaches a strategy for planning and text generation: participants *ask* themselves WWW, W = 2, H = 2 questions, then *reflect* about what they wanted to include in their answers while creating their own aesthetic representation of their answers to the WWW, W = 2, H = 2 questions, and finally use this story plan to generate their *text*.

¹⁸ Hersey, PA, *Special and Gifted Education: Concepts, Methodologies, Tools and Applications*, (United States: Information Science References, 2016), p. 1292.

¹⁹ Micheal W. Dunn and Susan Finley, *Children's Struggles with the Writing Process Exploring Storytelling, Visual Arts, and Keyboarding to Promote Narrative Story Writing*, (Washington State University, 2010), p. 35.

²⁰ Michel fayol, denis alamargot, and virginia w. Berninger, *Translation of thought to written text while composing: advancing theory, knowledge, research method, tools and applications*, (New york: psychology pers, 2012), p. 278.

- b. ART writing strategy offers an alternative nonverbal channel for generating ideas that does not require transcription but may benefit the quality of ideas expressed in writing.

3. The Steps of Teaching by Using ART Strategy

There are three measures were included in the ART mnemonic strategy:²¹

- a. Students *Ask* themselves the WWW, W=2, H=2 cue questions to begin thinking of what they would like to include in their story's topic.
- b. Students *Reflect* on their answers, they illustrated their ideas with art media such as markers, watercolor paints, or play dough.
- c. Students then used their aesthetic story plan to generate sentences for their story's *Text*.

C. Hypothesis

Based on some of the supporting theories and thinking framework above, the hypothesis in this classroom action research above ART is “*Ask, Reflect, Text* strategy improve writing skill of the eighth graders Darul A'mal of Metro.

²¹ Micheal Dunn, *response to intervention: Employing a mnemonic-strategy with art media to help struggling researcher*, vol.2, (Washington state: university vancouver, 2012), p. 3.

CHAPTER III

RESEARCH METHOD

A. Variables and Operational Definition of Variable

1. Variables of Research

This research has two variables namely independent variable and dependent variable. The independent variable in this study is *ART Strategy* which was used in improve the writing skill of the students. It is hoped for which this strategy is beneficial making their sentence writing better.

The dependent variable of this study is improving sentence writing as one of the four language skills that students must learn in order to be successful in their studies comprehend the main ideas of the text.

2. Operational Definition of Variable

Creswell states that the operational definition is the specification of how the researchers define and measure the variable in their study.²² The operational definition of variables in research is very important to avoid errors in data collection by the researcher.

Based on the above statement, in this analysis, the operational description of the variable is:

²² John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), p. 151.

a. Dependent variable

According to O’Leary, the dependent variable is the things you are trying to study or what you are trying to measure.²³ The dependent variable is one that the independent variable affects increased. In this case analysis, the dependent variable is for sentence writing to develop.

The researcher conducted a pre-test and post-test by asking students must compose an English text in the form a short essay to assess their writing progress. To find out more about the students' mastery of sentence writing skill, a researcher determined several indicators in this variable as follows:

- 1) Students can write with content that fits the context of the writing theme.
- 2) Students can write in the right order.
- 3) Students can write in proper vocabulary.
- 4) Students can write with the right language structure.
- 5) Students can write using appropriate writing mechanisms.

b. Independent Variable

According to Flannelly an independent variable is a variable that is presumed to have an effect on another variable (a dependent variable).²⁴ In that sense, the independent variable is a variable that can

²³ Zina O’Leary, *The Essential Guide to Doing Research* (London ; Thousand Oaks: SAGE, 2004), p. 18.

²⁴ Laura T. Flannelly, Kevin J. Flannelly, and Katherine R. B. Jankowski, ‘*Independent, Dependent, and Other Variables in Healthcare and Chaplaincy Research*’, *Journal of Health Care Chaplaincy* 20, no. 4 (2 October 2014), p. 162.

be manipulated in a study. The study's independent variable was the ART strategy. This variable is intended to involve students in insightful conversations about their perspectives when thinking about and critically reviewing specific texts. As for knowing student participation in this strategy, there are several indicators as follows:

- 1) Students are able to Ask themselves the WWW, W = 2, H = 2 cue questions to begin thinking of what they would like to include in their story's topic.
- 2) Students are able to reflect on their answers, they illustrated their ideas with art media such as markers, watercolor paints, or play dough.
- 3) Students are able to use their aesthetic story plan to generate sentences for their story's text.

B. Research Location

The researcher conducted Classroom Action research (CAR) at MTs. Darul A'mal West Metro. This school was built in 1990 and is located on Pesantren Street 16 B Mulyojati, Metro Barat. MTs. Darul A'mal is one of the schools in the Pesantren. The eighth grade consists of fourteen classes starting from class VIII.1 to VIII.14. The subject of the aim of this research is to assist students develop their sentence writing skills eighth graders MTs. Darul A'mal. The researcher chose this class because the students had a lower sentence writing average score.

C. Subject and Object of the Research

The subjects of this action research were students of class VIII M MTs. Darul A'mal, in the total of 24 students. The objects of the research to enhance the quality of students are the aim of this study of sentence writing class VIII MTs Darul A'mal. The classroom action analysis design used in this study is collaborative classroom action research. In conducting the research, the researcher collaborated with the English teacher Darul A'mal, An Nur Mu'minatul L as a collaborator. The researcher acts as an English instructor who instructs sentence writing skills through the ART Strategy to students. While the real role of the English teacher is as an observer who observes research actions during classroom teaching and learning events. In addition, the English teacher who actually collaborates with others in helping the researcher in creating a lesson plans, reflecting, and determining follow-up research.

However, the researcher is not just observer also takes responsibility by creating lesson plans and administering tests. The researcher then collaborates with the instructor to gather and evaluate data in order to determine the students' writing result.

Table 3.1

Total students of the eighth grade Mrs. Daryl Atmel

No	Class	Gender	Total
		Female	
1	VIII 4	24	24

D. Action Plan

The study is based on classroom action studies. The study is named CAR since it seeks to establish a particular instructional strategy to solve problems in the class.

According to O’Leary, action research is a research strategy that pursues action and knowledge in an integrated fashion through a cyclical and participatory process. In action research, process, outcome, and application are inextricably linked.²⁵

Moreover, Norton said that action research is a broad umbrella term for what is actually a wide range of research paradigms and processes, each with its own philosophies and rationales.²⁶

Furthermore, Yogis states that action research is a method for improving and modifying the working system of a classroom in school.²⁷

Based on according to the researcher, classroom action research is one of the teacher's attempts to increase the level of learning in the classroom. A learning process by using new methods, strategies, or strategies or combining them.

The researcher describes the cycles through the scheme of action research design by O’Leary as follows:

²⁵ Zina O’Leary, *The Essential Guide to Doing Research.*, p. 139.

²⁶ Lin Norton, *Action Research in Teaching & Learning: A Practical Guide to Conducting Pedagogical Research in Universities*, (New York: Routledge, 2009), p. 51.

²⁷ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International, 2006), p. 261.

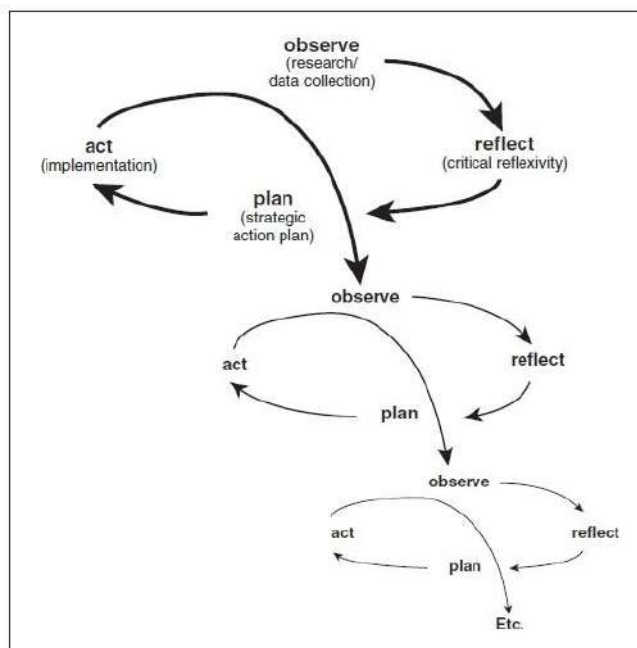


Figure 1

O'Leary's Action Research Design²⁸

CAR was applied in this research because it is considered important to improve MTs students' in sentence writing skills. Darul A'mal of Metro. Through the application of the ART strategy, the application of this strategy is expected to problem solving of students in sentence writing courses, as well as teaching and learning sentence writing skills.

In line with O'Leary's classroom action research design, the researcher wants to describe the CAR plan as follows:

1. Cycle 1

a. Planning

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

²⁸ Zina O'Leary, *The Essential Guide to Doing Research.*, p. 141.

- 1) The researcher constructs Focused on the Lesson Plan 2013 English curriculum and syllabus.
- 2) The researcher prepares observation notes and guidelines.
- 3) The researcher prepares a test instrument before and after the CAR.

b. Acting

During this time, the researcher takes on the role of a teacher, and the real teacher takes on the role of a student who is actually an observer. The researcher carries out several activities in the class as follows:

- 1) Pre-Teaching
 - a) The researcher greets students and checks the attendance list.
 - b) The researcher stops heating activities.
 - c) The researcher describes an overview related to the topic of the text.
 - d) The researcher ensures students' understanding of the text.
- 2) While Teaching
 - a) The researcher applies the ART strategy.
 - b) The first step, the students ask themselves the WWW, W = 2, H = 2 ask them a series of questions to get them thinking about what they'd like to include in their topic's subject.

- c) The second step, the Students consider their replies. They used art materials such as markers and paint to demonstrate their theories watercolor paints, or play dough.
- d) In the third step, the students make use of their aesthetic narrative plans to make sentences for the text of their tale.

3) Post-Teaching

- a) The researcher provides conclusions about the text.
- b) The researcher closes the class.

c. Observing

At this stage the researcher carried out the following activities:

- a) The actual activities for teaching and learning of teacher observers in the classroom, such as classroom situations, teacher performance, and student responses.
- b) Identifying student achievement in learning to read comprehension by giving tests after the CAR in cycle 1.
- c) The researcher calculates the student's increase in value from the test before the CAR to the test after the CAR in cycle 1 whether it increases or not.

d. Reflecting

In this stage the researcher and teacher have some activities as follow:

- a) Teachers and the researcher discuss not only the results of the implementation of CAR, but also student and media achievements.
- b) The teacher and the researcher prepare lesson plans for the next cycle, as well as for the test after the second cycle of CAR to determine the increase in student scores and to solve unfinished questions.

2. Cycle 2

a. Planning

The teacher is in the preparation stage and the researcher makes the following instruments:

- 1) The researcher compiles lesson plans based on the 2013 curriculum and English syllabus.
- 2) The researcher prepares observation notes and guidelines.
- 3) The researcher prepares a test instrument before and after the CAR.

b. Acting

In this stage the researcher acts as a teacher and a teacher who is actually an observer. The researcher carries out several activities in the class as follows:

- 1) Pre-Teaching
 - a) The researcher greets students and checks the attendance list.
 - b) The researcher stops heating activities.

- c) The researcher explains an overview related to invitation card topics.
 - d) The researcher ensures students' understanding of the text.
- 2) While Teaching
- a) The researcher applies the ART strategy.
 - b) In the first step, the students ask themselves the WWW, W = 2, H = 2 ask them a series of questions to get them thinking about what they'd like to include in their topic's subject.
 - c) The second step, Students reflected on their responses and used art media such as markers to highlight their thoughts watercolor paints, or play dough.
 - d) In the third step, the students generate sentences for their story's text using their aesthetic story plans
- 3) Post-Teaching
- a) The researcher provides conclusions about the text.
 - b) The researcher closes the class.
- c. Observing
- 1) Teachers who actually observe teaching and learning activities in the classroom which include classroom situations, teacher performance, and student responses.
 - 2) Students are given a test after the CAR in cycle 2.

3) The researcher calculates the student's improvement result of the examination before the CAR to the test after the first cycle of CAR to the test after the second cycle of CAR.

d. Reflecting

1) The instructor and the researcher discuss the outcome of the implementation. CAR by modifying new strategies in action, about student responses to the media, about increasing students graders in reading and about analyzing the results after CAR in cycle 1 to the after CAR in cycle 2.

2) Then the researcher and the teacher make an agreement, if the target is not achieved then the action is continued to cycle 3, but if the target is achieved then the action is stopped.

E. Data Collecting Strategy

In this analysis, a data was obtained with a number of instruments.

The complete description of the instrument is the following:

1. Test

The researcher uses tests to obtain data on the outcomes of students' exams writing skill. The results of this test are the students' writing grade. This test aims to measure students' writing improvement.

The test consists of several types, as follows:

a. Pre-test

A pre-test was carried out before implementing the ART Strategy in the preparatory study. The pre-test questions were made

along with the lesson plans. The goal is to find out the initial abilities of students related to the material to be delivered. The pre-test of this study took the form of requesting that the students to write down a short a sentence in English.

b. Post-test

The post-test was implemented after using the ART strategy in students' writing skills. The post-test questions were made along with the lesson plans. The purpose of the post-test is to determine the success of the learning process. The post-test the goal students were asked to write about their experiences as part of this study down a short paragraph in English.

