

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF SELECT, TEACH, ACTIVATE, REVISIT (STAR)  
STRATEGY ON STUDENTS WRITING SKILL AT THE TENTH GRADE  
OF SMA N 1 KIBANG EAST LAMPUNG**

**By :**

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

**STATE ISLAMIC INSTITUTE OF METRO  
1445 H / 2024 M**

**AN UNDERGRADUATE THESIS**  
**THE INFLUENCE OF SELECT, TEACH, ACTIVATE, REVISIT (STAR)**  
**STRATEGY ON STUDENTS' WRITING SKILL AT THE TENTH GRADE**  
**OF SMAN 1 KIBANG EAST LAMPUNG**

Presented as a Partial Fulfilment of the Requirements

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In English Education Department

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**APPROVAL PAGE**

Title : THE INFLUENCE OF SELECT, TEACH, ACTIVATE,  
REVISIT (STAR) STRATEGY ON STUDENTS WRITING  
SKILL AT THE TENTH GRADE OF SMA N 1 KIBANG  
EAST LAMPUNG

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Department : English Education

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*Assalamu'alaikum, Wr. Wb*

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

*Wassalamu'alaikum Wr. Wb*

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*Assalamu 'alaikumWr.Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi : THE INFLUENCE OF SELECT, TEACH, ACTIVATE, REVISIT (STAR) STRATEGY ON STUDENTS WRITING SKILL AT THE TENTH GRADE OF SMA N 1 KIBANG EAST LAMPUNG

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu 'alaikumWr.Wb.*

Mengetahui,  
Kepala Jurusan Studi TBI



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**RATIFICATION PAGE**

No. D-2707/1n.28.1/D/PP.009/06/2024

An undergraduate thesis entitled: THE INFLUENCE OF SELECT, TEACH, ACTIVATE, REVISIT (STAR) STRATEGY ON STUDENTS WRITING SKILL AT THE TENTH GRADE OF SMA N 1 KIBANG EAST LAMPUNG, Written by Rima Handes Tari, student number 2001050026, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, May 31<sup>st</sup>, 2024 at 15.30 - 17.30.

**BOARD OF EXAMINERS:**

Chairperson : Eka Yuniasih, M.Pd

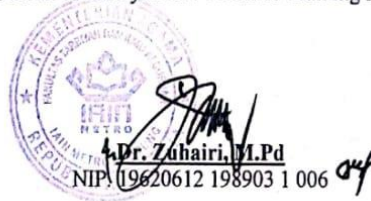
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The Dean of Tarbiyah and Teachers Training Faculty



**THE INFLUENCE OF SELECT, TEACH, ACTIVATE, REVISIT (STAR)  
STRATEGY ON STUDENTS' WRITING SKILL AT THE TENTH GRADE  
OF SMAN 1 KIBANG EAST LAMPUNG**

**ABSTRACT**

**By:  
RIMA HANDES TARI**

The purpose of this research is to find out whether the Select, Teach, Activate, Revisit (STAR) strategy can have a positive and significant influence on students' writing abilities. The object of this research is the tenth grade of SMA N 1 Kibang Lampung Timur. The sample from this study consisted of two classes, namely class X1 with 28 students as the experimental class, and class X2 with 32 students as the control class.

This research is a quantitative type of quasi-experimental design research. To collect data, researchers used written tests, namely pre-test and post-test and also carried out documentation and observations. Data analysis was carried out using the independent sample t test using SPSS version 25.

The research results show that the sig.(2-tailed) is 0.00. This means Sig.(2-tailed) <0.05 so  $H_a$  is accepted and  $H_o$  is rejected. This means that there is a positive and significant influence of using the STAR strategy on the writing skill of students in the tenth grade of SMA N 1 Kibang, East Lampung.

**Key Words:** *Quantitative Research, Writing Skill, STAR Strategy*

**PENGARUH STRATEGI SELECT, TEACH, ACTIVATE, REVISIT  
(STAR) TERHADAP KEMAMPUAN MENULIS SISWA KELAS X  
DI SMA N 1 KIBANG LAMPUNG TIMUR**

**ABSTRAK**

**Oleh:  
RIMA HANDES TARI**

Tujuan dilakukannya penelitian ini adalah untuk mengetahui apakah Select, Teach, Activate, Revisit (STAR) strategi dapat memberikan pengaruh yang positif dan signifikan terhadap kemampuan menulis siswa. Objek penelitian ini adalah kelas sepuluh SMA N 1 Kibang Lampung Timur. Sampel dari penelitian ini terdiri dari dua kelas, yaitu kelas X1 yang berjumlah 28 siswa sebagai kelas eksperimen, dan kelas X2 yang berjumlah 32 siswa sebagai kelas kontrol.

Penelitian ini merupakan penelitian kuantitatif jenis quasi-experimental design. Untuk mengumpulkan data, peneliti menggunakan tes tertulis, yaitu pre-test dan post-test dan juga melakukan dokumentasi serta observasi. Analisis data dilakukan dengan menggunakan uji t independent sample test menggunakan SPSS versi 25.

Hasil penelitian menunjukkan bahwa sig.(2-tailed) adalah 0,00. Artinya Sig.(2-tailed) < 0,05 sehingga  $H_a$  diterima dan  $H_o$  ditolak. Artinya terdapat pengaruh positif dan signifikan penggunaan strategi STAR terhadap keterampilan menulis siswa di kelas sepuluh SMA N 1 Kibang, Lampung Timur.

**Kata Kunci :** *Penelitian Kuantitatif, Keterampilan Menulis, Strategi STAR*




### STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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

Metro, May 17, 2024

The Writer  
  
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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, 17 Mei 2024

Penulis



Rima Handes Tari  
NPM. 2001050026

**MOTTO**

وَالْقَلَمِ وَمَا يَسْطُرُونَ ۝

"For the sake of the pen and what they wrote"

(Q.S. Al-Qalam (68:1))

## **DEDICATION PAGE**

This Undergraduate Thesis is dedicated to:

1. My beloved mother (Siti Sa'adah) Thank you for being the greatest mother, the forefront guard who always supports and prays for the researcher so that the researcher can reach this point. I love you so much
2. My beloved father (Sugiarto) Thank you for the greatest heartbreak so that the researcher can become this strong person.
3. My beloved family who always provide prayers, support and motivation in every step of the researcher's journey
4. My beloved supervisor (Eka Yuniasih, M.Pd) Who have provided valuable guidance, direction, and input in the writing of this thesis
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8. My beloved classmate in IAIN Metro Thank you for your company during my studies

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By offering thanks to the presence of Allah SWT, who has given His blessing, guidance and gifts so that the researcher can complete this undergraduate thesis. Shalawat and greetings are always poured out on the Prophet Muhammad SAW, as a role model for mankind.

This undergraduate thesis is the result of a research journey that has involved various processes, thoughts, and support from various parties. Therefore, the researcher would like to express his infinite gratitude to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag. PIA, the rector of The State Islamic Institute of Metro
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5. All of lecturers in English Education Department of IAIN Metro who always give me knowledge and information
6. SMA N 1 Kibang who has given permission to the researcher to conduct research there so that the researcher can complete this undergraduate thesis.

Do not forget, the researcher would want to extend gratitude to our family and friends who have always provided support, motivation and prayers in every step of writing this undergraduate thesis.

This undergraduate thesis was prepared with the hope that it can be a relevant and useful first step in the development of science. Finally, the researcher apologizes for any shortcomings contained in this thesis. Hopefully this thesis can become a solid foundation for continuing further research.

Metro, 31 May 2024

The Researcher

A handwritten signature in black ink, appearing to read 'Rima' with a stylized flourish at the end.

RIMA HANDES TARI  
2001050026

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# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

English is a language that is frequently used in international communication. In this era of globalization, the ability to speak English has become an indispensable skill, especially in accessing information, collaborating across cultures, and seeking educational and career opportunities. English language proficiency requires the mastery of four skills, including listening, speaking, reading and writing. Of these four skills, one of the most important skills for learning is writing.

Moreover, writing is an English language skill which is used to convey ideas, thoughts or messages effectively and structured in written form. Writing activities involve creating words, sentences, paragraphs, and documents that convey messages or information to readers. These skills involve mastering the mechanics of writing, such as understanding grammar, punctuation, appropriate use of vocabulary, organization of ideas, and the ability to construct clear and cohesive sentences.

Meanwhile, in Senior High School, one of the English language skills that must be developed is writing. The hope is that students will be able to develop writing skills with broader abilities. They should be able to use writing as a tool to express ideas, suggestions and information effectively in a structured written form. Students should also be able to

compose clear and cohesive sentences, allowing the message they write to be well received by readers.

However, in reality in Senior High School, students often experience difficulties in developing adequate writing skills. Regarding the issue of writing skills, the researcher carried out a preliminary survey. on Thursday, September 14, 2023 at SMA N 1 Kibang, East Lampung. The following table shows the pre-survey results:

**Table 1. 1**  
**Pre-Survey Results of Students Writing Skills in Tenth Grade Students of SMAN 1 Kibang**

No	Grade	Frequency	Percentage %	Category
1	<75	24	75%	Incomplete
2	>75	8	25%	Complete
	Total	32	100%	

*Source : Document on English Writing Skills Scores for Class X Students of SMAN 1 Kibang.*

Based on pre-survey data on English assignments related to writing, it is evident that there were 8 students or 25% who received a complete score, while 24 other students or 75% received an incomplete score. This is because students have weak writing skills. The problems experienced by students in writing skills are students' low mastery of English vocabulary, students' weak mastery of English grammar, and students' difficulties in the process of producing clear and structured ideas.

Generally, to influence students' writing skills, various learning strategies can be implemented in the school environment. Each teacher usually has strategies that are used to overcome obstacles that arise, so that



they can achieve the expected writing goals. When teaching writing, teachers can utilize a variety of strategies, including Prewriting Activities, Modeling, Peer Review, Step-by-Step Writing Process, Reader-Centered Approach, Reflective Writing, and STAR strategy.

Specifically, the STAR (Select, Teach, Activate, Revisit) strategy is one of the strategies of instruction that can be used while teaching writing. The STAR strategy is an example of a strategy that is useful for summarizing reading material and organizing ideas for writing. This strategy helps students to plan, organize, prioritize, and change their writing approaches.<sup>1</sup> Based on the explanation above, the STAR strategy is a strategy that provides language learning that is meaningful, active, and directly involves students.

Therefore, according to the description given above, the researcher carry out quantitative research by applying the STAR learning strategy with the aim of testing whether the use of this strategy can have a positive and significant influence on writing skills. In this case, the researcher constructed the research on the title **THE INFLUENCE OF SELECT, TEACH, ACTIVATE, REVISIT (STAR) STRATEGY ON STUDENTS WRITING SKILL AT THE TENTH GRADE OF SMA N 1 KIBANG EAST LAMPUNG.**

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<sup>1</sup>Lynn Melzer, *Executive Function in Education* (London: The Guilford Press, 2007), 99

**B. Identification of the Problem**

1. Students have low vocabulary mastery.
2. Students mastery of grammar is inadequate.
3. Students difficulties in the process of producing clear ideas.
4. Students experience difficulties in writing skill.

**C. Problem Limitation**

Based on the previously identified problems, the researcher limits the research problems by focusing on students' weak writing skills. In this case, the researcher addresses this problem by planning to conduct quantitative research using experimental research through the application of the Selec, Teac, Activate, Revisit (STAR) learning strategy.

**D. Problem Formulation**

The research problem formulation focuses on: Is there any positive and significant influence of Select, Teach, Activate, Revisit (STAR) strategy on writing skill at the tenth grade of SMA N 1 Kibang East Lampung?

**E. Objective and benefits of the Research**

1. Objectives of the Research

The objectives of this research is to determine whether there is a positive and significant influence of Select, Teach, Activate, Revisit (STAR) strategy on writing skills at the tenth grade of SMA N 1 Kibang East Lampung.

## 2. Benefits of the Research

### a. For the Students

The goal of this research is to be beneficial to students to improve writing skills and critical thinking. Besides that, it can also improve understanding of grammar and writing structure, and can increase creativity and self-expression in writing.

### b. For the Teacher

In this research, the researcher hopes that this research would be beneficial not just to students but also to English language teachers by providing information about the proficiency of English language learners, particularly those who struggle with writing. Not only that, but it is hoped that this study will give a benefit for teachers by providing information about one particular teaching strategy that may be used in the English language learning process, particularly when it comes to overcoming writing challenges, namely the Select, Teach, Activate, Revisit (STAR) strategy. It is hoped that teachers can innovate in the learning process by applying various learning strategies.