2. Observation

Observation is a systematic data collection method that is based on the capability of the researcher to collect data through his senses. In the other words, observation is an act or process of observing something or someone carefully to obtain information or prove the truth of a study.

Then, the researcher observed the students directly in the class and gets an overview of students' activities in writing learning. The actual teacher also observes the researcher who teaches the class and the implementation of CAR based on the observation notes that has happened made previously.

Retrieval of data based on students during Teaching and learning tasks are carried out in conjunction with the lesson plan. The information

obtained from these observations is used as a basis for determining the planning of the next cycle.

3. Documentation

Documentation is a method of collecting data obtained from existing documents or stored records, in the form of transcripts, books, magazines and others. The researcher uses the documentation method to obtain information about:

- a. History of MTs. Darul A'mal Metro.
- b. Condition of staff and teachers at MTs. Darul A'mal Metro.
- c. Number of MTs students. Darul A'mal Metro.
- d. MTs organizational structure. Darul A'mal Metro.
- e. Read worksheets, course overview and class material from students at MTs. Darul A'mal Metro.

F. Data Collecting Instrument

The instrument is a measurement mechanism that was used to collect and record information for measurement, decision-making, and, ultimately, comprehension. The research instrument was constructed by the researchers in this study researcher. There are three different types of instruments: observations, tests, and documentations. Furthermore, there are two types of instruments can be explained as follows:

1. Observation

- a. Student learning activities.
- b. Student participation in the learning process.

- c. Teacher performance in class.
2. Test
- a. Skills to improve students' writing in text.
 - b. Student summary text.
 - c. Documentation.
 - d. Condition of teachers and employees.
 - e. Student conditions.
 - f. Learning facilities.
 - g. Organizational structure.
 - h. Location sketch at MTs. Darul A'mal Metro.

G. Data Analysis Strategy

The data analysis strategy was done by taking the average value from the pre-test. The researcher uses statistical strategys. This type of statistical strategy is an inferential. In assessing the test, student scores are calculated by the following formula:²⁹

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

Notes:

\bar{X} = The sample mean

$\sum X$ = The sum of individual score

n = The number of score in the sample

²⁹ Timothy C Urdan, *Statistics in Plain English, Third Edition*. (Hoboken: Taylor & Francis, 2010), p.14.

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follows:³⁰

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

Notes:

P = Percentage

F = Frequency

N = Number of observation

Moreover, to be sure of the outcome the researcher compared the results of the pre- and post-tests. The result was balanced by the school's minimum norm at least 71. If from cycle 1, there are some students not successful, so the researcher conducted cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stop until cycle II only.

H. Indicator of Success

The indicator of success takes from the process and the result the outcomes of intervention study. In addition, the indicators of success can be seen based on to improve in the sentence writing skills for students' in terms of vocabulary, punctuation, capitalization, and mastery grammar before and after being given the action. The Minimum Mastery Criteria (MMC) of English class VIII MTs. Darul A'mal of Metro is 71. This research is called successful if 70% of the students get minimal score 71.

³⁰ Neil A Weiss, *Introductory Statistics* (Boston, MA: Addison-Wesley, 2012), p. 41.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. History of MTs Darul A'mal Metro

MTs Darul A'mal Metro was located in Pesantren Street 16 B Mulyojati Metro Barat Kota Metro Lampung. This school established in 1987 founded by Mr. KH. Khusnan Musthofa Ghufroon and have the support of the surrounding community. It was established on the land area of 12,500 m². It had been led by the following principals.

MTs Darul A'mal has vision and mission. Its vision was knowledge, creativity, and good character. Then, to accomplish the vision, it composes some missions, namely: improving the quality of professionalism through training and structuring; make morals and ethics the basis for developing knowledge, ways of thinking and acting; develop skill creation; and optimizing intra and extracurricular activities.

At the beginning of the establishment of Madrasah Tsanawiyah Darul A'mal was headed by Mr. Ngadiman Adi with total of 28 students, and in 1993 the Head of Madrasah was replaced by Mr. Drs. Nahrowi Sofyan, until 1996, then in September 1996 the Head of Madrasah Tsanawiyah Darul A'mal was replaced by Mrs. Dra. Siti Romlah arrived at the end of June 1997 and starting at the beginning of

the 1997/1998 School Year, the Head of Madrasah Tsanawiyah Darul A'mal was headed by Drs. Muslan until the end of June 2010, in the 2010/2011 Academic Year the Principal was held by Mr. Kodrattulloh Sidiq, in 2012 the principal was held by Mr. Markaban Ilyas S.HI until now.

MTs Darul A'mal A'mal Metro has professional teachers and officers from various universities and also from various levels of education. This is due to a better quality of the graduates of MTs Darul A'mal Metro who need to attribute special skills in different majors. The total number of the teachers and officers were 90 persons.

Currently at the age of 24 years (2011) Madrasah Tsanawiyah Darul A'mal is ACCREDITED with Decree (SK) from the Ministry of Religious Affairs of Lampung Province, by Number: D / KW / MTs / MT / 235/2006, with a rating of " B "with Madrasah Statistics Number: 212 180 271 198, with a total of 515 Students.

2. Description of Research Data

a. First Condition

This research used Classroom Action Research (CAR). The purpose of this research was to increase the sentence writing skill and the students' learning activity at the eighth grade of MTs Darul A'mal of Metro. The use of ART is as a strategy to improve writing skill of students because from the result of pre survey had information that the students' at the eighth graders of MTs. Darul A'mal Metro Barat had

low in writing skill. Based on the result of pre survey from 24 students, only 6 students who passed and 18 students who failed with the Minimum Mastery Criteria (MMC) for English lesson is 71.

The study result was gotten through test that was administered to the students in the beginning research and in the end of every cycle, while the activity data was gotten from the observation when the learning activity was happened. As it is mentioned before, each cycles consist of planning, acting, observing, and reflecting.

b. Action and Learning Process

In this research, the researcher conducted the pre-test on Tuesday, August 24th, 2021. The researcher told the students that would conduct the research in their class in order to know their skill of writing before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was written test. The result of the students' as follow:

Table 4.4
The Sentence Writing Skill Pre-Test Result

No	Name	Score	Category
1	A I H	7	Incomplete
2	A S	4	Incomplete
3	A Z	6	Incomplete
4	A N P	5	Incomplete
5	B S	6	Incomplete
6	C A M	7	Incomplete
7	D D A	5	Incomplete
8	J A	7	Incomplete
9	L	8	Complete

10	L F	8	Complete
11	M S	5	Incomplete
12	M N	5	Incomplete
13	N N R	5	Incomplete
14	N H	7.5	Complete
15	R N S	5	Incomplete
16	R C P	8	Complete
17	R D A	6	Incomplete
18	S S	6	Incomplete
19	S F	5	Incomplete
20	S A	7.5	Complete
21	S R R	5	Incomplete
22	S S	8	Complete
23	V V	6	Incomplete
24	V A	3.5	Incomplete
Total		145.5	
Average		6	
Highest Score		8	
Lowest Score		3	

Source: Documentation of MTs. Darul A'mal of Metro

Based on the table above, it can be seen that 6 from 24 students were complete, besides 18 students were incomplete. The average from the data was 145.5. To know about percentage from the score of pre-test can be seen on the table as follows:

Table 4.5
Percentage of Students' Score in Pre-test

No	Interval	Frequency	Percentage	Explanation
1	\leq	18	75%	Incomplete
2	\geq	6	25%	Complete
Total		24	100%	

Source: Documentation of MTs. Darul A'mal of Metro

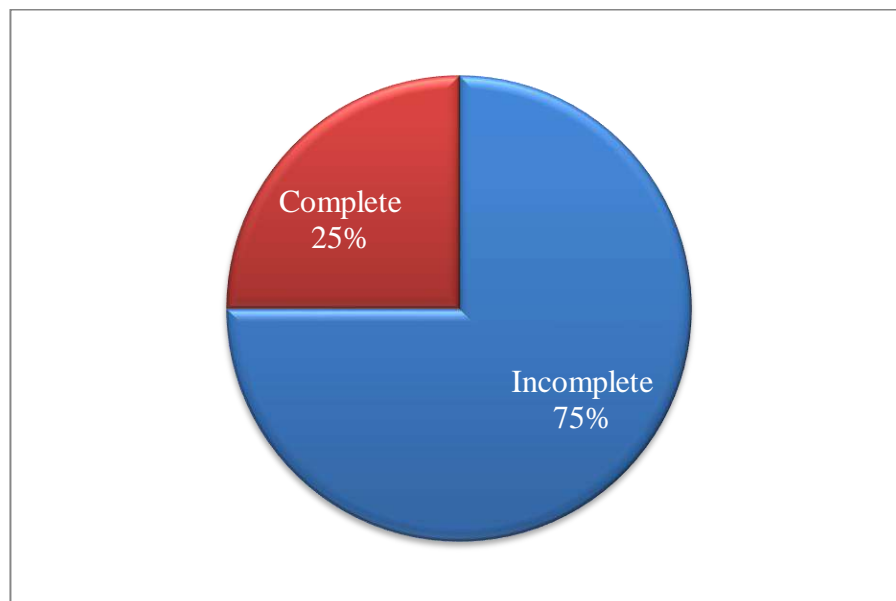


Figure 4: *Frequency of Students' Complete and Incomplete at Pre-Test*

Referring the data above, the Minimum Mastery Criteria (MMC) for English lesson at MTs of Darul A'mal Metro Barat was 71. It can be seen that only 6 students (25%) got score up to the standard, and then 18 students (75%) got score less than the standard. That is the reason, the researcher used ART strategy to improve the sentence writing skill.

1. Cycle 1

a. Planning

In this research, the researcher is as an English teacher with Miss. An Nur Mu'minatul Luthfiah as collaborator. Before the learning process began and the collaborator would like to discuss about, as follow:

- a) Preparing the material about invitation card.
- b) Preparing the lesson plan.

- c) Making the items that are examined as the pre test and the post-test I in the cycle I.
- d) Preparing ART as a strategy that used in the action learning.
- e) Making the observation sheet of the students' activity I.

The Minimum Mastery Criteria (MMC) at MA Darul A'mal Metro Barat for English was 71. This was conducted in two cycles. The action in cycle I and cycle II was conducted about two meetings in each cycle and each meeting in these cycles took 2x45 minutes. The material of classroom action research was ART strategy to improve the sentence writing skill.

b. Acting

1) The First Meeting

The action in cycle I consisted of 3 meetings. The first meeting was done on Thursday, August 26th, 2021. The teacher opened the lesson by greeting, checking the attendance list and motivating the students. After that the teacher explained what they are going to learn and what to be reached. The researcher gave the students a topic about public place. After that, the researcher gave the example about invitation card.

After giving example the asked the students what the problems were. They said that writing is difficult because most of them were confuse in selecting the right words and organizing it into a sentence and paragraph with good structure. That was

the reason why most of students are unconfident when they write invitation card.

2) The Second Meeting

The second meeting of cycle I was conducted on September, 2nd 2021 for 2x45 minutes. In this meeting, the researcher was being the teacher and the collaborator was being the observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. At this meeting to measure the students' writing skill after using ART strategy the tested the students by written test. The students should make invitation card.

In this stage, the condition of the class was not effective because still there many students were confused students were less active in teaching and learning process. In this session, the researcher got the result of the students' post test I in cycle II. The result can be seen as follows:

Table 4.6
The Students' Post-Test I Result in Cycle I

No	Name	Score	Category
1	A I H	3.5	Incomplete
2	A S	6.5	Incomplete
3	A Z	6	Incomplete
4	A N P	6	Incomplete
5	B S	7	Incomplete
6	C A M	6	Incomplete
7	D D A	8	Complete
8	J A	7.5	Complete

9	L	7.5	Complete
10	L F	9	Complete
11	M S	5	Incomplete
12	M N	6	Incomplete
13	N N R	7,5	Complete
14	N H	8.5	Complete
15	R N S	6.5	Incomplete
16	R C P	5	Incomplete
17	R D A	6.5	Incomplete
18	S S	65	Incomplete
19	S F	7.5	Complete
20	S A	7.5	Complete
21	S R R	6	Incomplete
22	S S	8	Complete
23	V V	7	Incomplete
24	V A	4.5	Incomplete
Total		159	
Average		6.6	
Highest Score		9	
Lowest Score		3.5	

Source: Documentation of MTs. Darul A'mal of Metro

Table 4.7
Percentage of Students' Score in Post-Test I of Cycle I

No	Interval	Frequency	Percentage	Explanation
1	\leq	15	62.5%	Incomplete
2	\geq	9	37.5%	Complete
Total		24	100%	

Source: Documentation of MTs. Darul A'mal of Metro

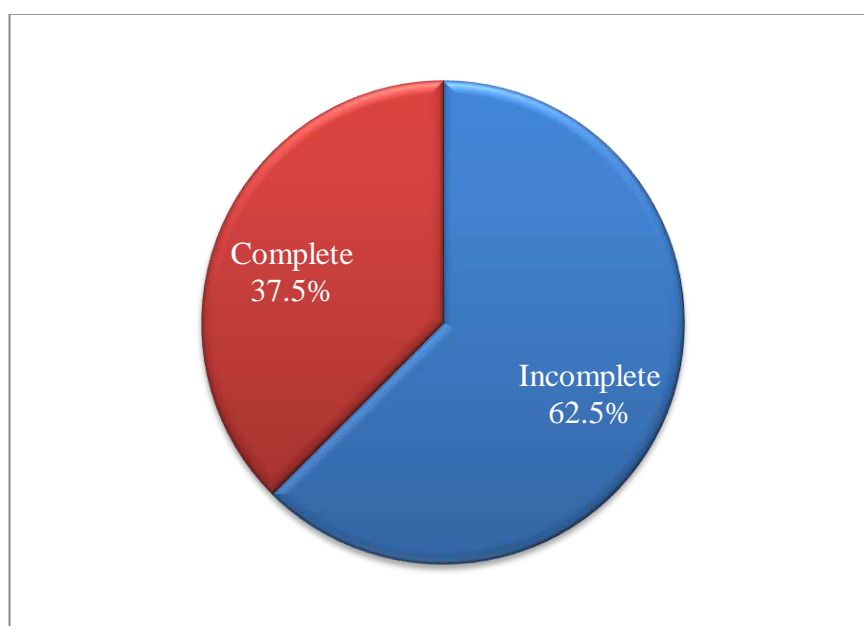


Figure 5: *Frequency of Students' Complete and Incomplete at Post-Test I*

Based on the data above, it can be seen that 9 (37.5%) got score less than standard and 15 (62.5%) got score up to the standard. It was higher than the result of pre-test. The criterion of students who got minimum scores 71. Learning process is said success, when 70% students got score above 71. The fact showed that the result was unsatisfying.

3) Observing

The result of learning process to increase the students' writing skill by ART Strategy in cycle I was rising than before. It

can be seen from the score at pre-test and post-test. The using of ART Strategy in the learning process is something new at this class, because the students are supposed to be active.

In the post-test I there were 9 (37.5%) students got good score. However, the result of the students' test was better than students' test before giving treatment.

4) Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre- test and post- test I. The students were interested in learning process although the condition of learning process still uncontrolled because some students still did not focus on the material.

Based on the analyzing above, the researcher concluded that this research should be continued in cycle II. The researcher tried to get solution as follows:

- a) The researcher should manage class well.
- b) The researcher asks the students to focus on study.
- c) The teacher should motivate students so that they could be more active in the class.

2. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II are similar to cycle 1, it is divided

into planning, acting, observing and reflecting. But it was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

a. Planning

In this step, the researcher and collaborator made and discussed about the lesson plan. Based on the students' result in cycle I, the researcher collaborator found the problems that students were not confident and difficult to express their idea. The students afraid if they make a mistake. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged lesson plan for continuing to cycle II. The researcher made lesson plan better active than before, so that the learning process could do effective.

b. Acting

Based on the activities in the cycle I, the process at cycle II was focused on the problem of cycle I. There were still many weaknesses on cycle I such as the students did not confidence in the learning process and difficult in organizing the words especially in writing invitation card.

a. The First Meeting

The meeting conducted on September 9th 2021. For the first the researcher opened the meeting by greeting, asked the students to pray together, checking students' attendance and then continuous to the material that was prepared. After that the

researcher announced the result of speaking mark at last meeting. The researcher told that the students should be more active in learning process. When the researcher explained, the students more active join the learning process and also they pay attention to the explanation.

During the learning process in the class, the collaborator observed the students' activities. The condition of the class is more controlled than last meeting.

b. The Second Meeting

The second meeting of cycle II conducted on September 14th, 2021. The researcher began the meeting by greeting, asked the students to pray together, checking attendance list, and asking the students' condition. At this meeting to measure the students' writing skill after using ART Strategy the researcher tested the students by written test. The students should make invitation card about favorite pet individually. They become more active than before because the researcher promised that she would give gift for the perfect one student in the post test II and also the researcher helped students if they faced a problem.

Table 4.8
The Students' Post-Test II Result in Cycle II

No	Name	Score	Category
1	A I H	7	Incomplete
2	A S	8	Complete
3	A Z	7	Incomplete
4	A N P	8	Complete
5	B S	7	Incomplete
6	C A M	8	Complete
7	D D A	7.5	Complete
8	J A	8.5	Complete
9	L	9	Complete
10	L F	8	Complete
11	M S	7	Incomplete
12	M N	7.5	Complete
13	N N R	7.5	Complete
14	N H	8	Complete
15	R N S	7.5	Complete
16	R C P	7.5	Complete
17	R D A	7	Incomplete
18	S S	7.5	Complete
19	S F	7.5	Complete
20	S A	7.5	Complete
21	S R R	7.5	Complete
22	S S	7.5	Complete
23	V V	6.5	Incomplete
24	V A	4	Incomplete
Total		178	
Average		7.4	
Highest Score		9	
Lowest Score		4	

Source: Documentation of MTs. Darul A'mal of Metro

Table 4.9
Percentage of Students' Score in Post-Test II of Cycle II

No	Interval	Frequency	Percentage	Explanation
1	\leq	7	29%	Incomplete
2	\geq	17	71%	Complete
Total		24	100%	

Source: Documentation of MTs. Darul A'mal of Metro

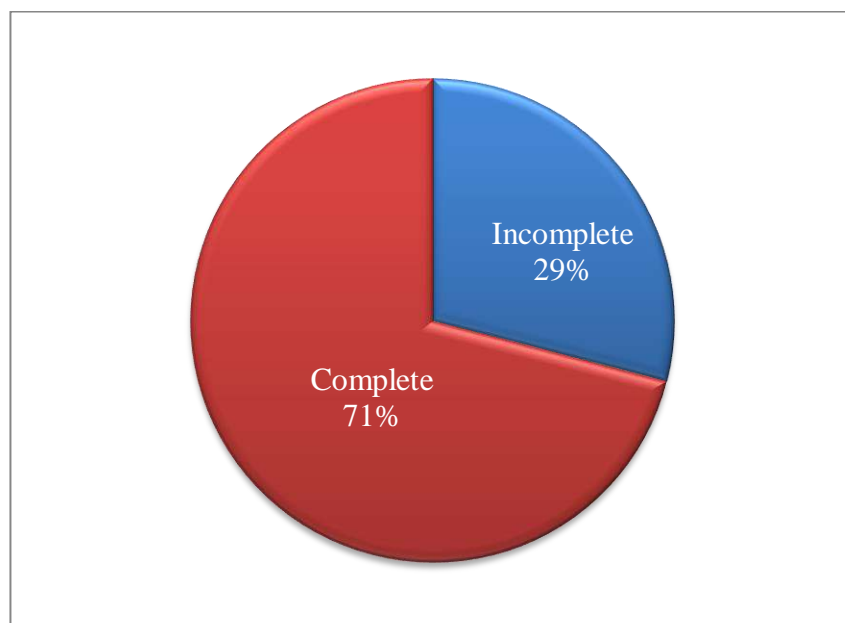


Figure 5: *Frequency of Students' Complete and Incomplete at Post-Test II*

Table above is the result of students' score in post test II.

It can be seen that there was an improvement from the score of post-test I and post-test II. According to standard score, 70% students had passed the test. It means that cycle II was successful and there was improving from post-test I and the post-test II.

c. Observing

The observation was done by the researcher that presented about three meeting in cycle II. In this stage the students more active and enthusiastic in following the teaching learning process.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. There were >70% of students reached the examination. It means the students' writing skill had

improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

d. Reflecting

The result of cycle II was better than cycle I. There was significant improving in this cycle. The condition of the class was better than before. The students listened to the teachers' explanation and did not make noisy in learning activity and serious in doing the assignment. In this meeting, most of students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle 1.

In the second cycle, the students were enjoy and also active to do assignment than before. It means that ART Strategy was effective to improve the sentence writing skill. The students who got score more than 71 were 14 (71%) out of 24 students.

B. Discussion

The researcher conducted the classroom action research based on the problems that was found from the results of the pre-survey which showed that students had unsatisfied writing skill. Therefore, the researchers tried to improve students' writing skill by applying ART Strategy with the application of action research methods class for 2 cycles. The result of pre survey is illustrated as follow:

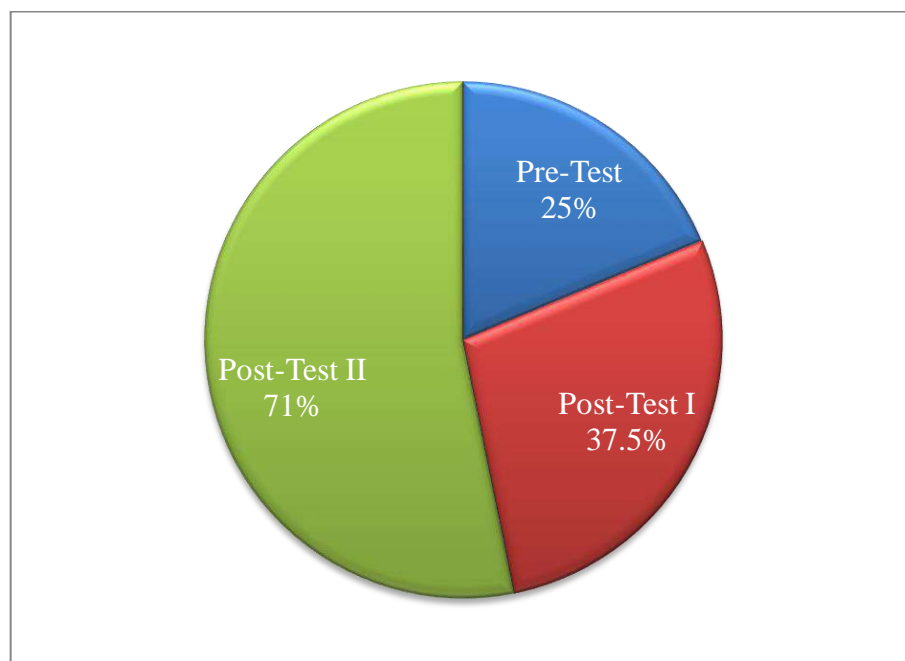


Figure 6: *The Result of Research on Students in the form of Pre-Test, Post-Test I and Post-Test II*

That was because the results of post test 1 have not yet achieved the indicators of success. Meanwhile, in the results of post test 2 the students' writing skill had achieved indicators of success, namely 71% of students had achieved the passing grade so that these results indicate that they have achieved indicators of success. That was because the success indicator of this research is said to be successful if 70% of students have achieved the success indicator. Therefore, this research is said to be successful.

This research was conducted with the application of ART carried out to direct students with steps starting from the students ask themselves the WWW, W = 2, H = 2 ask them a series of questions to get them thinking about what they'd like to include in their topic's subject, the students consider their replies. They used media such as markers and paint to demonstrate their

theories watercolor paints, or play dough, the students make use of their aesthetic narrative plans to make sentences for the text of their tale.

Writing learning activities were conducted by the students through the application of the ART Strategy in detail. Each step significantly improves students' writing skill because every detail of the steps can support the improvement of the student's writing skill, especially when the student is asked to ask questions, students become more critical later. When the students reflect, they can develop ideas that are in their minds so that they can be poured into their writing. When students write in long text forms in sentence structure students can practice grammar in the structure of their writing. Therefore, based on the description above, it can be concluded that the ask reflect text ART strategy is an effective strategy for learning writing because the use of this strategy can improve students' writing skill through this classroom action research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of implementation of sentence writing skill by using ART Strategy in two cycles of the classroom action research, the researcher would like to draw the conclusion as follows;

The use of ART Strategy in learning English can improve the sentence writing skill at the eighth graders of MTs. Darul Amal Metro.

It is clear that ART Strategy would be able to improve the sentence writing skill and the use of ART can be effective Strategy in writing skill and it can be used as alternative choice in learning activity because this strategy was so easy to implement in writing skill.

B. Suggestion

There were some suggestion for English teacher, students, and other researcher that might useful for advance.

1. For Headmaster

The headmaster should support the use of ART Strategy for another teacher because it could improve writing skill and make the students more active.

2. For English Teacher

The teacher should be more active and creative to motivate the students in learning English so that the students feel interesting, enjoy, and having high motivation in learning process.

3. For Students

The students should improve their writing skill by using ART because this Strategy can help the student to enrich vocabulary and generate their idea so they can answer the teacher's question by using English.

4. For Other Researcher

The researcher suggests other researcher to conduct a further study. It is also good to do further research focusing on the using ART Strategy to improve the sentence writing skill.

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APPENDIXES

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

A. Core Competencies

1. Appreciate and live the teachings of the religion he adheres.
2. Appreciate and live honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident in interacting effectively with the social and natural environment within the reach of the association and its existence.
3. Understanding knowledge (factual, conceptual, procedural) based on curiosity about science, technology, art, and culture related to visible phenomena and events.
4. Trying, processing, and presenting in accordance with the concrete realm (using, parsing, assembling, modifying and creating) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned at school and other sources in the same field. point of view/ theory.