### c. For the Other Researchers

The aim of this research is to provide useful information for other researchers regarding the influence of the STAR strategy on students' writing skills. It is hoped that this research will provide benefits for future researchers.

## F. Prior Research

This research will involve analyzing several relevant studies that have been completed by several previous researchers. The first relevant research was conducted by Rosmawati Zakaria with the title *The Impact of Using Select, Teach, Apply and Revisit (STAR) Model on Students' Writing Ability at MAN 1 Makassar*, in 2017. This research using a pre-experimental method. The objectives of this research are to determine whether students' writing skills for descriptive texts are influenced by the Select, Teach, Apply, and Revisit (STAR) strategy. The study's findings indicated that the first-grade students at MAN 1 Makassar received a mean score of 53.5 on the pre-test, which was considered "poor." Following treatment, students showed improvement, receiving a mean score of 81,63, which was considered "good." <sup>2</sup>Therefore, based on relevant research, it can be emphasized that The STAR strategy is one of the strategies for developing writing skills in English.

The second relevant research was conducted by Jana Vlasáková and Natalia Manuhutu at Ambon, in 2018 with the title *Applying STAR Strategy to Improve Students' Vocabulary*. The method used in this study is pre-experimental method. The objectives of this research is to determine how the implementation of the STAR technique can help students' vocabulary and to understand how students feel about acquiring vocabulary through the STAR strategy. The result of the study showed that

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<sup>2</sup> Rosmawati Zakaria, "The Impact of Using Select, Teach, Apply and Revisit) STAR Model on Students Writing Ability at MAN 1 Makassar", *A Thesis* (Makassar: Tarbiyah and Teaching Science Faculty Alauddin State Islamic University of Makassar, 2017)

the students' progress in learning vocabulary, particularly adjectives, through the STAR strategy was significant.<sup>3</sup> It could be concluded that in order to increase students' vocabulary, the STAR strategy could be used both pedagogically and practically.

The third relevant research was conducted by Supiah and Defia Syntha Defi at Bangka, in 2021 with the title *Using Star (Select, Teach, Activate and Revisit) Strategy to Increase Vocabulary Mastery of Eighth Grade Students*. In this study, the research issues were addressed by the application of the quantitative research method. Finding out if there were any appreciable differences in vocabulary acquisition between students taught using the STAR technique and those taught without it is the goal of the study. According to the study's findings, students' vocabulary comprehension considerably improved. The STAR strategy was successful in helping students' vocabulary mastery, it might be determined.<sup>4</sup>

This research has similarities and differences with several relevant studies. One similarity is in the first relevant research objective, which is to identify whether the STAR strategy influences students' writing skills. Another similarity is found in the second and third relevant studies, namely the use of the STAR Strategy. The third relevant research has similarities in research methods, namely using quantitative research

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<sup>3</sup> Jana Vlasáková and Natalia Manuhutu, "Applying STAR Strategy to Improve Students' Vocabulary," *ELS Journal on Interdisciplinary Studies in Humanities* 1, no. 2 (June 26, 2018): 210–17, <https://doi.org/10.34050/els-jish.v1i2.4393>.

<sup>4</sup> Supiah Supiah and Defia Syntha Defi, "Using Star (Select, Teach, Activate and Revisit) Strategy to Increase Vocabulary Mastery of Eighth Grade Students," *EEdJ: English Education Journal* 1, no. 1 (April 30, 2021): 11–19, <https://doi.org/10.32923/eedj.v1i1.1772>.

methods. In addition, this research also has differences with the first and second relevant research, namely the use of research methods, this research uses quantitative research methods while the first and second research uses pre-experimental methods. Another difference lies in the second and third relevant research objectives because the purpose of the research is to improve vocabulary mastery, while this research aims to influence writing skills.

Based on the description previously mentioned, the researcher decides on the novelty of this study by applying an experimental quantitative method involving the control group and the experimental group. The researcher will also apply STAR strategy referring to a learning strategy where students are involved in a larger collaborative writing project. In this context, students are given the opportunity to choose writing topics of interest, teach each other to share knowledge and skills, activate the writing process by creating writing materials, and involve themselves in the process of revising and improving writing together.

## CHAPTER II

### THEORITICAL REVIEW

#### A. Concept of Writing Skill

##### 1. Nature of Writing Skill

Writing is the process of conveying thoughts, ideas, information, or emotions through the use of written language. According to Broussard, writing is a catalyst for creativity, problem solving, critical thinking, and making meaning.<sup>1</sup> It means that, writing is considered an activity that not only produces text, but is also considered a means of developing the mind, stimulating the imagination, and exploring deep concepts. Through writing, a person not only puts their ideas into words, but also reflects, analyzes and reorganizes their ideas.

Moreover, Cheryl states that writing is a process of brainstorming, composing, revising, having your work read by others, and then revising again.<sup>2</sup> Based on this definition, writing is a process that involves a series of complex steps, starting from exchanging ideas, arranging words into written work, sharing the work with readers, and returning to revisions based on the responses obtained. rather it is a cycle that involves thought, interaction, and continuous improvement. This shows that writing is not just about the initial writing process, but

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<sup>1</sup> Mary Snyder Broussard, *Reading, Research, and Writing: Teaching Information Literacy with Process-Based Research Assignments* (Chicago, Illinois: Association of College and Research Libraries, a division of the American Library Association, 2017).

<sup>2</sup> Cheryl E. Ball and Drew M. Loewe, eds., *Bad Ideas about Writing* (Morgantown, WV: Digital Publishing Institute : West Virginia University Libraries, 2017), 19.

also involves reflection, collaboration, and continuous improvement to produce better work.

Meanwhile, Hyland holds that writing is a sociocognitive activity which involves skills in planning and drafting as well as knowledge of language, contexts, and audiences.<sup>3</sup> In writing, writers must involve planning skills which require strategies to plan and organize information well. In addition, knowledge of the language, understanding the context in which the writing will be delivered, and understanding the audience or intended audience are also very important. This shows that writing requires a deep understanding of how the message will be received by readers and how to convey it effectively.

Furthermore, Sunarwan said that writing is a process of communication which uses a conventional graphics system to the readers.<sup>4</sup> In other words, writing is the process of communicating something to the reader through words formed in written form, such as letters, numbers, or other symbols that form sentences that can be read by other people. The writing process involves several steps, such as planning ideas, arranging the structure of the writing, choosing the right words, and adjusting the writing style to suit the communication goals and intended audience.

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<sup>3</sup> Ken Hyland, *Second Language Writing* (Cambridge: Cambridge University Press, 2003), 23.

<sup>4</sup> Aisyah Sunarwan, "Increasing Students' Narrative Paragraph Writing Ability Through The Use Of Picture Sequence," N.D., 31.



According to the explanation above, the researcher conclude that writing skill can be interpreted as the ability to compose words, organize ideas, and convey messages effectively in written form. It includes technical writing skills as well as creative abilities, analytical thinking, and critical thinking abilities to produce writing that is clear, coherent, and meets the needs of the intended audience.

## **2. Writing Process**

Writing is an action-packed process carried out by a writer in producing a text involving a series of activities that generate ideas, organize these ideas into a document or presentation, and refine these ideas. The writing process consists of some steps including:

### **a. Planing**

Planing consist of several steps including selecting a topic, gathering ideas or information, arranging ideas or thoughts, drafting a draft text, editing it for grammar and sentence structure, rewriting again, and sharing or distributing it.

### **b. Selecting a Topics**

Topic selection is a key feature of good writing. When they select the topic of their writing, students are more inclined to write. The audience that will read or listen to their work is another consideration when they are creating it.

c. Writing Drafts

After topic selection, students begin writing drafts. Encourage your students to write what comes to mind about their topics. When drafting their ideas, students don't have to worry about grammar, punctuation, or other technical parts of writing.

d. Making Revisions

As ideas become clearer, writers revise their pieces. Mature writers do this constantly, making many insertions, deletions, and other changes. However, students with problems in reading and writing are often reluctant to revise.

e. Editing

When students are satisfied with the content, they are ready to focus on mechanics (spelling, punctuation, and grammar), which are important so that someone else can easily read their pieces.

f. Publishing

When the editing process is complete, the writing is ready to be shared with a wider audience.

g. Evaluation of Writing

Teachers need to be able to evaluate students' writing in order to help them become better writers. There should be multiple levels of emphasis while evaluating writing, such as content, organization of ideas, structure, and mechanics. They are able to

obtain a comprehensive understanding of a student's writing talents by evaluating each one.<sup>5</sup>

### **3. Teaching Writing**

Writing has always been included in the English education curriculum as one of the four language skills. However, In the English language teaching syllabus, writing activities are not only a part, but also the main basis. The writing process allows students to express their thoughts, ideas, and emotions in writing. More than just honing grammar and comprehension skills, it helps students develop idea organization skills, expand creativity, and improve their overall communication skills. By writing, students can hone their ability to convey messages clearly and effectively, which is an important skill in many life contexts.

However, Writing involves mechanical elements. There are spelling, punctuation, penmanship, and the creation of coherent sentences, paragraphs, and texts. Although sometimes aspects of creativity and ideas dominate attention, without this mechanical component, the message to be conveyed can lose its clarity. So, it is important for writers to pay attention to these technical details so that their writing becomes stronger and easier for readers to understand.

Teachers must carry out a variety of essential tasks in order to help students in becoming better writers. Before, during, and after student

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<sup>5</sup> Joyce Holt Jennings, JoAnne Caldwell, and Janet W. Lerner, *Reading Problems: Assessment and Teaching Strategies*, Edition: 7 (Boston: Pearson, 2014), 334–336.

writing, teachers must do a variety of duties, including demonstrating, inspiring and stimulating, encouraging, responding, evaluating, and reviewing.

Before the writing process begins, teachers need to demonstrate writing techniques, provide examples, and publish how ideas can be structured well. Furthermore, during the writing process, teachers need to motivate students by inspiring them, challenging them to think deeper, and encouraging creativity in expressing ideas. After students complete their writing, the teacher's job is to respond by providing feedback. Finally, the teacher provides a fair assessment and provides direction for further development. By performing these tasks effectively, teachers can help students become more skilled and confident writers.<sup>6</sup>

#### **4. Writing Assessment**

In educational contexts, assessments are used for many different things, including tracking student progress, identifying problems with reading and writing, establishing program eligibility, assessing instruction, and reporting to others.

Writing instruction and assessment is the foundation used to assess, discuss, and organize writing. Both students and teachers use this

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<sup>6</sup> Jeremy Harmer, *How to Teach Writing*, 9. impr, How To (Harlow: Longman, Pearson Education, 2011), 31–44.

framework to review the quality of writing, even from the elementary level.<sup>7</sup>

In order to know students' writing skill, the researcher measures the students' writing skill by asking them to make descriptive text. The researcher is instructing the students to make a simple composition which was determined. Moreover, the researcher uses test instrument to take the scale of instrument which the standard of the score writing test as follows:

**Table 2. 1**  
**Writing Rubric Score**

Score	Level	Criteria	Comments
<b>Content</b>	30-27	Excelent to very good	Knowledgeable, substantive, etc.
	26-22	Good to average	Some knowledge of subject, adequate, range, etc.
	21-17	Fair to poor	Does not show knowledge of subject, little substance, etc.
	16-13	Very poor.	Does not show knowledge of subject, non substantive, etc.
<b>Organization</b>	20-18	Excelent to very good	Fluent expression, ideas clearly, stated, etc.
	17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, etc.

<sup>7</sup> Beverly A. DeVries and Beverly A. DeVries, *Literacy Assessment & Intervention for Classroom Teachers*, Fourth Edition (Scottsdale, Arizona: Routledge, 2015), 575–577.