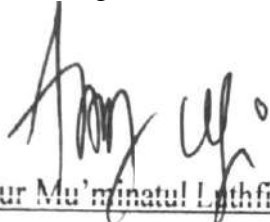
Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.4 Applying text structure and linguistic elements to carry out the social function of personal invitation texts and greeting cards, according to the context of their use	The text of writing personal invitation cards very short and simple Social function Maintain interpersonal relationships with teachers and friends Text structure	Planning a) Constructs Focused on the Lesson Plan 2013 English curriculum and syllabus. b) Prepares observation notes and guidelines. c) Prepares a test instrument before and after the CAR. Acting 4) Pre-Teaching e) Greets students and checks the attendance list. f) Stops heating activities. g) Describes an overview related to the topic of the text. h) Ensures students' understanding of the text.	Portfolio • A collection of works of various personal invitation card that have been made. • A collection of analysis results on various personal invitations and greeting cards.	2x45 minutes	<ul style="list-style-type: none"> • Textbook required • Exemplary speech and actions of the teacher using every interpersonal/ transactional communication act correctly and
4.5. Capture the meaning of personal invitations	a. State the purpose of the personal invitation and				

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>and greetings (greeting cards), very short and simple.</p> <p>4.5.1 Prepare written texts for personal invitations and greeting cards, very short and simple, taking into account social functions, text structure, and linguistic elements that are correct and in context.</p>	<p>greeting card.</p> <p>b. Mention detailed information of personal invitations and greeting cards.</p> <p>Linguistic Elements</p> <p>a. Words and grammar commonly used in invitations and congratulations from authentic sources.</p> <p>b. Correct use of singular and plural nominals, with or without a, the, this, those, my, their, etc. in nominal phrases.</p> <p>c. More about this source text.</p> <p>d. Spelling and punctuation.</p> <p>e. Handwriting</p> <p>Topic</p> <p>Various activities, events, and important days for students and teachers, by providing examples of polite, caring, peace-loving, and cooperative behavior.</p>	<p>5) While Teaching</p> <p>e) Applies the ART strategy.</p> <p>f) The first step, the students ask themselves the WWW, W = 2, H = 2 ask them a series of questions to get them thinking about what they'd like to include in their topic's subject.</p> <p>g) The second step, the Students consider their replies. They used art materials such as markers and paint to demonstrate their theories watercolor paints, or play dough.</p> <p>h) In the third step, the students make use of their aesthetic narrative plans to make sentences for the text of their tale.</p> <p>6) Post-Teaching</p> <p>c) Provides conclusions about the text.</p> <p>d) Closes the class.</p> <p>Observing</p> <p>d) The actual activities for teaching and learning of teacher observers in the classroom, such as classroom situations, teacher performance, and student responses.</p> <p>e) Identifying student achievement in learning to read comprehension by giving tests after the CAR in cycle 1.</p> <p>f) Calculates the student's increase in value from the test before the CAR to the test after the CAR in cycle 1 whether it increases or not.</p> <p>Reflecting</p> <p>a) Discuss not only the results of the implementation of CAR, but also student and</p>			<p>accurately</p> <ul style="list-style-type: none"> • Sample text from authentic sources • sources from the internet.


Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>media achievements.</p> <p>b) Prepare lesson plans for the next cycle, as well as for the test after the second cycle of CAR to determine the increase in student scores and to solve unfinished questions.</p>			

Metro, Juli, 6th 2021

English Teacher

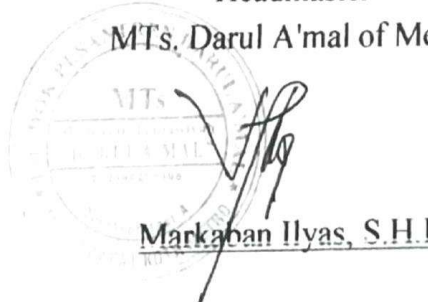

An Nur Mu'minatul Luthfiyah, S.Pd

Researcher


NISA ASTUTI
 1601070158

Known by,
 Headmasier

MTs, Darul A'mal of Metro


Markaban Ilyas, S.H.I

LESSON PLAN CYCLE 1

School Name : MTs. Darul A'mal

Subjects : English

Class/ Semester : VIII/ One

Main Material : Writing birthday party invitations and invitations to have dinner together

Time Allocation : 2x 45 minutes

A. Core Competencies

1. Appreciate and live the teachings of the religion he adheres.
2. Appreciate and live honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident in interacting effectively with the social and natural environment within the reach of the association and its existence.
3. Understanding knowledge (factual, conceptual, procedural) based on curiosity about science, technology, art, and culture related to visible phenomena and events.
4. Trying, processing, and presenting in accordance with the concrete realm (using, parsing, assembling, modifying and creating) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned at school and other sources in the same field. point of view/ theory.

B. Basic Competencies and Indicators

KI	Basic Competencies	Indicators
3.	3.1 Applying text structure and linguistic elements to carry out the social function of giving and asking for information related to personal invitation card and their responses according to the context of their use.	3.1.1 Mention expressions for giving and asking for information regarding personal invitation card and responses in English. 3.2.1 Compare expressions for giving and asking for information regarding personal invitation card and responses in English.

C. Learning Objectives

Through the manual, students can observe the conversations and writing the following:

1. Mention the expressions for giving and asking for information regarding personal invitation card and their responses in English.
2. Compare expressions for giving and asking for information regarding personal invitations card and their responses in English.
3. Make short conversations that use expressions and responses from expressions to give and ask for information related to personal invitation card and their responses according to the context of their use.

D. Learning Materials

1. Social function
 - a. Expressions for giving and asking for information related to personal invitation card and their responses according to the context of their use.
 - b. Expressions for giving and asking for information related to personal invitation card and their responses according to the context of their use.
2. Manners
 - a. Respond to expressions for giving and asking for information related to personal invitation card and their responses according to the context of their use.
3. Text structure
 - a. Initiating and responding to expressions for giving and asking for information related to personal invitation card and their responses according to the context of their use.
4. Linguistic elements
 - a. Expressions of giving and asking for information related to personal invitation card and their responses according to the context of their use and also using expressions of congratulation, well done, good job, etc.
5. Topics

“to make invitation card”

Events to commemorate birthdays, go to class, take a walk, eat together that can foster one's behavior. The text of writing "invitation card" is very short and simple.

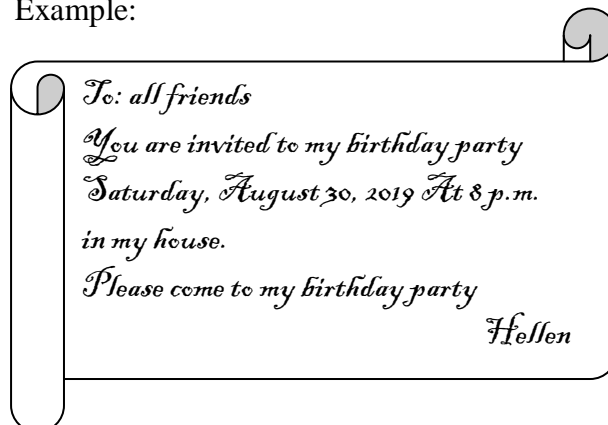
Beberapa ungkapan yang biasa digunakan untuk membuat sebuah undangan, sebagai berikut:

- I invite you to come....
- I would like to invite you....
- I invite you to join....
- Would you like to join us....
- Would you like to come....
- Request the present of....

Secara umum bagian text sebuah undangan meliputi:

Introduction of Invitation	To/ Receiver/ Dear
Body of Invitation	Subject
	Day or Date
	Time
	Place
Conclusion of Invitation	Sender/ From

Example:



*YOU ARE INVITED TO A
Dinner Party*

With Danniel & Rossa

*Mr and Mrs. Stewart Carter request the pleasure of your
company for dining and celebration in honor Danniel & Rossa
Saturday, September twentieth at five o'clock in the evening
Vanzant, 21 First Street, Providence, Rhode Island*

E. Learning Method

1. Ask Reflect Text.
2. Subject book, questions and answers, discussions.

F. Langkah-langkah Kegiatan Pembelajaran

Learning steps	Description
Preliminary Activities	Give greetings. Invite students to prepare and lead prayers. Inquire about student attendance. Greet students with greetings in English. Delivering the learning objectives to be studied.
Core Activities	<p>Planning</p> d) Constructs Focused on the Lesson Plan 2013 English curriculum and syllabus. e) Prepares observation notes and guidelines. f) Prepares a test instrument before and after the CAR. <p>Acting</p> 7) Pre-Teaching i) Greets students and checks the attendance list. j) Stops heating activities. k) Describes an overview related to the topic of the text. l) Ensures students' understanding of the text. 8) While Teaching i) Applies the ART strategy. j) The first step, the students ask themselves the WWW, W = 2, H = 2 ask them a series of questions to get them thinking about what they'd like to include in their topic's subject.

	<p>k) The second step, the Students consider their replies. They used art materials such as markers and paint to demonstrate their theories watercolor paints, or play dough.</p> <p>l) In the third step, the students make use of their aesthetic narrative plans to make sentences for the text of their tale.</p> <p>9) Post-Teaching</p> <p>e) Provides conclusions about the text.</p> <p>f) Closes the class.</p> <p>Observing</p> <p>g) The actual activities for teaching and learning of teacher observers in the classroom, such as classroom situations, teacher performance, and student responses.</p> <p>h) Identifying student achievement in learning to read comprehension by giving tests after the CAR in cycle 1.</p> <p>i) Calculates the student's increase in value from the test before the CAR to the test after the CAR in cycle 1 whether it increases or not.</p> <p>Reflecting</p> <p>3 Discuss not only the results of the implementation of CAR, but also student and media achievements.</p> <p>4 Prepare lesson plans for the next cycle, as well as for the test after the second cycle of CAR to determine the increase in student scores and to solve unfinished questions.</p>
Closing activity	<p>Students together with the teacher conclude the learning outcomes at this meeting.</p> <p>Provide evaluations to measure students' abilities.</p> <p>Giving motivation.</p> <p>Deliver material information at the next meeting.</p> <p>Closing with greetings and saying goodbye in English.</p>

G. Media, Tools, Learning Resources

1. Tools, Board marker
2. Learning resources

When English Rings a Bell class VIII study book

H. Instrument Test

Please answer the following questions!

1. Make a birthday party invitation letter to your friends!
2. Make an invitation letter to having dinner to your friends!

I. Assessment Criteria

There are many factors to consider when evaluating a student's writing ability indicators writing assessment by follow:

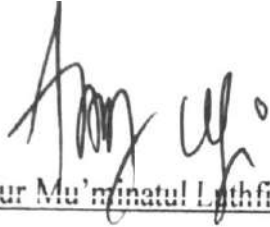
No	Aspect of Writing	Point	Criteria	Explanation
1	Content	30 – 27	Excellent to very good	Knowledgeable- substantive – etc.
		26 – 22	Good to average	Some knowledge of subject – adequate range – etc.
		21 – 17	Fair to poor	Limited knowledge of subject – little substance – etc.
		16 – 13	Very poor	Does not show knowledge of subject – non substance – etc.
2	Organization	20 – 18	Excellent to very good	Fluent expression – ideas clearly stated – etc.
		17 – 14	Good to average	Somewhat copy – loosely organized – but main idea stand out – etc.
		13 – 10	Fair to poor	Non fluent ideas confused – or disconnected – etc.
		9 – 7	Very poor	Does not communicate – no organization – etc.

3	Vocabulary	20 – 18	Excellent to very good	Sophisticated range – effective word/idiom choice and usage – etc.
		17 – 14	Good to average	Adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.
		13 – 10	Fair to poor	Limited range – frequent errors of word/idiom form, choice, usage – etc.
		9 – 7	Very poor	Essentially translation – little knowledge of English vocabulary.
4	Language Use	25 – 22	Excellent to very good	Effective complex construction – etc.
		21 – 19	Good to average	Effective but simple constructions – etc.
		17 – 11	Fair to poor	Major problems in simple/complex constructions – etc.
		10 – 5	Very poor	Virtually no mastery of sentence construction rules – etc.
5	Mechanics	5	Excellent to very good	Demonstrates mastery of conventions – etc.
		4	Good to average	Occasional errors of spelling, punctuation – etc.
		3	Fair to poor	Frequent errors of spelling punctuations, capitalizations – etc.
		2	Very poor	No mastery of conventions –

				dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.
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Metro, August, 24th 2021

English Teacher



An Nur Mu'minatul Luthfiyah, S.Pd

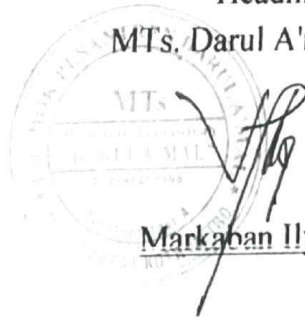
Researcher



NISA ASTUTI
1601070158

Known by,
Headmaster

MTs. Darul A'mal of Metro



Markaban Ilyas, S.H.I

LESSON PLAN CYCLE 2

School Name : MTs. Darul A'mal

Subjects : English

Class/ Semester : VIII/ One

Main Material : invitation letter for a traveling to the beach and invitation letter for a school competition activity

Time Allocation : 2 x 45 minutes

A. Core Competencies

1. Appreciate and live the teachings of the religion he adheres to
2. Appreciate and live honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident in interacting effectively with the social and natural environment within the reach of the association and its existence.
3. Understanding knowledge (factual, conceptual, procedural) based on curiosity about science, technology, art, and culture related to visible phenomena and events.
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B. Basic Competencies and Indicators

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C. Learning Objectives

Through the student guide, observing conversations and reading can:

1. Mention the expressions for giving and asking for information regarding personal invitation card and their responses in English.
2. Compare expressions for giving and asking for information regarding personal invitation card and their responses in English.
3. Make short conversations that use expressions and responses from expressions to give and ask for information related to personal invitation card and their responses according to the context of their use.

D. Learning Materials

1. Social function

- a. Expressions for giving and asking for information related to personal invitation card and their responses according to the context of their use.
- b. Expressions for giving and asking for information related to personal invitation card and their responses according to the context of their use.

2. Manners

Respond to expressions for giving and asking for information related to personal invitation card and their responses according to the context of their use.

3. Text structure

initiating and responding to expressions for giving and asking for information related to personal invitation card and their responses according to the context of their use.

4. Linguistic elements

Expressions of giving and asking for information related to personal invitation card and their responses according to the context of their use and also using expressions of congratulation, well done, good job, etc.

5. Topics

“to make invitation cards”

Events to commemorate birthdays, go to class, take a walk, eat together, commemorate mother's day that can foster one's behavior. The text of writing congratulations "greeting cards" is very short and simple.

Beberapa ungkapan yang biasa digunakan untuk membuat sebuah undangan, sebagai berikut:

- I invite you to come....
- I would like to invite you....
- I invite you to join....
- Would you like to join us....
- Would you like to come....
- Request the present of....

Secara umum bagian text sebuah undangan meliputi:

Introduction of Invitation	To/ Receiver/ Dear
Body of Invitation	Subject
	Day or Date
	Time
	Place
Conclusion of Invitation	Sender/ From

Example:

Dear: Linda

We invite you attend our meeting that will be held:

Date: Saturday, August 8, 2018

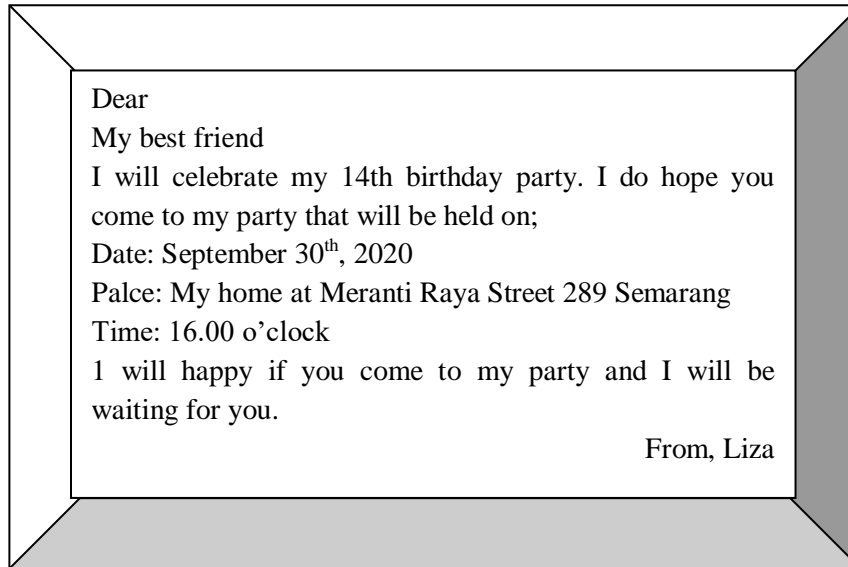
Time: 01.00 p.m – 02.30 p.m

Place: In the school

Agenda: Final preparation for the 2018 PENSI competition on next Tuesday.

Please come on time, See you there.

From,
Andi



E. Learning Method

1. Ask Reflect Text.
2. Subject book, questions and answers, discussions.

F. Langkah-langkah Kegiatan Pembelajaran

Learning steps	Description
Preliminary Activities	<p>Give greetings. Invite students to prepare and lead prayers. Inquire about student attendance. Greet students with greetings in English. Delivering the learning objectives to be studied.</p>
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	<p>11) While Teaching</p> <ul style="list-style-type: none"> m) Applies the ART strategy. n) The first step, the students ask themselves the WWW, W = 2, H = 2 ask them a series of questions to get them thinking about what they'd like to include in their topic's subject. o) The second step, the Students consider their replies. They used art materials such as markers and paint to demonstrate their theories watercolor paints, or play dough. p) In the third step, the students make use of their aesthetic narrative plans to make sentences for the text of their tale. <p>12) Post-Teaching</p> <ul style="list-style-type: none"> g) Provides conclusions about the text. h) Closes the class. <p>Observing</p> <ul style="list-style-type: none"> j) The actual activities for teaching and learning of teacher observers in the classroom, such as classroom situations, teacher performance, and student responses. k) Identifying student achievement in learning to read comprehension by giving tests after the CAR in cycle 1. l) Calculates the student's increase in value from the test before the CAR to the test after the CAR in cycle 1 whether it increases or not. <p>Reflecting</p> <ul style="list-style-type: none"> 5 Discuss not only the results of the implementation of CAR, but also student and media achievements. 6 Prepare lesson plans for the next cycle, as well as for the test after the second cycle of CAR to determine the increase in student scores and to solve unfinished questions.
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G. Media, Tools, Learning Resources

3. Tools, Board marker

4. Learning resources

When English Rings a Bell class VIII study book

H. Instrument Test

Please answer the following questions!

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2. Make an invitation letter for a school competition activity to your friends!

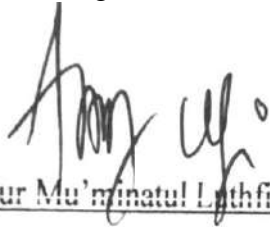
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English Teacher


An Nur Mu'minatul Luthfiyah, S.Pd

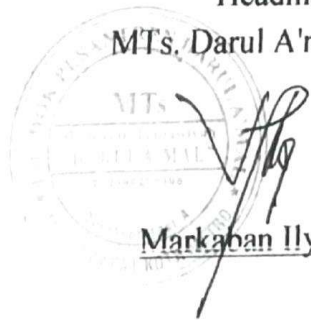
Metro, September, 7th 2021

Researcher


NISA ASTUTI
1601070158

Known by,
Headmaster

MTs. Darul A'mal of Metro


Markaban Ilyas, S.H.I

Writing text

Pre- Test

Please answer the following questions!

1. Make a birthday party invitation letter to your friends!
2. Make a school graduation party invitation letter to your friends!

ANSWER.....

Nama: NUR haliza
Perajaran: Bahasa Inggris

To: Ufa Jessica
from: NUR haliza

I want you Present in the my a birthday Party too.
Day and date: Thursday, 19th June 2021
Time: 11.00 AM.
Place: my home.

Is the Party not impression with ^{you} Present?

24 + 14 + 14 + 19 + 23

To: Nara agustina
from: NUR haliza

I want You Present in the my a school Graduation
Day and date: monday, 8th August 2021
Time: 07.00 AM
Place: the ~~new~~ school

Is the Party not impression You Present?

F14

Bamboo Art 30 Lines 6 mm

Alama : Gyfa Saharari

Class : VIII^m

From : NISA , To : Dindin

1. Hi! Dinda how are you ! i'm wish you to come
programme birthday me please! programme that to use :
12 february hour : 19.00 P.M
Year : 2021
day : Senin / Monday
and be located my house . Please to come
programme birthday me ok! Thanks you ☺!

~~Hi~~ graduation!

2. Dear : Dinda
To : Nisa

Hi! Nisa i'm wish you to come programme graduation me
to use : 19 November
Years : 2021 hour : 09.00 P.M
day : Sunday
and be located my school . Please to come
programme graduation me ok! Thanks you ☺!

18 + 29 + 15 + 19 + 9

7.9



Nama: Anggun Zahrah
class: VIII m

No.
Date

Dear : Brian

Friend me, I wishing invitation you at jurisdiction birthday party I.

To louse : saturday, september trith

Time : 20.00 AM

place : Metro pusat

With this, I please present you
to come at jurisdiction
Birthday party I

From :

Anggun Zahrah

17
12
2
12
13

516

No.
Date

Dear : Ana diana Balqis

Friend me, I wishing
invitation you at jurisdiction
graduation party

To louse : Sunday, June, fifth

Time : 09.00 pm

place : metro pusat

With this, I please present you
to come at jurisdiction
graduation party

from: Anggun Zahrah

Devita Dwi Anjani

No. 07 September 2021
Date Kamis.

1. Dear : anjani

I want you for to be present in my ~~party~~
birthday party.

	2
	13
place : my house home	10
to loosen : des, 21 th	10
strike : 10.00 pm.	16 +

thank you to ~~you~~ so much, ~~for~~ you
participate

from : devita

② Dear : devita

I want your for to be present in
my school graduation party.

place : ~~at~~ school
to loosen : June, 30th
strike : 07.00 pm

thank you to so much, you
participate

From : anjani

S.I

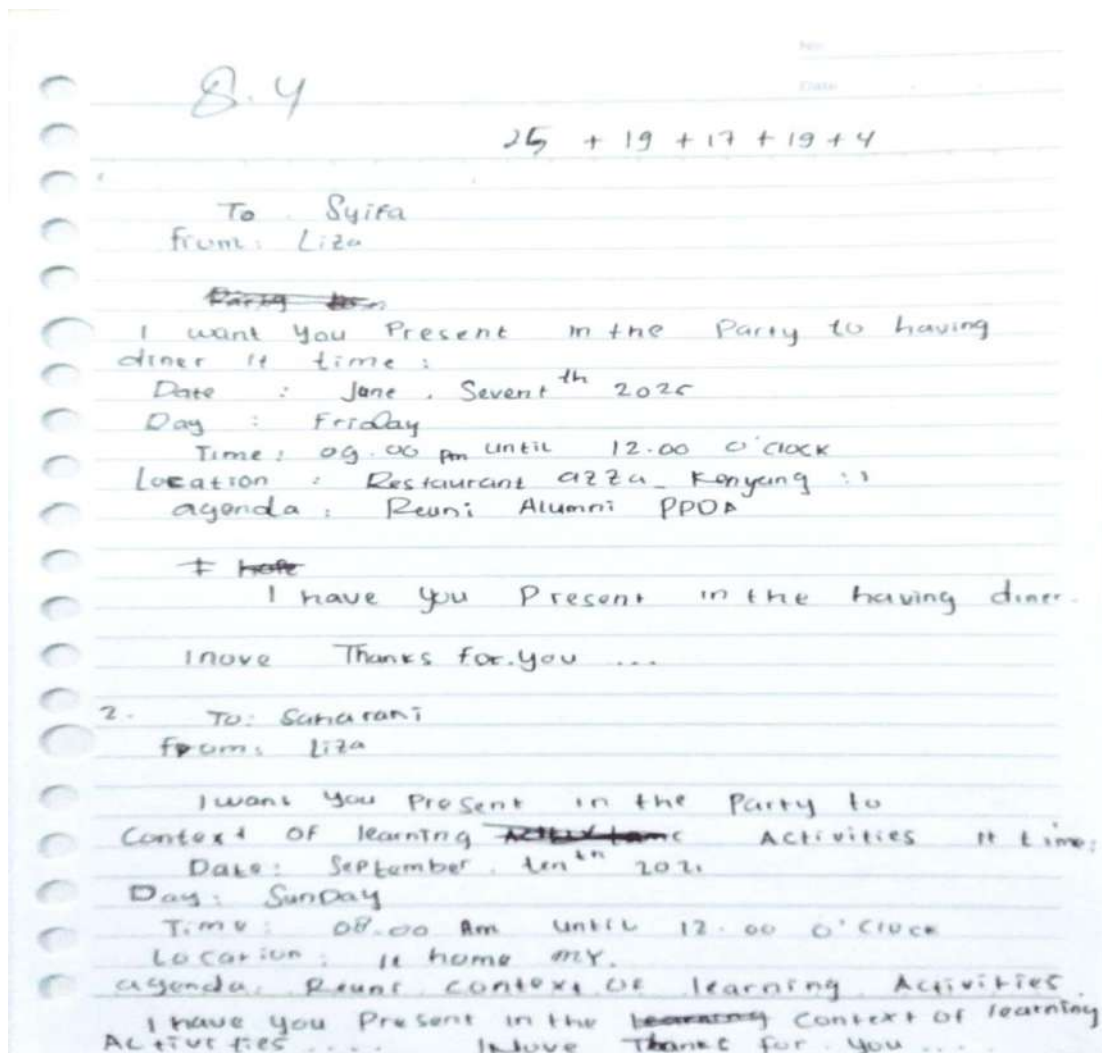
Writing text

Post-Test Cycle 1

Please answer the following questions!