	9-7	Very poor.	Does not communicate, no organization, etc.
<b>Vocabulary</b>	20-18	Excelent to very good	Sophisticated range, effective, word/idiom choice and usage, etc.
	17-14	Good to average	Adequate range, occasional errors of word/idiom, choice, usage but meaning not absured.
	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.
<b>Grammar</b>	25-22	Excelent to very good	Effective complex constructions, 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 rule
<b>Mechanics</b>	5	Excelent to very good	Demonstrates mastery of conventions Mechanics.
	4	Good to average	Occasional errors of spelling, punctuation, etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, etc.
	2	Very poor.	No mastery conventions, dominated by errors of spelling, punctuation,

			capitalization, paraghraping, etc. <sup>8</sup>
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*Adapted from: Sara Cushing Weigle 2002*

## **B. Concept of STAR Strategy**

### **1. Definition of STAR Strategy**

According to Meltzer, STAR (Select, Teach, Activate, Revisit) strategy is a strategy to useful for summarizing reading material and organizing ideas for writing.<sup>9</sup> The STAR strategy is a very useful approach in extracting the essence of reading material and compiling relevant ideas for writing purposes. By using the STAR Strategy, students can recognize the essence of reading material, organize it systematically, and find ways to apply those ideas to their writing more effectively.

Barbara describes STAR strategy is a generic vocabulary teaching framework based on the STAR mnemonic: Select, Teach, Activate/Analyze/Apply, and Revisit.<sup>10</sup> This mnemonic summarizes the key steps in the language teaching process. The first step, “Select,” refers to selecting words that are important or relevant to teach. Next, “Teach” involves actively introducing students to the meaning and use of these words. The “Activate/Analyze/Apply” section highlights steps to encourage students' engagement in applying and analyzing the

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<sup>8</sup> Sara Cushing Weigle, *Assessing Writing*, Cambridge Language Assessment Series (Cambridge: Cambridge University Press, 2002), 116–17.

<sup>9</sup> Lynn Meltzer, ed., *Executive Function in Education: From Theory to Practice* (New York: Guilford Press, 2007), 99.

<sup>10</sup> Barbara J. Wendling and Nancy Mather, *Essentials of Evidence-Based Academic Interventions*, Essentials of Psychological Assessment Series (Hoboken, N.J: John Wiley & Sons, Inc, 2009), 86.

vocabulary in different contexts or through activities that strengthen their understanding. Finally, “Revisit” emphasizes the importance of additions and revisions to lessons already taught, ensuring that students' understanding of them remains consistent and strong

Stephen hold that STAR literacy can be delivered as part of an English or literacy lesson and requires little equipment.<sup>11</sup> This makes it easier for teachers to present these strategies to students, leading to their effective and comfortable use in the classroom. Thus, this approach provides significant flexibility for teachers in introducing effective and powerful teaching methods for students without dependence on complicated or expensive equipment.

William state the STAR strategy is a language-based linguistic approach that is especially suitable for students who have linguistic skills as a learning strength.<sup>12</sup> By utilizing the steps of selecting relevant material, structured teaching, activities that stimulate participation, and planned repetition of material, this strategy provides a solid approach for students to develop their linguistic skills effectively.

Elizabeth said STAR strategy requires careful teaching and should be taught slowly, allowing students to grasp essential

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<sup>11</sup> Stephen Parsons and Anna Branagan, *Word Aware: Teaching Vocabulary across the Day, across the Curriculum* (London: Routledge, Taylor & Francis Group, 2017), 78.

<sup>12</sup> William N. Bender, *Differentiating Math Instruction, K-8: Common Core Mathematics in the 21st Century Classroom*, Third edition (Thousand Oaks, California: Corwin, 2013), 216.



components.<sup>13</sup> This aims to enable students to gain a deep understanding of the crucial components. This approach emphasizes the need for structured teaching, allowing students to master each concept gradually.

Based on what was previously explained, the researcher concluded that the STAR strategy is a structured approach that is useful in teaching writing and language skills to students. This strategy emphasizes learning that is meaningful, active, and involves students directly. Following the steps in this strategy can help students comprehend reading, organize ideas, and apply knowledge effectively. While flexible for teachers, careful teaching is required to ensure students' deep understanding of each concept. Overall, STAR provides comprehensive coaching for improving language and writing skills..

## **2. Benefits of STAR Strategy**

The STAR strategy is a strategy that is very useful for students in developing writing abilities. This strategy helps students plan, organize, prioritize, and change shift approach to writing.<sup>14</sup> By using this strategy, students learn to be more organized in the writing process. In addition, students also learn to plan in detail before starting to write, organize their ideas to fit the flow, prioritize main ideas, and if necessary be ready to change the student's approach to suit the expected writing needs. The STAR strategy is designed to be used in

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<sup>13</sup> Elizabeth Whitten, Kelli J. Esteves, and Alice Woodrow, *RTI Success: Proven Tools and Strategies for Schools and Classrooms* (Minneapolis, MN: Free Spirit Pub., 2009), 223.

<sup>14</sup> Meltzer, *Executive Function in Education*, 99.

literacy/English lessons, especially in writing skills. This shows that this strategy provides a structured framework or steps that can help students develop writing skills in English or literacy contexts.

The STAR strategy can be used as one part of a cross-curricular Word Aware approach.<sup>15</sup> Using the STAR Strategy in Word Aware allows students to enhance their comprehension abilities in addition to their writing skills and use words effectively in a variety of learning contexts.

### **3. Teaching Steps of STAR Strategy**

The following are steps that teachers can use in teaching using the STAR strategy:

1. **Select:** The first task for a teacher is to choose a word that is most appropriate to teach. Teachers must choose the most appropriate words to convey ideas, emotions, or messages effectively. This teaches students the importance of considering each word they choose when writing, because each word has power and can influence the way the message is conveyed. Through choosing the right words, students can improve the quality of their writing, making it clearer, more interesting, and more persuasive.
2. **Teach:** Teaching is done before, during, and after reading. Teachers can help students use these terms in sentences by giving definitions, examples, and other resources. Instruction in writing

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<sup>15</sup> Parsons and Branagan, *Word Aware*, 78.

involves providing definitions, examples of word usage, and encouraging students to use those words in sentences. This is done before, during, and after reading to help students understand and apply words well in their writing.

3. **Activate:** In the third step, students try to understand the word This involves using those words in sentences or paragraphs of their own creation, ensuring that students not only know the meaning of the words, but can also apply them effectively in their writing. This step is important in honing students' skills in using words appropriately and creatively in a writing context.
4. **Revisit:** The last step, students can review the meaning of words construct relationships with related words, practice using words in different settings, construct semantic maps, and engage in games and activities. It helps students in remembering, expands usage, and enriches their vocabulary in writing.<sup>16</sup>

## **C. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

In this research, the researcher establishes two variables. A dependent variable (Y) and an independent variable (X) are present. Writing skill is the dependent variable (Y), while the independent variable (X) is the STAR (Select, Teach, Activate, Revisit) strategy.

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<sup>16</sup> Wendling and Mather, *Essentials of Evidence-Based Academic Interventions*, 87.

One of the crucial fundamental language skills that students need to acquire is writing. Because, through writing students can convey their ideas or thoughts in the form of written language, make meaning, think critically, and solve problems. Therefore, it is important to make efforts to influence the quality of students' writing skills. So, The teacher need special learning strategy when teaching students on writing.

There are so many strategy in teaching writing that can influence students' writing skills. The researcher uses STAR (Select, Teach, Activate) strategy in this research to influence the writing skills of the tenth grade students at SMA N 1 Kibang East Lampung. The research assumed that if the teacher uses STAR strategy in teaching writing, students will bw easily to plan, organize, and prioritize their writing.

Based on the explanation above, if the STAR strategy is effective for teaching writing, it will give a good influence on students' writing skills. But, if STAR strategy is not effective for teaching writing, it will not give a good influence to student's writing skill.

## 2. Paradigm

A paradigm is a correlation pattern between variables that will be researched. Additionally, the researcher explains the paradigm as follows using the previously mentioned theoretical framework:

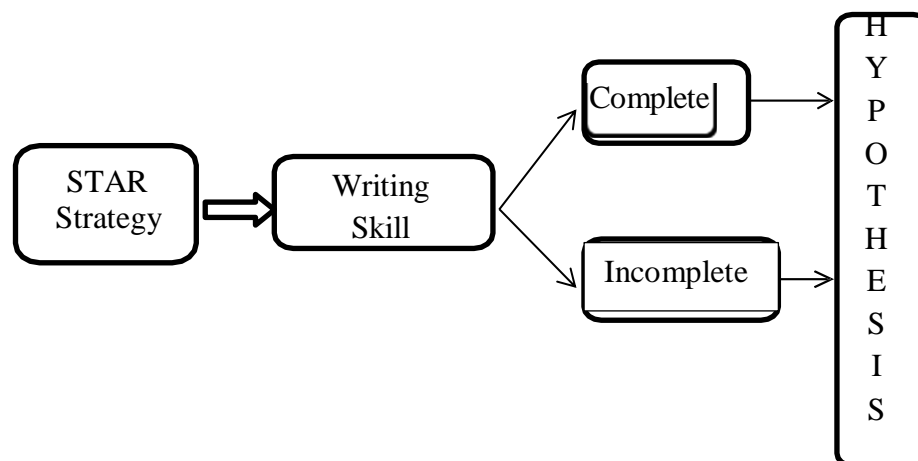


Figure 1 *Paradigm of using STAR Strategy on Students' Writing Skill*

Based on the paradigm above, the researcher assumed that if the student's get good score in writing test, so STAR strategy can influence students' writing skill. However, if the student's get bad score in writing test, so STAR strategy can not influence on students' students' writing skill.

### D. Hypothesis

The researcher developed the following alternative hypothesis based on the theoretical framework and paradigm mentioned above:

#### 1. Alternative Hypothesis (Ha)

There is a positive and significant influence of using Select, Teach, Activate, Revisit (STAR) Strategy on students writing skills of the Tenth Graders of SMAN 1 Kibang.

## 2. Null Hypothesis (Ho)

There is no a positive and significant influence of using Select, Teach, Activate, Revisit (STAR) Strategy on students writing skills of the Tenth Graders of SMAN 1 Kibang.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

In order to determine whether the STAR (Select, Teach, Activate, Revisit) strategy had any positive and significant influence on students writing skills, the researcher employed a quantitative research design in this research.

This kind of quantitative research is experimental. The experimental design model of this research is quasi-experimental. Quasi-experimental studies involving two or more groups not composed on the basis of random assignment. This research will use two classes, namely the experimental group and the control group.

The experimental group will take a pre-test, get treatment, and then take a post-test. The control group will take a pre-test and post-test and will be taught using conventional techniques in the class. After the pre-test, treatment will be given. A pre-test will be administered to assess students writing skills before treatment. Whereas to assess students writing skills after treatment, a post-test will be administered.

Based on the description above, the research will carry out this research at SMA N 1 Kibang, East Lampung, of the tenth grade.

## **B. Operational Definition of Variable**

### **1. Independent variable**

Independent variables are variables that can influence the results.<sup>1</sup> Independent variable of this research is STAR (Select, Teach, Activate, Revisit) strategy. This independent variable, hopefully become an influence or have functional as variable influence.

The following are some indications that demonstrate students' ability to achieve the goal of this strategy:

1. Students choose topics with enthusiasm and a clear understanding of their chosen writing assignment.
2. Students apply the writing techniques taught and improve their writing skills.
3. Students apply learned writing skills independently with creativity.
4. Improving the quality of student writing through revision and reflection on the feedback provided.

### **2. Dependent Variable**

As it effectively depends on the values of the independent variable, the dependent variable can be thought of as more of an output. Writing skills is the research's dependent variable.

The students should be able to demonstrate the following indications in writing:

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<sup>1</sup> Sofie Bager-Charleson and Alistair McBeath, *Supporting Research in Counselling and Psychotherapy: Qualitative, Quantitative, and Mixed Methods Research* (Cham: Springer International Publishing AG, 2023), 104.



1. Students can develop engaging and insightful ideas relevant to the topic.
2. Students can structure their writing with clear introductions, developed body paragraphs, and effective conclusions.
3. Students can use vocabulary that is appropriate, varied and appropriate to the purpose of the writing
4. Students can demonstrate proficiency in grammar, including accurate sentence construction and verb usage
5. Students can ensure correct spelling, punctuation, and formatting in their writing.

### **C. Population, Sample, and Sampling Technique**

#### **1. Population**

The population is the research object that is observed. Whereas, the tenth graders of SMA N 1 Kibang, East Lampung in the 2023/2024 academic year, which consists of 4 classes with 123 students, total the population of this research.

#### **2. Sample**

The research sample consists of two classes, one class as the experimental group and another class as the control group. These classes are X1, which consist of 28 students, and X2, which consist 32 students. Thus, 60 students make up the samples used in this research.

### **3. Sampling Technique**

The researcher chose to apply the cluster sampling technique in this research. Cluster sampling technique can be known the determined of technique sampling based on group (population) that has the same characteristic. The research sample are the students at the tenth graders of X1 as the experimental group and X2 as the control group.

#### **D. Data collection Technique**

The following data collection technique is employed by the researcher:

##### **1. Test**

To measure both variables, the researcher uses a test as the technique of gathering data. By using a written test, the researcher assessed writing instruction using the STAR strategy. In this study, the following two tests will be employed:

###### **a. Pre-test**

Before receiving treatment, this pre-test will be delivered to the experimental group and the control group to assess the students' writing skills.

###### **b. Post-test**

The experimental and control groups will receive a post-test from the researcher after the treatment. It aims to know the significant impact of the STAR strategy on students' writing skills

in the tenth grade and to determine whether or not the STAR strategy has an influence on students' writing skills.

## **2. Documentation**

The researcher use the documentation technique to get some information about the history of school, the condition teachers and official employed, the quantity of the students, the organization structure, and the regulation of SMA N 1 Kibang.

## **3. Observation**

An important component in scientific investigation is observation. In observation, data analysis techniques are used when the researcher is concerned with human behavior and work process. In the context of science, observation means more than just observing the world around us to get ideas for research. Observation also used to obtain complete data about the school profile, condition, teachers and students, as well as facilities at SMA N 1 Kibang.

## **E. Research Instrument**

The research instrument in this research held the test which has explained follows:

### **1. Instrument Blueprint**

To collect data related to the research topic, the researcher design the use of predetermined indicators. The researcher also applied Pre-test and Post-test methods as instruments. In assessing students' writing skill, the researcher measured it through requests for creating

descriptive texts. Students are directed to write simple compositions according to the provisions that have been set. In addition, the researcher use tests as instruments to assess standard scales in writing with specified test scores.

**Table 2. 2**  
**The Instrument Blueprint**

Test Objective	Writing Aspect	Indicator	Instrument
To investigate students writing skill in making descriptive text	Content	Students are able to choose an appropriate and interesting topic to describe, and presents relevant, in-depth details and describes the subject clearly.	Based on the topic, write a descriptive text. Your text should consist of three paragraphs (identification, description, and conclusion) Your text will be evaluated based on five element of writing, such as content, organization, grammar, vocabulary, mechanics
	Organization	Students are able to organize their ideas coherently, ensuring a logical flow of information from introduction to conclusion..	
	Grammar	Students are able to apply proper grammar rules consistently, avoiding common errors and ensuring clarity in their writing..	
	Vocabulary	tudents are able to enrich their writing with a wide range of vocabulary, effectively communicating their ideas with precision and depth.	
	Mechanics	Students are able to adhere to standard writing conventions, including correct punctuation, capitalization, and spelling throughout their work.	

#### **F. Data Analysis Technique**

In this research, SPSS version 25.0 was used for analyzing the data collected from the control and experimental groups to investigate whether there is any significant influence of applying STAR strategy on students writing skill at the tenth grade of SMA N 1 Kibang. Independent sample t-test

is used by the researcher to analyze the difference in scores between the experimental and control groups. To determine whether there is a difference between the means of two unpaired samples, independent samples t-tests are utilized. Donald Ary states that the t-test should be formulated as follows:<sup>2</sup>

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Note:

t = t ratio

$\bar{D}$  = average difference

$\sum D^2$  = Difference scores squared, then summed

$(\sum D)^2$  = Difference scores summed then squared

N = Number of pairs

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<sup>2</sup> Donald Ary et al., *Introduction to Research in Education*, 8th ed (Belmont, CA: Wadsworth, 2010), 177.

**CHAPTER IV**  
**RESEULT AND DISCUSSION**

**A. Description of the Research**

**1. Description of Research Location**

**a. The History of SMA N 1 Kibang East Lampung**

SMA Negeri 1 Kibang, located in Kibang Village, Metro Kibang District, East Lampung Regency, Lampung Province, is a public high school under the Lampung Province Education Office. Established in 2001, it covers an area of 12,500 square meters. With the school identification number (NPSN) 10805996, it is the only public high school in Metro Kibang District. It operates under the decree of East Lampung Regent No. 205/15/SK/2003 and Operational Permit No. 463/7151/A0001462/V.16/2022.

SMA Negeri 1 Kibang has been led by the Headmaster for several changes as follow:

**Table 3. 1**  
**Period of Position Headmaster of SMA N 1Kibang East Lampung**

<b>No</b>	<b>Name</b>	<b>Period</b>
1.	Dra. Rosa Kaswanty	2001-2011
2.	Suripto,S.Pd	2011-2013
3.	Dra.Dewi Wasturi,M.Pd	2013-2018
4.	Linda Krisnawati,M.Pd	2019-2020
5.	Tety Efently Daulay,S.Pd	2020-2021
6.	Dra. Mey Sriyani,M.M	2022-2023
7.	Mapful,S.Pd,M.Pd	2024-now

**b. Vission and Mission of SMA N 1 Kibang****1) Vission of School**

The vision of SMA Negeri 1 Kibang has the following vision: "Be faithful, devout, have noble character, achieve, and master science and technology"

**2) Mission of SMA N 1 Kibang**

To achieve the vision mentioned above, the mission carried out is as follows:

1. Increase faith and devotion to God Almighty
2. Develop character-based education
3. Implement discipline by prioritizing role models
4. Improving excellent service in the administrative sector that is professional, effective and efficient.
5. Increase the school community's awareness of the environment
6. Develop community and stakeholder trust in school development and progress.
7. Improve facilities and infrastructure to support learning and school activities
8. Improve student achievement in academic and non-academic fields
9. Develop interests, talents and creativity so that they grow and develop according to their potential

10. Implement creative, innovative, information technology-based learning

### c. Organization Structure at SMA N 1 Kibang

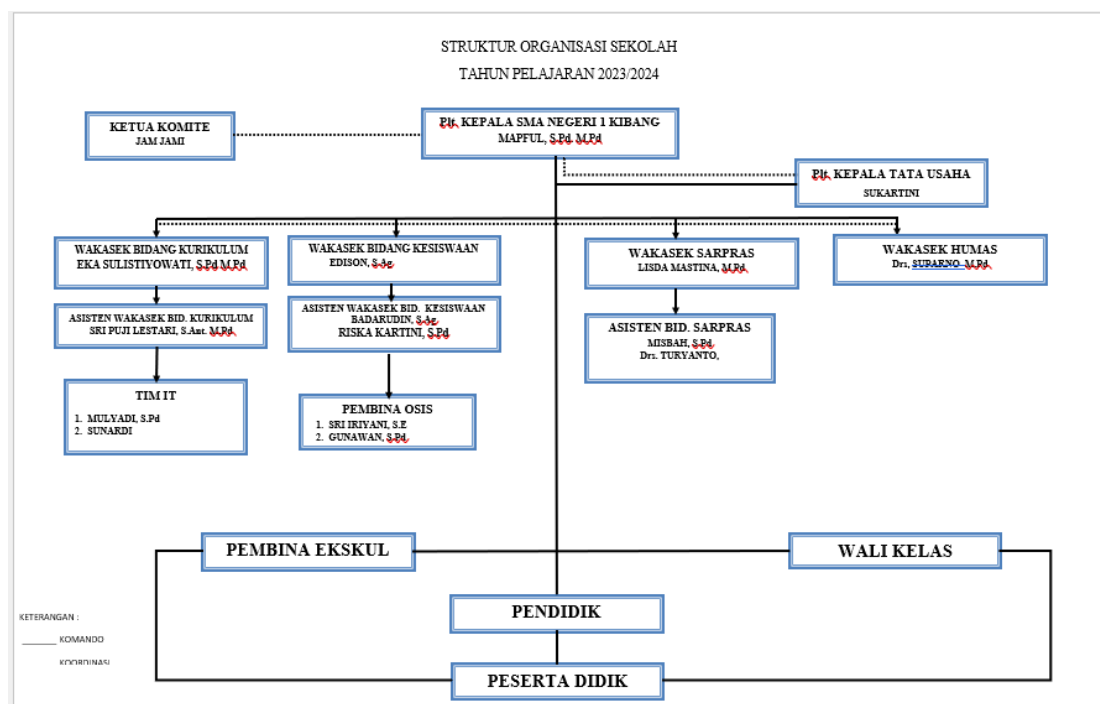


Figure 2 Organizational Structure of SMA Negeri 1 Kibang

### d. The Condition of Teacher and Administration Staff at SMA N 1 Kibang

#### 1) Teacher

SMA Negeri 1 Kibang is an A-accredited school with 16 classes and 38 active teachers. Among them, 76.3% (29 teachers) hold teaching certificates. There are 32 permanent teachers with civil servant (PNS) status, of which 28 have a



Bachelor's degree (S1) and 10 have a Master's degree (S2). Additionally, there are 6 non-permanent teachers with an S1 background, and no teachers with a Diploma 3 (D3) background.

**Table 3. 2**  
**Teacher data at SMAN 1 Kibang for 2024**

<b>NO</b>	<b>NAME</b>	<b>NIP</b>	<b>GOLONGAN</b>	<b>KET</b>
1	Mapful,S.Pd,M.Pd	19660822 199101 1 001	Pembina Tk. I, IV/b	Headmaster
2	Drs. Trisno Wiweko	19650308 199103 1 006	Pembina Muda, IV/c	Teacher
3	Drs.Turyanto	19660402 199512 1 002	Pembina Tk. I, IV/b	Teacher
4	Drs.Suparno, M.Pd	19681006 199802 1 001	Pembina Tk. I, IV/b	Teacher
5	Drs.Sobirin	19650520 199702 1 001	Pembina Tk. I, IV/b	Teacher
6	Suwarjo,A.Md.	19651207 198902 1 001	Pembina Tk. I, IV/b	Teacher
7	Maria Theresia Dwi Widiyati,S. Pd.	19731112 199903 2 004	Pembina Tk. I, IV/b	Teacher
8	Kuswiyono,S.Pd	19730318 199903 1 004	Pembina Tk. I, IV/b	Ka. Laboratory
9	Tri Waryati,S.Ag	19710810 200604 2 017	Pembina Tk. I, IV/b	Teacher
10	Maryuni,S.Pd	19730318 200604 2 008	Pembina Tk. I, IV/b	Teacher
11	Ria Karyanti, M.Pd	19760519 200604 2 008	Pembina Tk. I, IV/b	Teacher
12	Dra.Rosmeliana.	19670518 200501 2 002	Pembina Tk. I, IV/b	Teacher
13	Sari Kartini,S.Pd	19680422 200604 2 002	Pembina, IV/a	Teacher
14	Drs.Supriyanto	19650802 200701 1 021	Pembina, IV/a	Teacher

15	Badarudin,S.Ag	19690127 200701 1 002	Pembina, IV/a	Teacher
16	Eka Sulistiyowati,S.Pd	19800524 200701 2 005	Pembina, IV/a	Ka. Library
17	Devie Ambarwati, M.Pd	19820206 200804 2 001	Pembina, IV/a	Teacher
18	Sri Puji Lestari,S.Ant.M.Pd	19790319 200604 2 004	Penata TK I, III/d	Waka Curriculum
19	Lisda Mastina,M.Pd	19701025 200903 2 001	Penata TK I, III/d	Teacher
20	Enia Wati,S.Pd	19800413 200804 2 001	Penata TK I, III/d	Teacher
21	Eko Noprianto, M.Pd	19841211 200903 1 001	Penata TK I, III/d	Teacher
22	Riduan Agus,S.Pd	19760530 200903 1 004	Penata TK I, III/d	Teacher
23	Mulyadi, S.Pd	19810417 200903 1 002	Penata TK I, III/d	Teacher
24	Rahma Ismawati,S.Pd	19700331 200801 2 007	Penata TK I, III/d	Teacher
25	Eliyawati,SE	19820908 200903 2 001	Penata TK I, III/d	Teacher
26	Rodiyah,S.Pd	19730407 201001 2 002	Penata TK I, III/d	Teacher
27	Lijo Choirul,S,Ag	19730416 201001 1 006	Penata Muda Tk I,III/c	Teacher
28	Misbah,S.Pd	19711012 201407 2 001	Penata Muda, III/b	Teacher
29	Sri Iriyani,SE	19720904 201407 2 002	Penata Muda Tk I,III/c	Teacher
30	Edison,S.Ag	19780505 201407 1 003	Penata Muda Tk I,III/c	Teacher
31	Eni Suwartinah,S.Pd	PPPK	Gol. IX	Teacher
32	Gunawan,S.Pd	PPPK	Gol IX	Teacher
33	Anisa Hidayati, S.Pd	GTT	-	Teacher
34	Maritson Sinaga,S.PAK	GTT	-	Teacher
35	Lia Pratiwi,S.Pd	GTT	-	Teacher
36	Riska Kartini,S.Pd	GTT	-	Teacher
37	Lia Agustina, S.Pd	GTT	-	Teacher

38	Maya Fadilasari, S.Pd	GTT	-	Teacher
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## 2) Administration Staff

SMA Negeri 1 Kibang has a total of 11 educational staff members, including 6 permanent employees who are civil servants and 5 honorary staff. All educational staff members hold high school (SMA) qualifications, including the honorary staff who are also Senior High School (SMA) graduates.