1. Make an invitation letter to having dinner to your friends!
2. Make an invitation letter in the context of learning activities together to your friends!

ANSWER.....



No

Date

27 + 18 + 14 + 17 + 4

80

①
To : Dinda
From : Syifa

Hi! How are you! I want you present to party
having dinner!

Date : February, two th 2021

Day : Sunday

Time : 08.00 until 10.00^{pm} clock.

Location : Restaurant Saharani enak!

Agenda : Reuni Alumni PPDA.

I have you present it the having dinner.
I hope, Thanks for you.

②
To : Iza
From : Syifa

Hi! How are you! I want you present to Context
of Learning Activities!

Date : January, one th 2021

Day : Friday

Time : 09.00 until 11.00^{AM} clock.

Location : It house me

Agenda : reuni & Context of learning activities

I have you present it the Context of learning activities
I hope, Thanks for you..

No

21 + 14 + 12 + 11 + 2

Date

60

① Dear friends : Desti Wahyu Ningsih
friend me . plis to able present at jurisdiction trick dinner
this :

Date : september tenth 2021

Day : friday

Time : 08.00 until , 12.00 o'clock

location : SD Gedung Ram

Agenda : dinner

Thank you

By: Anggun Z.

② Dear : Desti Wahyu Ningsih
friend me . plis to able present at jurisdiction of context of
learning this :

Date : september tenth 2021

Day : friday

Time : 08.00 until , 12.00 o'clock

location : Gedung Ram

Agenda : context of learning

thank you

By: Anggun Z.

No

Date

①

8.1

Dear : Devita

I want friends to present jurisdiction
Having Dinner, the quality.

Date : September, twelfth 2021

Day : Sunday

Time : ~~08.00~~ ~~until~~ 19.00 until ~~2~~ 29.00 o'clock

Location : ~~at~~ my home Restaurant

Thank you for your attention
and may friends to present.

From : Julia

26 + 18 + 14 + 19 + 4

No

Date

②

Dear : Julia

I want you to present the context
of learning ~~activities~~ activities together
to you friends. the quality

Date : January, tenth 2021

Day : Friday

Time : ~~08.00~~ 08.00 until 10.00 o'clock

Location : My home

Thank you friends,
I have you present an invitation.

From : ~~Julia~~ Devita.

Writing text

Post-Test Cycle 2

Please answer the following questions!

1. Make an invitation letter for a traveling to the beach to your friends!
2. Make an invitation letter for a school competition activity to your friends!

ANSWER

No. _____
Date _____

25 + 17 + 16 + 20 + 4

To : liza

Hi : How are you friend? I invite you to come traveling to the beach "Klara".
Day : Sunday
Date : Two february, 14 2021
Time : 10.00 A.M.
Subject : traveling to the beach "klara"
place : in Bandar Lampung

I hope your coming ... Thanks ☺ from Syifa ..

To : liza

Hi : How are you friend? I invite you to come school competition activity "Swimming"
Day : Friday
Date : Four June, 14 2021
Time : 09.00 A.M.
Subject : School competition activity Swimming
place : in School.

I hope your coming ... Thanks ☺ from : Syifa ..

No 7,2
Date

Writing text 24 + 17 + 13 + 16 + 3

1. To: Syifa and Saha

I invite you to come for a traveling to the beach.

Day / Date : Friday 29 June 2021

Time : 09.00 am - ~~12~~ 12 - 30 o'clock

Subject : a traveling to the beach Param Indah

Agenda : Langsa, Jalan cute nyakden nu g (pantai Tegul Mas)

I Hope your coming, thanks

from: Liza



2. To: Friends

I would like to invite you a school competition activity singing

Day / Date : Sunday 19 June 2021

Time : 07.00 am - 12.00 am

Subject : a school competition activity singing

Agenda : School, SD 4 Metro Barat

I Hope your coming, thanks

from: teacher



Post - Test cycle 2

Jawab:

1) To : Irfa Silvia

I invite you to come agenda traveling to beach.
It will be to held :

Day / Date : Monday, ⁱⁿ July, Twenty ninth 2021

Time : 08.00 A.M

Subject : Traveling to beach

Place : Beach Sari Tinggung

(from): Julia Ambarwati

I have your coming, Thanks.

2) To : Zona Puspita

I would like to invite you school competition.
It will be to held :

Day / Date : Friday, in September Twent-yth 2022

Time : 09.00 A.M

Subject : School competition.

Place : ~~S~~ SMP merah Putih

(from): Julia

I have your coming, Thanks.

J.3

No.

21

Date

14

13

17

3

① Dear : Desti wahyu Ningsih

Dear friend, I plis to be able Go to beach

It wil be held :

day : september tenth 2021

Time : 08 . 00 until , 12 . 00 o clock

location : ~~Pantai~~ beach lembah hijau

Agenda : traveling

from: Anggun Zahrah

② Dear : Nur syifatin sa'diah

Dear friend, I plis to be able at jurisdiction school competition activity . It will be held :

day : september tenth 2021

time : 08 . 00 until , 10 . 00 o clock

subject : SDN 06 TJ

place : school competition activity

from: Anggun Zahrah

G. B.

Observation Sheet Pre-Test

No	Data	Aspect					Score	Note
		Content	Organizatiton	Vocabulary	Language Use	Mechanics		
1	Adinta Ismi H	21	13	13	17	3	6,7	Incomplete
2	Andina Shevira	13	7	9	5	2	3,6	Incomplete
3	Anggun Zahirah	17	12	12	13	2	5,6	Incomplete
4	Azqya Najwa Pulungan	21	11	8	7	3	5,0	Incomplete
5	Binti Sa'adah	22	13	10	10	2	5,7	Incomplete
6	Chelsea Adya Mecca	22	18	13	10	3	6,6	Incomplete
7	Devita Dwi Anjani	16	10	10	13	2	5,1	Incomplete
8	Julia Ambarwati	17	13	13	21	2	6,6	Incomplete
9	Listyawati	18	24	15	19	3	7,9	Complete
10	Lulu Fatihah R	18	24	15	19	3	7,9	Complete
11	Meysin Sasana	16	13	7	9	3	4,8	Incomplete
12	Mia Noviana	16	10	14	11	3	5,4	Incomplete
13	Noviana Nikmatur R	16	10	12	11	2	5,1	Incomplete
14	Nur Haliza	24	14	14	19	3	7,4	Complete
15	Rahma Nia Syahfina	16	10	10	9	3	4,8	Incomplete
16	Rara Cantika Putri	27	18	14	17	3	7,9	Complete
17	Risa Dwi Ananda	13	10	16	17	3	5,9	Incomplete
18	Salma Sabila	18	13	14	12	3	6	Incomplete
19	Sari Fajria	10	10	10	15	2	4,7	Incomplete
20	Serli Arini	14	17	21	19	4	7,5	Complete
21	Shabila Riska Ramadhani	17	13	9	11	2	5,2	Incomplete

22	Syifa Saharani	18	24	15	19	3	7,9	Complete
23	Vaesyia Virnenda	16	9	13	17	3	5,8	Incomplete
24	Viana Aprilia	13	7	7	5	2	3,4	Incomplete
Total							145,5	
Average							6	
Highest Score							8	
Lowest Score							3	

Observation Sheet Post-Test I

No	Data	Aspect					Score	Note
		Content	Organizatiton	Vocabulary	Language Use	Mechanics		
1	Adinta Ismi Nur H	13	7	7	5	2	3,4	Incomplete
2	Andina Shevira	21	14	13	15	2	6,5	Incomplete
3	Anggun Zahirah	21	14	12	11	2	6,0	Incomplete
4	Azqya Najwa Pulungan	18	13	15	14	3	6,3	Incomplete
5	Binti Sa'adah	23	17	12	12	3	6,7	Incomplete
6	Chelsea Adya Mecca	16	14	13	15	2	6,0	Incomplete
7	Devita Dwi Anjani	26	18	14	19	4	8,1	Complete
8	Julia Ambarwati	22	18	14	17	4	7,5	Complete
9	Listyawati	22	13	15	19	2	7,1	Complete
10	Lulu Fatihah R	27	18	17	21	4	8,7	Complete
11	Meysin Sasana	16	13	7	9	3	4,8	Incomplete
12	Mia Noviana	16	9	13	17	3	5,8	Incomplete
13	Noviana Nikmatur R	17	19	14	21	4	7,5	Complete
14	Nur Haliza	25	19	17	19	4	8,4	Complete
15	Rahma Nia Syahfina	17	15	14	15	3	6,4	Incomplete
16	Rara Cantika Putri	15	12	9	11	2	4,9	Incomplete
17	Risa Dwi Ananda	17	13	13	21	3	6,6	Incomplete
18	Salma Sabila	18	14	14	17	3	6,6	Incomplete
19	Sari Fajria	23	15	13	16	4	7,1	Complete
20	Serli Arini	19	14	22	17	3	7,5	Complete
21	Shabila Riska Ramadhani	21	17	12	11	2	6,3	Incomplete

22	Syifa Saharani	27	18	14	17	4	8,0	Complete
23	Vaesya Virnenda	21	13	13	17	3	6,7	Incomplete
24	Viana Aprilia	13	9	11	10	2	4,5	Incomplete
Total							159	
Average							6,6	
Highest Score							9	
Lowest Score							3,5	

Observation Sheet Post-Test II

No	Data	Aspect					Score	Note
		Content	Organizatiton	Vocabulary	Language Use	Mechanics		
1	Adinta Ismi Nur H	22	14	13	17	2	6,8	Incomplete
2	Andina Shevira	26	19	15	19	4	8,3	Complete
3	Anggun Zahirah	21	14	13	17	3	6,8	Incomplete
4	Azqya Najwa Pulungan	25	19	14	19	3	8,0	Complete
5	Binti Sa'adah	22	14	13	17	2	6,8	Incomplete
6	Chelsea Adya Mecca	25	18	14	17	4	7,8	Complete
7	Devita Dwi Anjani	23	15	13	17	3	7,1	Complete
8	Julia Ambarwati	26	19	15	19	4	8,3	Complete
9	Listyawati	26	18	18	20	5	8,7	Complete
10	Lulu Fatihah R	27	19	14	19	3	8,2	Complete
11	Meysin Sasana	21	14	13	19	2	6,9	Incomplete
12	Julia Ambarwati	24	17	12	19	3	7,5	Complete
13	Noviana Nikmatur R	23	15	13	17	3	7,1	Complete
14	Nur Haliza	25	17	15	20	4	8,1	Complete
15	Rahma Nia Syahfina	16	22	13	17	3	7,1	Complete
16	Rara Cantika Putri	21	15	14	17	4	7,1	Complete
17	Risa Dwi Ananda	22	13	14	17	3	6,9	Incomplete
18	Salma Sabila	24	17	12	19	2	7,4	Complete
19	Sari Fajria	23	14	13	19	2	7,1	Complete
20	Serli Arini	22	17	14	17	4	7,4	Complete
21	Shabila Riska Ramadhani	24	17	12	19	3	7,5	Complete

22	Syifa Saharani	24	17	13	16	2	7,2	Complete
23	Vaesya Virnenda	14	17	13	17	3	6,4	Incomplete
24	Viana Aprilia	13	10	9	8	2	4,2	Incomplete
Total							178	
Average							7,4	
Highest Score							9	
Lowest Score							4	

ATTENDENCE LIST PRE-TEST

Class : VIII M MTs Darul A'mal

Date : Tuesday, on August, 24th 2021

Subject : English (Invitation ~~Letter~~)

Number	Name	Signature	
1	Adinta Ismi H	1	2
2	Andina Shevira	Cimp	
3	Anggun Zahirah	3	4
4	Azqya Najwa Pulungan		
5	Binti Sa'adah	5	6
6	Chelsea Adya Mecca		
7	Devita Dwi Anjani	7	8
8	Julia Ambarwati		
9	Listyawati	9	
10	Lulu Fatihah R		
11	Meysin Sasana	11	12
12	Mia Noviana	Ms	
13	Noviana Nikmatur R	13	14
14	Nur Haliza		
15	Rahma Nia Syahfina	15	16
16	Rara Cantika Putri		
17	Risa Dwi Ananda	17	18
18	Salma Sabila		
19	Sari Fajria	19	20
20	Serli Arini		
21	Shabila Riska Ramadhani	21	22
22	Syifa Saharani		
23	Vaesya Virnenda	23	24
24	Viana Aprilia		

ATTENDENCE LIST POST-TEST CYCLE 1

Class : VIII M MTs. Darul A'mal

Date : Tuesday, on September, 7th 2021

Subject : English (Invitation card)