**Table 3. 3**  
**Administrative Staff (TU) Data at SMA N 1 Kibang**

NO	NAME	NIP	PANGKAT/GOL	KET
1	Sukartini	19680302 199012 2001	Penata Muda, III/b	Pelaksana TU
2	Supinah	19720402 199103 2 002	Penata Muda, III/a	Pelaksana TU
3	Sumiatun	19760608 200701 2 016	Pengatur, II/d	Pelaksana TU
4	Sam'un	19720610 200902 1 002	Pengatur Muda Tk. I, II/b	Pelaksana TU
5	Sunardi	19730606 201407 1 002	Pengatur Muda, II/a	Pelaksana TU
6	Ririn Beni Wijayanti	19720101 201407 2 001	Pengatur Muda, II/a	Pelaksana TU
7	Suyatno	Tenaga Honoror	-	Pelaksana TU
8	Sucipto	Tenaga Honoror	-	Keamanan
9	Subandi	Tenaga Honoror	-	Pelaksana TU
10	Suwito	Tenaga	-	Pelaksana

		Honorer		TU
11	Winarno	Tenaga Honorer	-	Pelaksana TU

**e. The Quantity of Students at SMA N 1 Kibang**

Students at SMA Negeri 1 Kibang are divided into 16 groups consisting of 4 groups in class X. Class XI consists of 6 groups, namely 3 groups for the Natural Sciences (IPA) program and 3 groups for the Social Sciences (IPS) program. Class XII consists of 6 groups, namely 3 groups for the Natural Sciences (IPA) program and 3 groups for the Social Sciences (IPS) program. The condition of SMA Negeri 1 Kibang students can be seen in the following table:

**Table 3. 4**  
**Student data for SMA Negeri 1 Kibang in 2024**

NO	KELAS	MALE	FEMALE	TOTAL
1	X 1	12	18	28
2	X 2	12	20	32
3	X 3	10	22	32
4	X 4	11	20	31
5	XI IPA 1	5	21	26
6	XI IPA 2	7	20	27
7	XI IPA 3	7	20	27
8	XI IPS 1	11	17	28
9	XI IPS 2	10	16	26
10	XI IPS 3	8	18	26
11	XII IPS 1	13	14	27
12	XII IPS 2	16	12	28
13	XII IPS 3	17	11	28
14	XII IPA 1	9	19	28
15	XII IPA 2	7	21	28
16	XII IPA 3	9	18	27
<b>TOTAL NUMBER OF STUDENTS</b>				<b>449</b>

## f. Education Facilities and Infrastructure

SMA N 1 Kibang has permanent facilities and infrastructure that divided into several rooms for teaching purpose such as:

**Table 3. 5**  
**Facilities and Infrastructure (Building) of SMA Negeri 1 Kibang**  
**East Lampung TP. 2023/2024**

No	Name of Room	Amount	Wide (M <sup>2</sup> )	Condition		
				Good	RR	RB
1	Headmaster's Room	1	18	1		
2	Teacher's Room	1	120	1		
3	WAKA Room	1	32	1		
4	BK Room	1	36	1		
5	Operator's Room	1	9	1		
6	IT Room	1	9	1		
7	Document Room	1	9	1		
8	Administration Room	1	42	1		
9	Kitchen	1	36	1		
10	GSG	1	162	1		
11	Classroom	20	1620	20		
12	Sport Room	1	72	1		
13	Computer Lab	2	72	2		
14	Chemistry Lab	1	120	1		
15	Physics Lab	1	144	1		
16	Biology Lab	1	120	1		
17	Social lab	1	72	1		
18	Extracurricular Room	1	144	1		

19	Student Council Room	1	24	1		
20	Cooperative	1	24	1		
21	UKS Room	1	72	1		
22	Library	1	120	1		
23	Security Room	1	9	1		
24	Official Residence	1	72	1		
25	Mosque	1	144	1		
26	Headmaster's Toilet	1	9	1		
27	Teacher's Toilet	4	9	4		
28	Student's Toilet	14	36	14		
29	Sport Field	1	300	1		
30	Parking Lot	2	350	2		

**Table 3. 6**  
**Facilities and Infrastructure (Inventory) SM4A Negeri 1 Kibang Lampung**  
**Timur TP 2023/2024**

No	Name of Goods	Amount	Condition		
			Good	RR	RB
<b>A. Administrative Equipment</b>					
1	Printers	5	4		
2	Cupboard	13	8	2	
3	Filing cabinet	2	2		
4	Locker	9	9		
5	Brankas	1	1		
6	Table	51	51		
7	Chair	51	51		
8	Air Conditioner (AC)	10	10		
9	Fingerprint Machine	1	1		
10	LCD	1	1		
11	Laptop	13	8	1	
12	Soundsystem	8	7	1	
13	Trophy's Cupboard	3	3		
14	Dispenser	4	4		
15	Vacum cleaner	1	1		
16	Lawn Mower	2	1		
18	CCTV	4	4		

19	WIFI	3	3		
20	Camera	2	1		
<b>B. Study Equipment</b>					
21	Computer	63	43	10	
22	Computer Server	4	4		
23	Printer	1	1		
24	Laptop	1	1		
25	Teacher's Table	20	18	2	
26	Teacher's Chair	20	18	2	
27	Cupboard	9	9		
28	Student's Table	650	600	25	
29	Student's Chair	650	600	25	
30	Multi Sound	20	20		
31	Library's Cupboard	15	14		
32	Library Computer	4	3	1	
33	TV/Audio	1	1		
34	Angklung	1 set	1		
35	Globe	4	4		
36	Marching Band Equipment	30	25	5	
37	LCD	17	12	3	
38	LCD Screen	3	3		

Condition of facilities and infrastructure used by students support for the learning process. Part of the table above shows that this is possible. It can be seen that SMA N 1 Kibang has adequate facilities and equipment. Facilities were good as everyone was there to support teaching and learning activities at school.

**g. The Location Sketch of SMA N 1 Kibang**

SMA N 1 Kibang a school location sketch as follows :

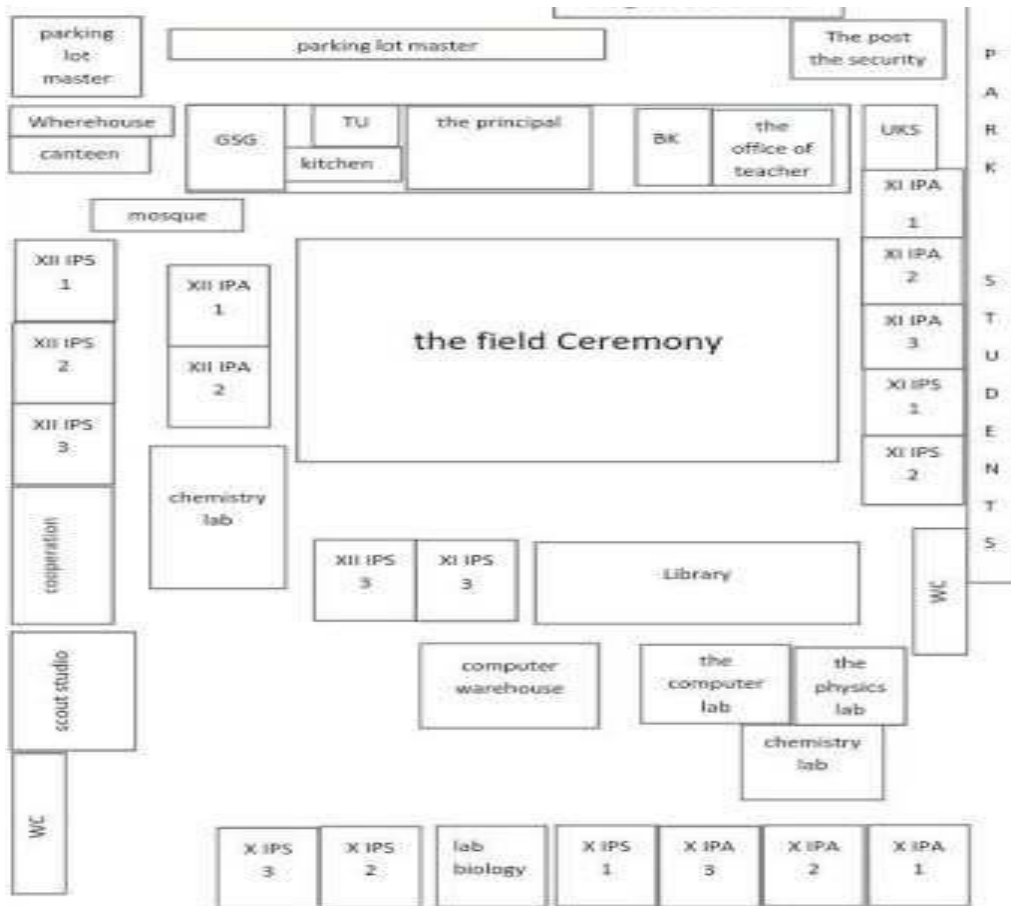


Figure 3 Location Sctch of SMA N 1 Kibang

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## 2. Description of Result Data Research

The results of this research include descriptions of students' pre-test scores, treatment and post-test. An explanation of each study is as follows:

### a. The Result of Pre-Test

The researcher was carried out a pre-test on March 26, 2024 by giving a written test at the tenth grade of SMA N 1 Metro Kibang, East Lampung. The pre-test was carried out to measure students' writing skills before being given treatment. The researcher asked students to compose descriptive texts and choose one topic, such as describing a house or describing a school. The pre-test results can be identified as follows:

**Table 3. 7**  
**The Result of the Students Pre-Test (eksperimental class) in writing skill at the Tenth Graders of SMA N 1 Kibang East Lampung**

No.	Name	Score
1.	AS	47
2.	AM	44
3.	AOF	64
4.	AP	56
5.	AM	46
6.	BS	46
7.	DP	57
8.	DAS	66
9.	DWAS	58
10.	DI	36
11.	EN	42

12.	FKP	47
13.	IDF	56
14.	JA	51
15.	KH	65
16.	MRA	53
17.	MI	43
18.	NVV	55
19.	PA	54
20.	RDS	52
21.	RAP	56
22.	RYP	42
23.	SM	60
24.	SNA	56
25.	SF	69
26.	UK	57
27.	YF	51
28.	YA	40
	Total	1469
	The highest score	69
	The lowest score	36
	Avarage	52,4

The test was taken by 28 students. The highest score is 69 and the lowest score is 36. The total of score is 1469 and an average is 52.4. Based on this data, the researcher measured class intervals as follows:

$$\begin{aligned}
 R &= \text{The highest score} - \text{The lowest score} \\
 &= 69 - 36 \\
 &= 33
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log 28 \\
 &= 1 + 4,775 \\
 &= 5,775 = 6
 \end{aligned}$$

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{33}{6} \\
 &= 5,5 = 6
 \end{aligned}$$

Note:

R = A distance from score maximum and score minimum

K = The number of interval class

P = The length of interval class

The total class interval of pre-test results was 6. After defining the class intervals, the data was put on the frequency distribution table shown below:

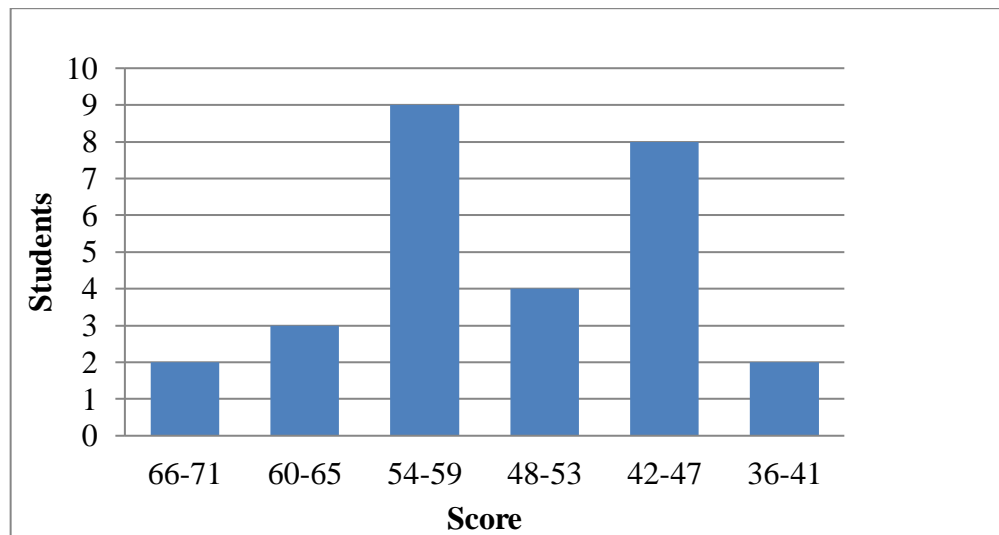
**Table 3. 8**  
**Frequency Distribution of Pre-Test Score at the Tenth Graders of**  
**SMA N 1 Kibang (Eksperimental Class)**

No	Interval	Frequency	Percentages%
1.	66-71	2	7,14%
2.	60-65	3	10,71%
3.	54-59	9	32,14%
4.	48-53	4	14,29%
5.	42-47	8	28,58%
6.	36-41	2	7,14%
	<b>Total</b>	28	100%

Based on the table frequency distribution above, it can be seen that no one students who got scored  $>75$ . Therefore, it can be concluded that students writing

skill score was low in pre-test. If the data was put into graphic, it can be seen as follow:

**Graph 1**  
**Frequency of Students Score in Pre-test (Eksperimental Class)**



Based on the graph of table frequency distribution above, it can be inferred that the result of the students score in pre-test (experimental class), there were 2 students (7,14%) who got a score between 66-67. Futhermore, there were 3 students (10,71%) who got a score between 60-65, 9 students (32,14%) who got a score between 54-59, 4 students (14,29%) who got a score between 48-53, 8 students (28,58%) who got a score between 42-47, 2 students (7,14%) who got a score between 36-41. From the data above, it can be seen that students writing skill in pre-test (experimental class) was unsatisfied.

**Table 3. 9**  
**The Result of the Students Pre-Test (Controll Class) in writing skill at the Tenth Graders of SMA N 1 Kibang East Lampung**

No.	Name	Score
1.	AHSA	34
2.	AHSI	36
3.	AS	65
4.	AJ	68
5.	ARD	40
6.	ANA	39
7.	AS	58
8.	AR	62
9.	AM	36
10.	AZ	58
11.	CAF	57
12.	DF	36
13.	DRAC	39
14.	DL	48
15.	DAP	56
16.	EL	48
17.	EMA	63
18.	EWK	40
19.	FA	43
20.	JATS	54
21.	KS	49
22.	MD	57
23.	NJ	55
24.	NDA	47
25.	NH	48
26.	RAL	38

27.	RAM	59
28.	RE	44
29.	RW	50
30.	SJT	34
31.	SA	34
32.	UA	46
	Total	1541
	The highest score	68
	The lowest score	34
	Average	48,156

The test was taken by 32 students. The highest score is 68 and the lowest score is 34. The total of score is 1541 and an average is 48,15.

Based on this data, the researcher measured class intervals as follows:

$$R = \text{The highest score} - \text{The lowest score}$$

$$= 68 - 34$$

$$= 34$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 32$$

$$= 1 + 4,966$$

$$= 5,966 = 6$$

$$P = \frac{R}{K}$$

$$= \frac{34}{6}$$

$$= 5,6 = 6$$

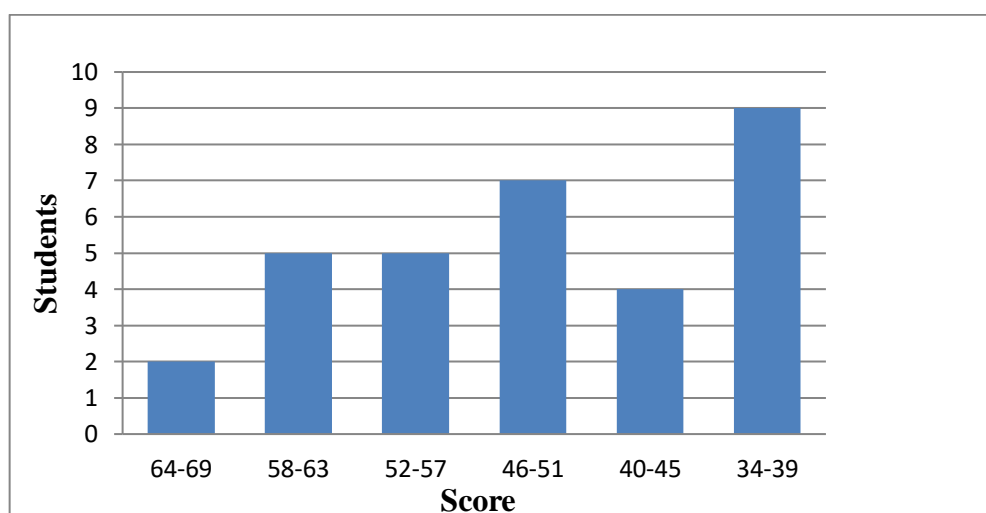
The total class interval of pre-test results was 6. After defining the class intervals, the data was put on the frequency distribution table shown below:

**Table 3. 10**  
**Frequency Distribution of Pre-Test Score at the Tenth Graders of SMA N 1 Kibang (Control Class)**

No	Interval	Frequency	Percentages%
1.	64-69	2	6,25%
2.	58-63	5	15,62%
3.	52-57	5	15,62%
4.	46-51	7	21,88%
5.	40-45	4	12,5%
6.	34-39	9	28,13%
	<b>Total</b>	32	100%

Based on the table frequency distribution above, it can be seen that no one students who got scored  $>75$ . Therefore, it can be concluded that students writing skill score was low in pre-test. If the data was put into graphic, it can be seen as follow:

**Graph 2**  
**Frequency of Students Score in Pre-test (Control Class)**



Based on the graph of table frequency distribution above, it can be inferred that the result of the students score in pre-test (control class), there

were 2 students (6,25%) who got a score between 64-69. Futhermore, there were 5 students (15,62%) who got a score between 58-63, 5 students (15,62%) who got a score between 52-57, 7 students (21,88%) who got a score between 46-51, 4 students (12,5%) who got a score between 40-45, 9 students (28,13%) who got a score between 34-39. From the data above, it can be seen that students writing skill in pre-test (control class) was unsatisfied.

#### **b. The Result of Post-test**

The researcher was carried out a post-test on April 23, 2024 by giving a written test at the tenth grade of SMA N 1 Metro Kibang, East Lampung. The post-test was carried out to measure students' writing skills after being given treatment. The researcher asked students to compose descriptive texts and choose one topic, such as describing friend or describing family. The post-test results can be identified as follows:

**Table 3. 11**  
**The Result of the Students Post-Test (Ekspermental Class) at the Tenth Graders of SMA N 1 Kibang East Lampung**

No.	Name	Score
1.	AS	61
2.	AM	61
3.	AOF	89
4.	AP	78
5.	AM	82
6.	BS	79
7.	DP	75



8.	DAS	78
9.	DWAS	76
10.	DI	86
11.	EN	76
12.	FKP	56
13.	IDF	74
14.	JA	78
15.	KH	72
16.	MRA	75
17.	MI	68
18.	NVV	79
19.	PA	80
20.	RDS	72
21.	RAP	85
22.	RYP	80
23.	SM	83
24.	SNA	75
25.	SF	75
26.	UK	71
27.	YF	66
28.	YA	65
	Total	2095
	The highest score	89
	The lower score	56
	Avarage	74,82

The test was taken by 28 students. The highest score is 89 and the lowest score is 56. The total of score is 2095 and an average is 74,82. Based on this data, the researcher measured class intervals as follows:

$$R = \text{The highest score} - \text{The lowest score}$$

$$= 89 - 56$$

$$= 33$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 28$$

$$= 1 + 4,775$$

$$= 5,775 = 6$$

$$P = \frac{R}{K}$$

$$= \frac{33}{6}$$

$$= 5,5 = 6$$

The total class interval of post-test results was 6. After defining the class intervals, the data was put on the frequency distribution table shown below:

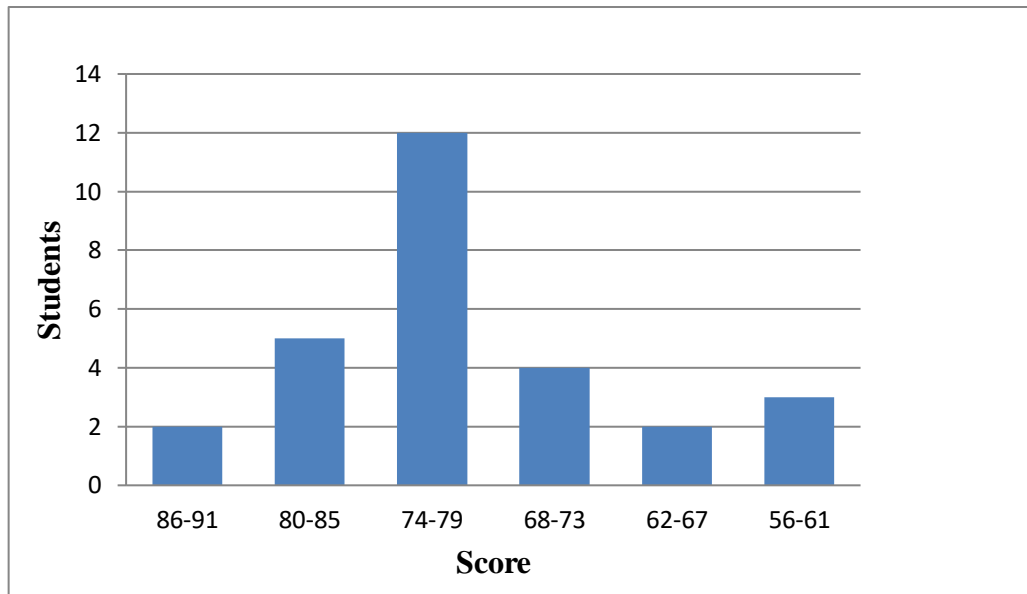
**Table 3. 12**  
**Frequency Distribution of Post-Test Score at the Tenth Graders of**  
**SMA N 1 Kibang (Eksperimental Class)**

No	Interval	Frequency	Percentages%
1.	86-91	2	7,14%
2.	80-85	5	17,86%
3.	74-79	12	42,86%
4.	68-73	4	14,29%
5.	62-67	2	7,14%
6.	56-61	3	10,71%
	<b>Total</b>	28	100%

Based on the table frequency distribution above, it can be seen that there were 18 students who got score  $>75$ . Therefore, it can be concluded

that students writing skill score was increas good in post-test. If the data was put into graphic, it can be seen as follow:

**Graph 3**  
**Frequency of Students Score in Post-test (Eksperimental Class)**



Based on the graph of table frequency distribution above, it can be inferred that the result of the students score in post-test (experimental class), there were 2 students (7,14%) who got a score between 86-89. Futhermore, there were 5 students (17,86%) who got a score between 80-85, 12 students (42,86%) who got a score between 74-79, 4 students (14,28%) who got a score between 68-73, 2 students (7,14%) who got a score between 62-67, 3 students (10,71%) who got a score between 56-61. From the data above, it can be seen that students writing skill in post-test (experimental class) was good.