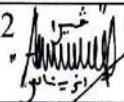

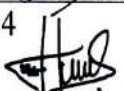


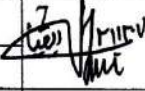




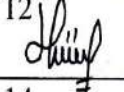

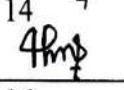

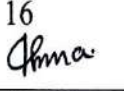



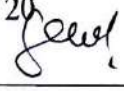

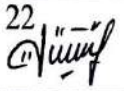

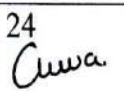
Number	Name	Signature	
1	Adinta Ismi H	1	2
2	Andina Shevira	3	4
3	Anggun Zahirah	5	6
4	Azqya Najwa Pulungan	7	8
5	Binti Sa'adah	9	10
6	Chelsea Adya Mecca	11	12
7	Devita Dwi Anjani	13	14
8	Julia Ambarwati	15	16
9	Listyawati	17	18
10	Lulu Fatihah R	19	20
11	Meysin Sasana	21	22
12	Mia Noviana	23	24
13	Noviana Nikmatur R		
14	Nur Haliza		
15	Rahma Nia Syahfina		
16	Rara Cantika Putri		
17	Risa Dwi Ananda		
18	Salma Sabila		
19	Sari Fajria		
20	Serli Arini		
21	Shabila Riska Ramadhani		
22	Syifa Saharani		
23	Vaesyia Virnenda		
24	Viana Aprilia		

ATTENDENCE LIST POST-TEST CYCLE 2

Class : VIII M MTs Darul A'mal

Date : Thursday, 16th September, 2021

Subject : English (imitation card)

Number	Name	Signature	
1	Adinta Ismi H	1	2
2	Andina Shevira		
3	Anggun Zahirah	3	4
4	Azqya Najwa Pulungan		
5	Binti Sa'adah	5	6
6	Chelsea Adya Mecca		
7	Devita Dwi Anjani	7	8
8	Julia Ambarwati		
9	Listyawati	9	10
10	Lulu Fatihah R		
11	Meysin Sasana	11	12
12	Mia Noviana		
13	Noviana Nikmatur R	13	14
14	Nur Haliza		
15	Rahma Nia Syahfina	15	16
16	Rara Cantika Putri		
17	Risa Dwi Ananda	17	18
18	Salma Sabila		
19	Sari Fajria	19	20
20	Serli Arini		
21	Shabila Riska Ramadhani	21	22
22	Syifa Saharani		
23	Vaesya Virnenda	23	24
24	Viana Aprilia		



**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-1949/In.28.1/J/TL.00/07/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MTs. DARUL AMAL METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **NISA ASTUTI**
NPM : 1601070158
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING STUDENTS WRITUNG SKILL BY USING ASK
REFLECT TEXT (ART) STRATEGY AMONG THE EIGHT GRADE
AT MTs. DARUL AMAL OF METRO BARAT, METRO

untuk melakukan *pra-survey* di MTs. DARUL AMAL METRO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 09 Juli 2020
Ketua Jurusan
Tadris Bahasa Inggris

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





**PONDOK PESANTREN DARUL A'MAL
MADRASAH TSANAWIYAH**

Terakreditasi Nomor : 580/BAN-SM/SK/2019 Peringkat A
Akte Notaris No.15 Tanggal 21 Maret 2013

Alamat : Mulyojati 16B Kec. Metro Barat - Kota Metro Telp. (0725) 44418-44305 Kode Pos 34125 NPSN : 10816987

Nomor : 022/MTs.DA/SBR/VII/2020
Lampiran :-
Perihal : **Surat Balasan Pra Survey**

Kepada Yth.
Ketua Jurusan Tadris Bahasa Inggris **Institut Agama Islam Negeri (IAIN)
Metro Lampung**
Q.-
Tempat

Assalamu'alaikum Wr. Wb

Menindaklanjuti surat dari Ketua Jurusan Tadris Bahasa Inggris **Institut Agama Islam Negeri (IAIN) Metro Lampung** Nomor: B-1949/In.28.1/J/TL.00/07/2020 tentang Izin Pra Survey saudara :

Nama : NISA ASTUTI
NPM : 1601070158
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **“IMPROVING STUDENTS WRITING SKILL BY USING ASK REFLECT TEXT (ART) STRATEGY AMONG THE EIGHT GRADE AT MTs. DARUL AMAL OF METRO BARAT, METRO”**

Dengan ini kami Kepala MTs. Darul A'mal Kota Metro menyetujui untuk keperluan tersebut.

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Metro, 27 Juli 2020
Kepala Madrasah



Markaban, S.H.I



**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.iaim@metrouniv.ac.id

Nomor : B-1788/In.28.1/J/TL.00/06/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Dedi Irwansyah (Pembimbing 1)
Aisyah Sunarwan (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama : **NISA ASTUTI**
NPM : 1601070158
Semester : 10 (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : IMPROVING THE SENTENCE WRITING SKILL BY USING ASK REFLECT TEXT (ART) STRATEGY AMONG THE EIGHTH GRADERS OF THE MTS DARUL AMAL OF METRO

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.





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

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

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

SURAT TUGAS

Nomor: B-3333/In.28/D.1/TL.01/08/2021

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

Nama : **NISA ASTUTI**
NPM : 1601070158
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di MTS DARUL AMAL METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE SENTENCE WRITING SKILL BY USING ASK REFLECT TEXT (ART) STRATEGY AMONG THE EIGHTH GRADERS OF THE MTS DARUL AMAL OF METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 12 Agustus 2021

Wakil Dekan Akademik dan
Kelembagaan,



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





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

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

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

Nomor : B-3332/In.28/D.1/TL.00/08/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS DARUL AMAL METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3333/In.28/D.1/TL.01/08/2021, tanggal 12 Agustus 2021 atas nama saudara:

Nama : **NISA ASTUTI**
NPM : 1601070158
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS DARUL AMAL METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE SENTENCE WRITING SKILL BY USING ASK REFLECT TEXT (ART) STRATEGY AMONG THE EIGHTH GRADERS OF THE MTS DARUL AMAL OF METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 12 Agustus 2021
Wakil Dekan Akademik dan
Kelembagaan,



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



**PONDOK PESANTREN DARUL A'MAL
MADRASAH TSANAWIYAH**

Terakreditasi Nomor : 580/BAN-SM/SK/2019 Peringkat A
Akte Notaris No.15 Tanggal 21 Maret 2013

Alamat : Mulyojati 16B Kec. Metro Barat - Kota Metro Telp. (0725) 44418-44305 Kode Pos 34125 NPSN : 10816987

Nomor : 23/MTs.DA/SPR/VIII/2021
Lampiran :-
Perihal : **Surat Persetujuan Obervasi**

Kepada Yth.
Wakil Dekan Akademik dan Kelembagaan Institut AGAMA Islam Negri (IAIN)
Metro Lampung.
Di -

Tempat

Assalamu'alaikum Wr.Wb

Menindaklanjuti surat dari Wakil Dekan Akademik dan Kelembagaan Institut
Agama Islam Negri (IAIN) Metro Lampung, Nomor :B-
3333/In.28/D.1/TL01/08/2021 tentang Izin Research / Penelitian saudara :

Nama : **NISA ASTUTI**

NPM : 1601070158

Jurusan : Tarbiyah

Program Study : S1 Tadris Bahasa Inggris

Judul Skripsi : **“IMPROVING THE SENTENCE WRITING SKILL
BY USING ASK REFLECT TEXT (ART)
STRATEGY AMONG THE EIGHT GRADERS OF
THE MTS DARUL A'MAL”**

Dengan ini kami Kepala Sekolah MTs. Darul A'mal Kota Metro menyatakan
bahwa mahasiswa tersebut telah melakukan penelitian disekolahan kami.

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana
mestinya.

Wassalamu'alaikum Wr.Wb.

Metro, 15 Agustus 2021

Kepala Sekolah



Marhaban Ilvas M.Pd



**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-1088/In.28/S/U.1/OT.01/11/2021**

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

Nama : NISA ASTUTI
NPM : 1601070158
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 1601070158

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, 03 Nopember 2021
Kepala Perpustakaan

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



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

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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA


Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Nisa Astuti
NPM : 1601070158
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, Desember 2021
Ketua Jurusan TBI


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



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INSTITUT AGAMA ISLAM NEGERI METRO

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Nisa Astuti Fakultas/Jurusan : FTIK/TBI
NPM : 1601070158 Semester/TA : IX/ 2020

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	TandaTangan
	Friday Nov 13, 2020	✓	- Add the upasmatore you get from the teacher in PB - Continue writing for chapter III	
	Friday Dec 4, 2020	✓	- BCL for chapter I - II - Continue your consultation with S. I	

Mengetahui,
Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

Dosen Pembimbing II

Aisyah Sunarwan, M.Pd
NIDN. 0207021301



KEMENTERIAN AGAMA REPUBLIK INDONESIA

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Nisa Astuti
NPM : 1601070158

Fakultas/Jurusan : FTIK/TBI
Semester/TA : X/ 2021

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	21/01/2021		- Chapter I - Language - Style of Previous Studies - Please revise accordingly	
	1/02/2021		- Chapter I - Mechanical aspects - Language [Lampirkan selalu catatan bimbingan sebelumnya]	

Mengetahui,
Kepala Jurusan TBI

Ahmad Subhan Reza, M.Pd
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Dosen Pembimbing I

Dedi Irwansyah, M.Hum
NIP. 197012232006041001



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Fakultas/Jurusan : FTIK/TBI
Semester/TA : X/ 2021

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	19/02/2021		Chapter I - III - Mechanical aspects - Use last name only when citing I need to see the references @ 09.55 a.m.	
	26/02/2021		Please revise accordingly A@@ for Seminar Proposal	

Mengetahui,
Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing I

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FORMULIR KONSULTASI BIMBINGAN APD

Nama : Nisa Astuti Fakultas/Jurusan : FTIK/TBI
NPM : 1601070158 Semester/TA : X/ 2021

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
	Thursday June 18, 2021	✓	see for cos huan	/

Mengetahui,
Kepala Jurusan TBI

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014


Aisyah Sunarwan, M.Pd
NIDN. 0207021301



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Nama : Nisa Astuti
NPM : 1601070158

Fakultas/Jurusan : FTIK/TBI
Semester/TA : X/ 2021

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
	08/07 2021		Mechanical aspects of research instrument please revise accordingly	

Mengetahui,
Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
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NPM : 1601070158
Fakultas/Jurusan : FTIK/TBI
Semester/TA : XI / 2021

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1	Selasa, 10 Agustus 2021		Research instrument has been approved	

Mengetahui,
Kepala Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I


Dedi Arwansyah, M.Hum
NIP. 19701223 200604 1 001



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Semester/TA : XI/ 2020

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	TandaTangan
1	Friday, 19 November 2021		Change the abstract in the past tense	
2	Wednesday, 24 November 2021		Acc for Abstract and Appendixes Please you guide with mentor 1	

Mengetahui,
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Andjato, M.Pd
NIP. 1987/10/201503 1 004

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NPM : 1601070158 Semester/TA : XI / 2021

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	TandaTangan
	25/11/2021		Chapter IV - Research setting ought to be presented in 3-4 paragraphs 1. Location 2. Vision and mission 3. Teachers & students description A. Cycle one 1. Planning 2. Acting 3. Observing 4. Reflecting	

Grammatical mistakes

Mengetahui,
Kepala Jurusan TBI


Andianto, M.Pd
NIP. 19871102201503 1 004

Dosen Pembimbing I


Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



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Nama : Nisa Astuti
NPM : 1601070158
Fakultas/Jurusan : FTIK/TBI
Semester/TA : XI / 2021

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	TandaTangan
	06/12/2021		Clips 10 Clips 10 Abstract Understand every type word - draw - enrich - conduct Sya ↓	

Mengetahui,
Kepala Jurusan TBI


Andjanto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing I


Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

IMPROVING THE SENTENCE
WRITING SKILL BY USING ASK
REFLECT TEXT (ART) STRATEGY
AMONG THE EIGHTH GRADERS
OF THE MTs. DARUL A'MAL OF
METRO

by Nisa Astuti 1601070158

Submission date: 17-Jan-2022 01:58PM (UTC+0700)

Submission ID: 1742869919

File name: NISA_ASTUTI1601070158.docx (232.34K)

Word count: 11379

Character count: 57905

AN UNDERGRADUATE THESIS
IMPROVING THE SENTENCE WRITING SKILL BY USING
ASK REFLECT TEXT (ART) STRATEGY AMONG THE
EIGHTH GRADERS OF THE MTs. DARUL A'MAL
OF METRO



Arranged By:

Name : Nisa Astuti

Student Number : 1601070158

TARBIYAH AND TEACHING TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H / 2021 M

IMPROVING THE SENTENCE WRITING SKILL BY USING ASK REFLECT TEXT (ART) STRATEGY AMONG THE EIGHTH GRADERS OF THE MTs. DARUL A'MAL OF METRO

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6	Dunn, Michael W.. "Illustrating Story Plans: Does a Mnemonic Strategy including Art Media render more Elaborate Text?", Journal of Visual Literacy, 2012. Publication	1 %
7	eprints.iain-surakarta.ac.id Internet Source	1 %

THE BUILDING CONDITION AND SCHOOL FACILITIES IN MTS.

DARUL A'MAL OF METRO

Table 1
The building condition and school facilities in MTs. Darul A'mal of Metro

No	Types of Infrastructure	Number of spaces	Number of rooms good condition
1	Classroom	24	24
2	Library	1	1
3	Science lab. room	1	1
4	Biology lab. room	-	
5	Physics lab. room	-	
6	Chemistry lab. room	-	
7	Computer lab. room	3	3
8	Language lab. room	-	
9	Leadership room	1	1
10	Teacher room	1	1
11	Administration room	1	1
12	Counseling room	1	1
13	Mosque	2	2
14	Students health room	1	1
15	Bathroom	1	1
16	School warehouse	1	
17	Sport room	-	
18	OSIS/IPPNU room	1	1
19	Other warehouse (kitchen)	1	1

Source: Documentation of MTs. Darul A'mal of Metro

THE QUANTITY OF STUDENTS OF MTS. DARUL A'MAL OF METRO

Table 2
The quantity of students at MTs. Darul A'mal of Metro

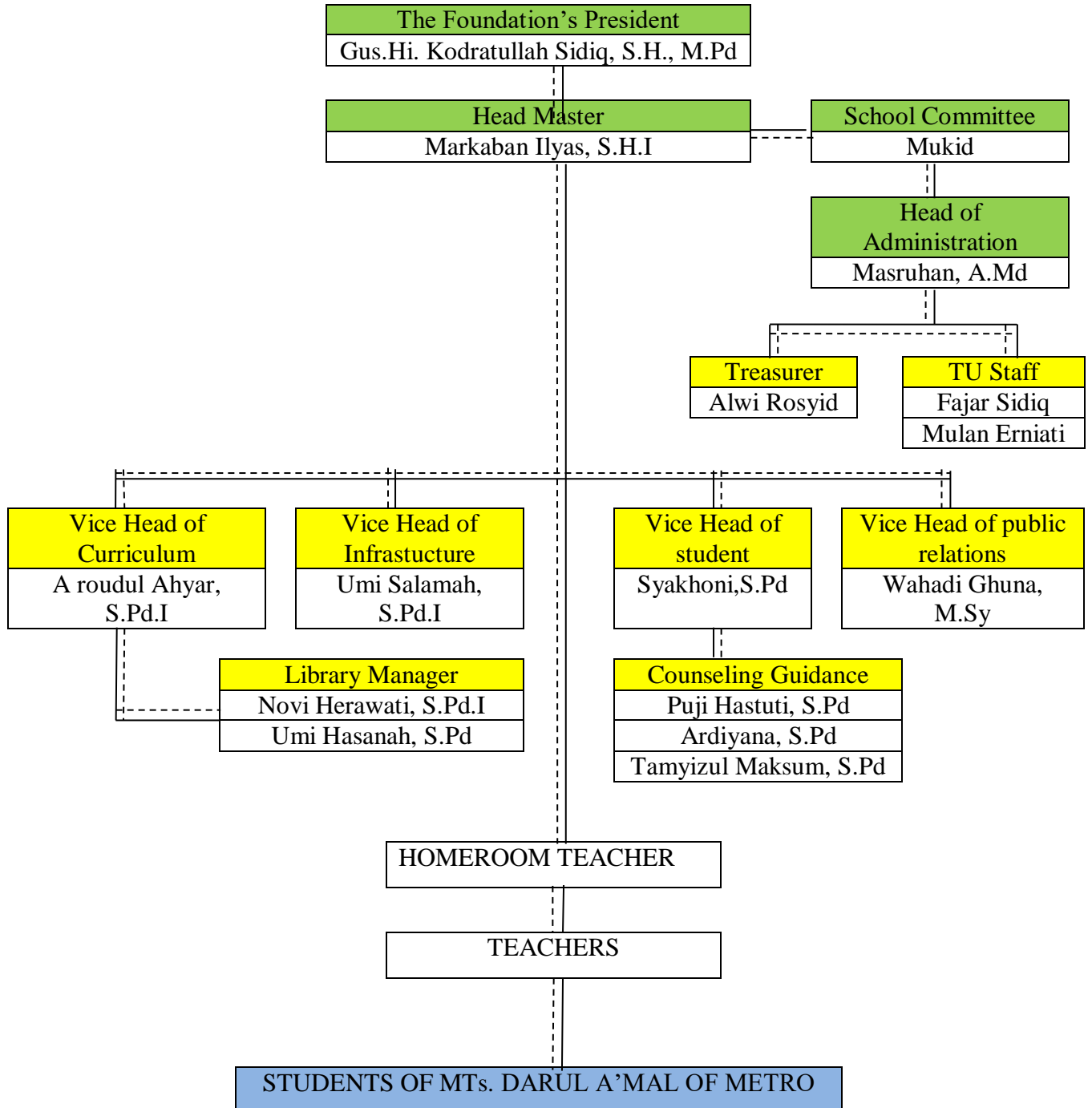
STUDENTS DATA OF MTS DARUL A'MAL SCHOOL YEAR 2021 / 2022							
Class	Total		Class	Total		Class	Total
7 A	27		8 A	27		9 A	29
7 B	27		8 B	24		9 B	32
7 C	28		8 C	26		9 C	29
7 D	30		8 D	31		9 D	32
7 E	32		8 E	25		9 E	28
7 F	23		8 F	29		9 F	30
7 G	28		8 G	26		9 G	29
7 H	31		8 H	27		9 H	30
7 I	25		8 I	26		9 I	30
7 J	29		8 J	25		9 J	28
7 K	29		8 K	27		9 K	30
7 L	29		8 L	31		9 L	30
7 M	32		8 M	24		9 M	28
7 N	23		8 N	26			
7 O	27						
7 P	29						
TOTAL	449			374			385
TOTAL OF WHOLE							1.208

Source: Documentation of MTs. Darul A'mal of Metro

ORGANIZATION STRUCTURE OF MTS. DARUL A'MAL OF METRO

IN ACADEMIC YEAR 2021/2022

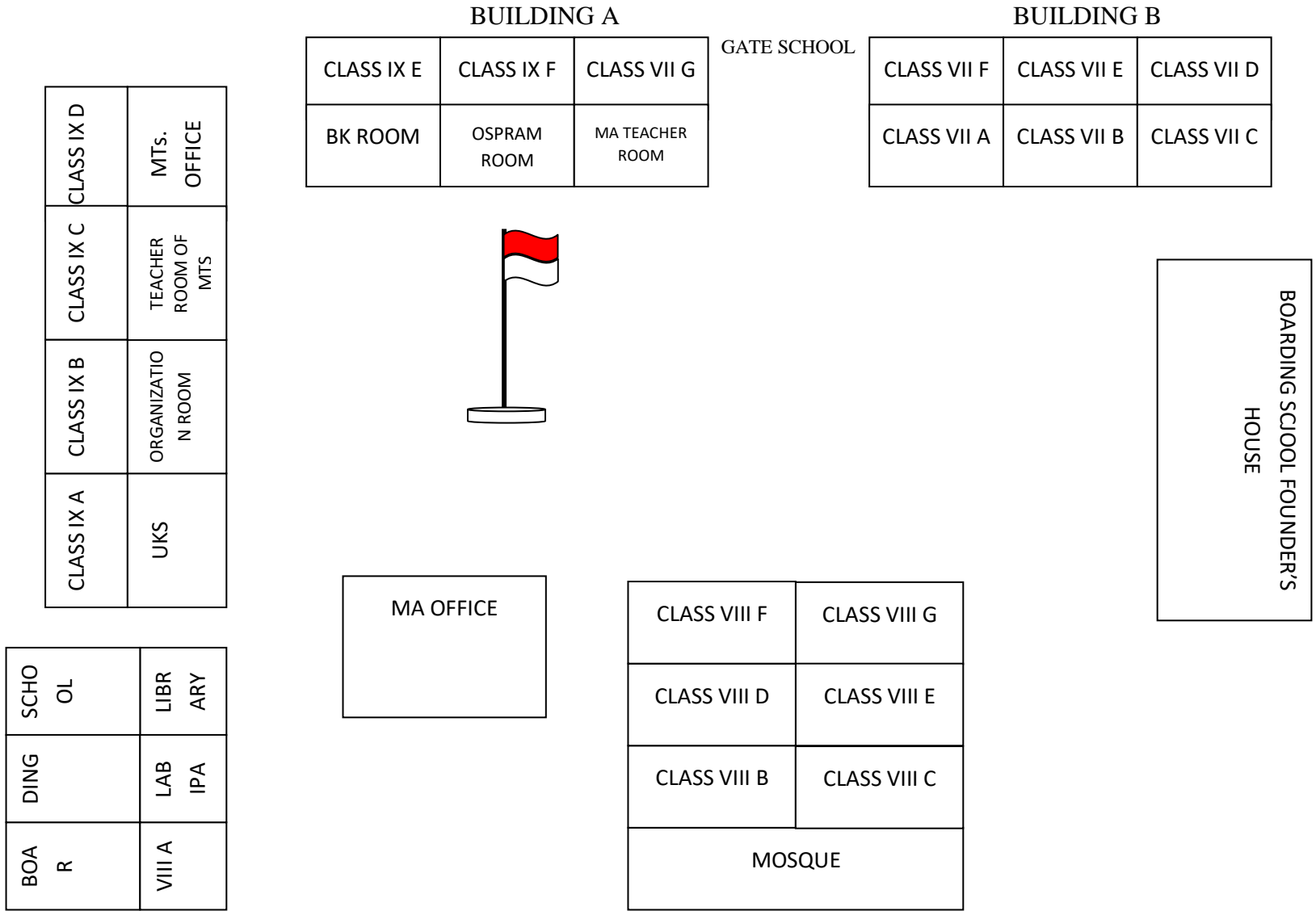
**FIGURE 2
ORGANIZATION STRUCTURE OF
MTS DARUL A'MAL OF METRO**



Source: Documentation of MTs. Darul A'mal of Metro

LOCATION SKETCH

FIGURE 3



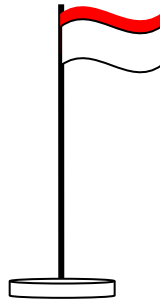
BUILDING C

CLASS IX J	CLASS IX K	CLASS IX L	CLASS IX M
CLASS IX G	CLASS IX H	CLASS IX I	
STUDENTS PAYMENT PLACE	LAB 1	LAB 2	LAB 3

BUILDING D

CLASS VIII M	CLASS VIII L	CLASS VIII K	CLASS VIII J
CLASS VII M		CLASS L	CLASS VII K

	CLASS VIII N	CLASS VII N	
	CLASS VII P	CLASS VII O	



CLASS VII H		
CLASS VII J		CLASS VII I
CLASS VIII I	CLASS VIII H	CLASS VIII G

Source: Documentation of MTs. Darul A'mal of Metro

THE LIST OF STUDENTS NAME CLASS VIII M

Table 4
MTs Darul A'mal of Metro especially
class VIII M have 24 students

No	Name	Gender
1	Adinta Ismi H	Female
2	Andina Shevira	Female
3	Anggun Zahirah	Female
4	Azqya Najwa Pulungan	Female
5	Binti Sa'adah	Female
6	Chelsea Adya Mecca	Female
7	Devita Dwi Anjani	Female
8	Julia Ambarwati	Female
9	Listyawati	Female
10	Lulu Fatihah R	Female
11	Meysin Sasana	Female
12	Mia Noviana	Female
13	Noviana Nikmatur R	Female
14	Nur Haliza	Female
15	Rahma Nia Syahfina	Female
16	Rara Cantika Putri	Female
17	Risa Dwi Ananda	Female
18	Salma Sabila	Female
19	Sari Fajria	Female
20	Serli Arini	Female
21	Shabila Riska Ramadhani	Female
22	Syifa Saharani	Female
23	Vaesyia Virnenda	Female
24	Viana Aprilia	Female

Source: Documentation of MTs. Darul A'mal of Metro

DOCUMENTATION SHEET

No	Aspect of Documentation Sheet	Available	Unavailable
1	Profile of Mts. Darul A'mal	✓	-
2	The building condition and school facilities in MTs. Darul A'mal	✓	-
3	The quantity of students at MTs. Darul A'mal	✓	-
4	Orgaization structure of MTs. Darul A'mal	✓	-
5	Location Sketch	✓	-

Documentation of Observing

Figure 1.1 and 1.2

The reseacher give the explanation do the Pre-Test



Figure 1.3 and 1.4
The students do the task of Pre-Test



Figure 1.5 and 1.6

The reseacher explanation about material writing post-test 1



Figure 1.7 and 1.8
The students do the task of Post-Test 1



Figure 1.9 and 1.10

The researcher explanation about material writing post-test 2



Figure 1.11 and 1.12
The students do the task of Post-Test 2



BIOGRAPHY



The complete name of the researcher is Nisa Astuti. The researcher was born in Dipsena Abadi, March 16th, 1998. The researcher has one sister the namely is Wuri Istiani. Now, she lives in Mulyojati 16B, West Metro, Metro City, Lampung.

The researcher had studied at The Elementary School for 6 years in SDN 01 Bumi Dipasena Abadi. Then, the researcher continued her studying in Junior High School for 3 years in MTs. Darul A`mal of Metro. After that, the researcher took the Senior High School at SMK Darul A`mal of Metro for 03 years and finished her studying in 2016. And the last she kept on his school at State Institute of Islamic Studies (IAIN) of Metro in Tarbiyah Faculty, English Education Department in 2016 until now.