**Table 3. 13**  
**The Result of the Students Post-Test (Controll Class) at the Tenth Graders of**  
**SMA N 1 Kibang East Lampung**

No.	Name	Score
1.	AHSA	58
2.	AHSI	51
3.	AS	60
4.	AJ	69
5.	ARD	54
6.	ANA	60
7.	AS	57
8.	AR	61
9.	AM	63
10.	AZ	68
11.	CAF	75
12.	DF	51
13.	DRAC	58
14.	DL	78
15.	DAP	76
16.	EL	70
17.	EMA	71
18.	EWK	57
19.	FA	58
20.	JATS	80
21.	KS	71
22.	MD	58
23.	NJ	74
24.	NDA	69
25.	NH	46
26.	RAL	50

27.	RAM	66
28.	RE	63
29.	RW	53
30.	SJT	48
31.	SA	53
32.	UA	70
	Total	1996
	The highest score	80
	The lowest score	46
	Avarage	62,38

The test was taken by 32 students. The highest score is 80 and the lowest score is 46. The total of score is 1996 and an average is 62,3. Based on this data, the researcher measured class intervals as follows:

$$R = \text{The highest score} - \text{the lowest score}$$

$$= 80 - 46$$

$$= 34$$

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 32$$

$$= 1 + 4,966$$

$$= 5,966 = 6$$

$$P = \frac{R}{K}$$

$$= \frac{34}{6}$$

$$= 5,6 = 6$$

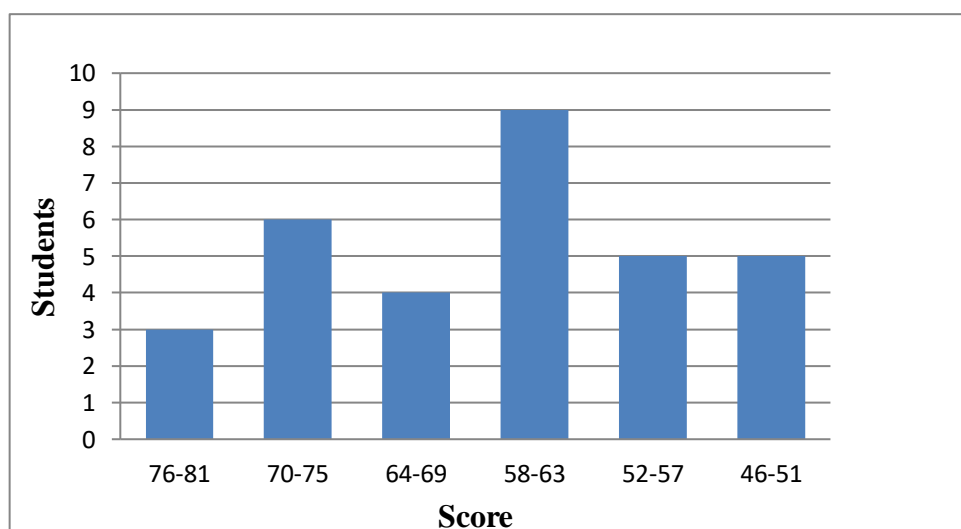
The total class interval of post-test results was 6. After defining the class intervals, the data was put on the frequency distribution table shown below:

**Table 3. 14**  
**Frequency Distribution of Post-Test Score at the Tenth Graders of SMA N 1 Kibang(Control Class)**

No	Interval	Frequency	Percentages%
1.	76-81	3	9,375%
2.	70-75	6	18,75%
3.	64-69	4	12,5%
4.	58-63	9	28,125%
5.	52-57	5	15,625%
6.	46-51	5	15,625%
	<b>Total</b>	32	100%

Based on the table frequency distribution above, it can be seen that there were 9 students who got score  $>75$ . Therefore, it can be concluded that students writing skill score was increases good in post-test. If the data was put into graphic, it can be seen as follow:

**Graph 4**  
**Frequency of Students Score in Post-test (Control Class)**



Based on the graph of table frequency distribution above, it can be inferred that the result of the students score in post-test (control class),

there were 3 students (9,375%) who got a score between 76-81. Futhermore, there were 6 students (18,75%) who got a score between 70-75, 4 students (12,5%) who got a score between 64-69, 9 students (28,125%) who got a score between 56-63, 5 students (15,625%) who got a score between 52-57, 5 students (15,625%) who got a score between 56-61. From the data above, it can be seen that students writing skill in post-test (experimental class) was good.

Based on the post-test results above, it is known that the average score in the experimental class is 74.82 and the average score in the control class is 62.3. This indicates the writing skills of students after receiving treatment. After obtaining complete data, researchers investigated the influence of using the STAR strategy on students' writing skills in the tenth grade using SPSS version 25.

Before processing the data using Independent Sample T-test, the researchers first tested the normality and homogeneity of student scores. The results of the normality test are described in the following table:

**Table 3. 15**  
**The Result of Normality Test in Post-test**  
**Experimental and Control Class**

Tests of Normality						
Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental	,152	28	,097	,962	28	,389
Control	,117	32	,200*	,965	32	,377
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on the results provided in the table for the tests of normality, the Sig. values for both the Experimental and Control groups are greater than 0.05 (Experimental: 0.097, Control: 0.200). According to statistical conventions, when Sig. > 0.05, it indicates that the data can be considered normally distributed. Therefore, based on these results, it can be concluded that the data from this research were normally distributed.

After the normality test, the researcher continued the test by testing the data with the homogeneity test. The results of the homogeneity test are described in the following table:

**Table 3. 16**  
**The Result of Homogeneity Test in Post-test Experimental and Control Class**

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	2,742	1	58	,103
	Based on Median	2,336	1	58	,132
	Based on Median and with adjusted df	2,336	1	57,997	,132
	Based on trimmed mean	2,824	1	58	,098

Based on the homogeneity test results, the Sig. value for all conditions (based on mean, median, median with adjusted df, and based on trimmed mean) is greater than 0.05 (0.103, 0.132, 0.132, 0.98 respectively). According to statistical conventions, if the Sig. value > 0.05, then it can be concluded that the research data is homogeneous. Therefore, based on these results, it can be concluded that the data from this research are homogeneous.



Based on the normality test and the homogeneity test, it can be seen that the data are normal and homogeneous. So that hypothesis testing using the Independent Sample T-test with SPSS 25.0 for windows can be applied. The following is SPSS result of independent sample t test:

**Table 3. 17**  
**The Result of Independent Sampe Test by Using SPSS Group Statistics**

Group Statistics					
	kelas	N	Mean	Std. Deviation	Std. Error Mean
score	experimental	28	74,82	7,837	1,481
	control	32	62,38	9,356	1,654

Based on the data above, the number of post-test student score for experimental classes with an average of 74.82 and the number of student score for post-test control classes with an average of 62.38

**Table 3. 18**  
**The Result of The Influence of Select, Teach, Activate, Revisit (STAR) Strategy on Students Writing Skill**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	2,742	,103	5,540	58	,000	12,2446	2,349	7,949	16,944
	Equal variances not assumed			5,606	57,902	,000	12,446	2,338	8,002	16,891

Based on the table, it could be seen that sig.(2-tailed) is 0,00. It means that Sig.(2-tailed) $<0,05$ , so  $H_a$  is accepted and  $H_o$  is rejected. It means that there was positive and significant influence of using STAR strategy on students writing skill at the tenth grade of SMA N 1 Kibang, East Lampung.

## **B. Discussion**

Based on the results of the research, it can be inferred that  $H_a$  is accepted and  $H_o$  is rejected. This indicates a significant influence of using the Select, Teach, Activate, Revisit (STAR) strategy on students' writing skills at the tenth grade of SMA N 1 Kibang, East Lampung. The research procedures involved conducting, pre-test and post-test assessments, treatment to determine students' writing skills. The pre-test was administered on March 26, 2024, for the treatment on 2 April, and on April 23, 2024 for the post-test.

Analysis of the data revealed a noticeable improvement in students' post-test scores compared to their pre-test scores, indicating the influence of the STAR strategy in enhancing students' writing skills. The results of the independent sample t-test, with a significance level of 0.00, indicate a significant difference in the learning outcomes between the experimental and control class. This suggests that the implementation of the STAR strategy positively impacted the learning process, leading to improved writing skills, especially in descriptive texts.

Furthermore, the STAR strategy facilitated students' retention of meaningful phrases or sentences before writing, enhancing their memory and focus during the learning process. By actively engaging with the material through the STAR strategy, students demonstrated increased understanding and interest in the learning process. The mean post-test score of 74.82 in the experimental class compared to 62.38 in the control class further supports the effectiveness of the STAR strategy in influence students' writing skills.

In conclusion, based on the findings of the research, it can be concluded that the use of the STAR strategy was influence in enhancing students' writing skills at the tenth grade of SMA N 1 Kibang, East Lampung. This underscores the importance of employing innovative teaching strategies like the STAR strategy to foster better learning outcomes in writing skills among high school students.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The purpose of this research is to determine whether there is a positive and significant influence of Select, Teach, Activate, Revisit (STAR) strategy on writing skills at the tenth grade of SMA N 1 Kibang East Lampung. The results showed that there was positive and significant influence of using STAR strategy on students writing skill at the tenth grade of SMA N 1 Kibang, East Lampung.

This is indicated by the significance value (sig.) of 0.00 which is less than 0.05, so that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. Thus, it can be interpreted that the use of the STAR strategy has a positive and significant influence on students writing skill at the tenth grade of SMA N 1 Kibang East Lampung.

This research provides an important contribution to the understanding of the use of STAR strategies in influence students' writing skills at high school level, especially at the tenth grade. The results of this research indicate that a structured and focused approach such as STAR can be an effective strategy in developing student writing skills.

#### B. Suggestion

Based on the explanation above, the researcher suggests some points as follows:

1. For the Students:

Students are encouraged to actively engage in learning activities, particularly in developing their writing skills in English. They should practice composing descriptive texts in English to enhance their proficiency in writing.

2. For the Teachers:

Teachers are advised to employ creative and diverse teaching methods to motivate students in learning English. Utilizing strategy such as guiding question strategy, especially in teaching writing skills, can effectively engage students in the learning process.

3. For the Headmaster:

The headmaster is urged to provide support to teachers in implementing effective teaching strategies. Encouraging the use of innovative methods like the STAR strategy in the learning process can enhance students' writing skill and promote active participation in learning.

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# APPENDICES



**ALUR TUJUAN PEMBELAJARAN BAHASA INGGRIS SMA/MA FASE E  
KELAS X**

Nama Sekolah : SMA Negeri 1 Kibang  
Mata Pelajaran : Bahasa Inggris  
Kelas : X  
Alokasi Waktu : 2JP/ Minggu

**UNIT 1 Language, Lens of Understanding**

Profil Pelajar Pancasila: *Mutual Assistance*

**Alur Tujuan Pembelajaran**

<b>Elemen:</b> Menyimak – Berbicara			
<b>Capaian Pembelajaran:</b> Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.			
Materi*	Tujuan Pembelajaran	Modul Ajar**	JP
1	Peserta didik dapat memahami konteks bahasa Inggris lisan dan menanggapi pertanyaan.	1	1
1	Peserta didik dapat memulai dan mempertahankan percakapan atau diskusi.	1	1
1	Peserta didik dapat mengungkapkan ekspresi terkejut dan menunjukkan minat.	1	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>3</b>

<b>Elemen:</b> Membaca – Memirsa			
<b>Capaian Pembelajaran:</b> Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, <i>recount</i> , dan <i>report</i> . Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks.			

Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal, atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

<b>Materi*</b>	<b>Tujuan Pembelajaran</b>	<b>Modul Ajar**</b>	<b>JP</b>
1	Peserta didik dapat membaca cerita fantasi dan menganalisis strukturnya.	1	1
1	Peserta didik dapat membaca cerita pendek untuk memahami makna kosakata dalam konteks.	1	1
1	Peserta didik dapat membaca cerita pendek untuk memahami <i>common noun</i> dan <i>proper noun</i> .	1	1
1	Peserta didik dapat membaca cerita pendek untuk memahami penggunaan kata sifat warna, ukuran, bentuk, dan kualitas.	1	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>4</b>

**Elemen:**

Menulis – Mempresentasikan

**Capaian Pembelajaran:**

Pada akhir Fase E, peserta didik **menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu**, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

<b>Materi*</b>	<b>Tujuan Pembelajaran</b>	<b>Modul Ajar**</b>	<b>JP</b>
1	Peserta didik dapat menulis cerita fantasi melalui kegiatan yang dipandu.	1	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>1</b>

## UNIT 2 Unlock the Ideas to Arts

Profil Pelajar Pancasila: *Global Diversity*

### Alur Tujuan Pembelajaran

<b>Elemen:</b> Menyimak – Berbicara			
<b>Capaian Pembelajaran:</b> Pada akhir Fase E, peserta didik <b>menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dalam berbagai macam situasi dan tujuan.</b> Mereka menggunakan dan merespon pertanyaan dan <b>menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi.</b> Mereka <b>memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda.</b> Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.			
<b>Materi*</b>	<b>Tujuan Pembelajaran</b>	<b>Modul Ajar**</b>	<b>JP</b>
2	Peserta didik dapat menemukan informasi spesifik dalam bahasa Inggris lisan dan menjawab pertanyaan.	2	1
2	Peserta didik dapat menggunakan strategi <i>back channeling</i> untuk memulai dan mempertahankan percakapan dan diskusi.	2	1
2	Peserta didik dapat menggunakan ekspresi <i>future intention</i> .	2	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>3</b>

<b>Elemen:</b> Membaca – Memirsa			
<b>Capaian Pembelajaran:</b> Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, <b>deskripsi</b> , prosedur, eksposisi, <i>recount</i> , dan <i>report</i> . Mereka <b>membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi.</b> Mereka <b>mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks.</b> Teks ini <b>dapat berbentuk cetak atau digital</b> , termasuk di antaranya teks visual, multimodal, atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan <b>mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.</b>			

Materi*	Tujuan Pembelajaran	Modul Ajar**	JP
2	Peserta didik dapat membaca teks deskriptif tentang bangunan yang tidak biasa dan belajar menghargai karya kreatif orang lain.	2	1
2	Peserta didik dapat membaca teks deskriptif untuk memahami arti kosakata tertentu dalam konteks.	2	1
2	Peserta didik dapat menggunakan kalimat pasif dalam <i>simple present</i> , <i>simple past</i> , dan <i>present future</i> untuk membuat identifikasi.	2	1
2	Peserta didik dapat menonton video pendek untuk memahami konteksnya.	2	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>4</b>

<b>Elemen:</b> Menulis – Mempresentasikan			
<b>Capaian Pembelajaran:</b> Pada akhir Fase E, peserta didik <b>menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca.</b> Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka <b>menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</b>			
Materi*	Tujuan Pembelajaran	Modul Ajar**	JP
2	Peserta didik dapat menulis teks deskriptif melalui kegiatan yang dipandu.	2	1
2	Peserta didik dapat berkolaborasi dalam proyek penelitian perpustakaan.	2	1
2	Peserta didik dapat mempresentasikan hasil survei menggunakan mode presentasi yang berbeda agar sesuai dengan audiens yang berbeda dan untuk mencapai tujuan yang berbeda dalam bentuk cetak dan digital.	2	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>3</b>

### UNIT 3 When a Disease was Declared as a Pandemic

Profil Pelajar Pancasila: *Self-reliant*

#### Alur Tujuan Pembelajaran

<b>Elemen:</b> Menyimak – Berbicara			
<b>Capaian Pembelajaran:</b> Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.			
Materi*	Tujuan Pembelajaran	Modul Ajar**	JP
3	Peserta didik dapat menemukan informasi spesifik dalam bahasa Inggris lisan dan menjawab pertanyaan.	3	1
3	Peserta didik dapat menggunakan <i>question-tag</i> sebagai strategi untuk memulai dan mempertahankan percakapan dan diskusi.	3	1
3	Peserta didik dapat memahami ekspresi bercerita.	3	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>3</b>

<b>Elemen:</b> Membaca – Memirsa			
<b>Capaian Pembelajaran:</b> Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, <i>recount</i> , dan <i>report</i> . Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal, atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.			

Materi*	Tujuan Pembelajaran	Modul Ajar**	JP
3	Peserta didik dapat membaca teks <i>recount</i> sejarah tentang sejarah pandemi di dunia dan belajar menerapkan kesadaran diri selama situasi pandemi.	3	1
3	Peserta didik dapat mempelajari arti kosakata tertentu dalam konteks.	3	1
3	Peserta didik dapat memahami penggunaan konjungsi temporal ( <i>temporal conjunction</i> ).	3	1
3	Peserta didik dapat menonton video pendek untuk memahami konteksnya.	3	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>4</b>

**Elemen:**

Menulis – Mempresentasikan

**Capaian Pembelajaran:**

Pada akhir Fase E, peserta didik **menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca.** Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka **menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.**

Materi*	Tujuan Pembelajaran	Modul Ajar**	JP
3	Peserta didik dapat menulis teks <i>recount</i> sejarah melalui kegiatan yang dipandu.	3	1
3	Peserta didik dapat berkolaborasi dalam proyek berbasis solusi masalah.	3	1
3	Peserta didik dapat mempresentasikan hasil proyek menggunakan mode presentasi yang berbeda agar sesuai dengan audiens yang berbeda dan untuk mencapai tujuan yang berbeda dalam bentuk cetak dan digital.	3	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>3</b>

## UNIT 4 Good Habits during Pandemics

Profil Pelajar Pancasila: *Self-reliant*

### Alur Tujuan Pembelajaran

<b>Elemen:</b> Menyimak – Berbicara			
<b>Capaian Pembelajaran:</b> Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dalam berbagai macam situasi dan tujuan. Mereka <b>menggunakan dan merespon pertanyaan</b> dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka <b>memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda</b> . Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.			
<b>Materi*</b>	<b>Tujuan Pembelajaran</b>	<b>Modul Ajar**</b>	<b>JP</b>
4	Peserta didik dapat menemukan informasi spesifik dalam bahasa Inggris lisan dan menjawab pertanyaan.	4	1
4	Peserta didik dapat menggunakan ekspresi lain alih-alih mengulangi respons yang sama sebagai strategi untuk mengembangkan penggunaan kosa kata dalam percakapan dan diskusi.	4	1
4	Peserta didik dapat memahami ekspresi urutan waktu ( <i>time order</i> ).	4	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>3</b>

<b>Elemen:</b> Membaca – Memirsa			
<b>Capaian Pembelajaran:</b> Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, <b>prosedur</b> , eksposisi, <i>recount</i> , dan <i>report</i> . Mereka membaca untuk <b>mempelajari sesuatu atau untuk mendapatkan informasi</b> . Mereka <b>mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks</b> . Teks ini dapat <b>berbentuk cetak atau digital</b> , termasuk di antaranya teks visual, multimodal, atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka <b>mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks</b> .			

Materi*	Tujuan Pembelajaran	Modul Ajar**	JP
4	Peserta didik dapat membaca teks prosedur tentang manual dan tips serta belajar menerapkan <i>self-regulation</i> secara mandiri selama situasi pandemi.	4	1
4	Peserta didik dapat mempelajari arti kosakata pembentuk kata dalam konteks untuk memahami teks prosedur serta dapat memahami perbedaan manual dan tips.	4	1
4	Peserta didik dapat memahami ekspresi sebab dan akibat.	4	1
4	Peserta didik dapat menonton video pendek untuk memahami konteksnya.	4	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>4</b>

<b>Elemen:</b> Menulis – Mempresentasikan			
<b>Capaian Pembelajaran:</b> Pada akhir Fase E, peserta didik <b>menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca.</b> Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka <b>menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</b>			
Materi*	Tujuan Pembelajaran	Modul Ajar**	JP
4	Peserta didik dapat menulis teks prosedur melalui kegiatan yang dipandu.	4	1
4	Peserta didik dapat berkolaborasi dalam proyek berbasis solusi masalah.	4	1
4	Peserta didik dapat mempresentasikan hasil proyek menggunakan mode presentasi yang berbeda agar sesuai dengan audiens yang berbeda dan untuk mencapai tujuan yang berbeda dalam bentuk cetak dan digital.	4	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>3</b>



## UNIT 5 Smart Teenagers in a Smart Community

Profil Pelajar Pancasila: *Creative*

### Alur Tujuan Pembelajaran

<b>Elemen:</b> Menyimak – Berbicara			
<b>Capaian Pembelajaran:</b> Pada akhir Fase E, peserta didik <b>menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dalam berbagai macam situasi dan tujuan.</b> Mereka menggunakan dan merespon pertanyaan dan <b>menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi.</b> Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.			
<b>Materi*</b>	<b>Tujuan Pembelajaran</b>	<b>Modul Ajar**</b>	<b>JP</b>
5	Peserta didik dapat memahami konteks bahasa Inggris lisan dan menggunakan bahasa Inggris untuk menjawab pertanyaan.	5	1
5	Peserta didik dapat menggunakan <i>ice-breaker</i> untuk memulai dan mempertahankan percakapan dan diskusi.	5	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>2</b>

<b>Elemen:</b> Membaca – Memirsa			
<b>Capaian Pembelajaran:</b> Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, <i>recount</i> , dan <i>report</i> . Mereka <b>membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi.</b> Mereka <b>mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks.</b> Teks ini dapat <b>berbentuk cetak atau digital</b> , termasuk di antaranya teks visual, multimodal, atau interaktif. <b>Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks</b> mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.			

Materi*	Tujuan Pembelajaran	Modul Ajar**	JP
5	Peserta didik dapat menganalisis struktur dasar teks <i>report</i> .	5	1
5	Peserta didik dapat memahami arti kosakata tertentu dalam konteks serta memahami penggunaan istilah umum, penggunaan bahasa teknis, penggunaan <i>present tense</i> , dan penggunaan <i>past tense</i> .	5	1
5	Peserta didik dapat memahami penggunaan topik dan kalimat pendukung.	5	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>3</b>

**Elemen:**

Menulis – Mempresentasikan

**Capaian Pembelajaran:**

Pada akhir Fase E, peserta didik **menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca.** Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka **menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.**

Materi*	Tujuan Pembelajaran	Modul Ajar**	JP
5	Peserta didik dapat menulis teks <i>report</i> melalui kegiatan yang dipandu.	5	1
5	Peserta didik dapat berkolaborasi dalam proyek teknologi ramah lingkungan untuk mengurangi sampah plastik.	5	1
5	Peserta didik dapat menyajikan laporan proyek menggunakan mode presentasi yang berbeda agar sesuai dengan audiens yang berbeda dan untuk mencapai tujuan yang berbeda dalam bentuk cetak dan digital.	5	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>3</b>

## UNIT 6 Help the Planet We Call Home

Profil Pelajar Pancasila: *Creative*

### Alur Tujuan Pembelajaran

<b>Elemen:</b> Menyimak – Berbicara			
<b>Capaian Pembelajaran:</b> Pada akhir Fase E, peserta didik <b>menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya, dan orang lain dalam berbagai macam situasi dan tujuan.</b> Mereka menggunakan dan merespon pertanyaan dan <b>menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi.</b> Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka <b>menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda</b> dan untuk membahas minat. Mereka <b>memberikan pendapat dan membuat perbandingan.</b> Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.			
<b>Materi*</b>	<b>Tujuan Pembelajaran</b>	<b>Modul Ajar**</b>	<b>JP</b>
6	Peserta didik dapat memahami konteks bahasa Inggris lisan dan menggunakan bahasa Inggris untuk menjawab pertanyaan.	6	1
6	Peserta didik dapat menggunakan strategi 'contoh' untuk memulai dan mempertahankan percakapan dan diskusi.	6	1
6	Peserta didik dapat menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman, atau orang lain dengan mengungkapkan bukti atas pernyataannya	6	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>3</b>

<b>Elemen:</b> Membaca – Memirsa			
<b>Capaian Pembelajaran:</b> Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, <b>eksposisi, recount, dan report.</b> Mereka <b>membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi.</b> Mereka <b>mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks.</b> Teks ini dapat <b>berbentuk cetak atau digital,</b> termasuk di antaranya teks visual, multimodal, atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau <b>pengembangan plot dalam berbagai macam teks</b> mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam			

teks.			
Materi*	Tujuan Pembelajaran	Modul Ajar**	JP
6	Peserta didik dapat memahami struktur dasar teks eksposisi analitis.	6	1
6	Peserta didik dapat memahami makna kosakata tertentu dalam konteks, penggunaan klausa <i>if</i> , dan penggunaan kata-kata emotif.	6	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>2</b>

<b>Elemen:</b> Menulis – Mempresentasikan			
<b>Capaian Pembelajaran:</b> Pada akhir Fase E, peserta didik <b>menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca.</b> Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka <b>menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</b>			
Materi*	Tujuan Pembelajaran	Modul Ajar**	JP
6	Peserta didik dapat menulis teks eksposisi analitis melalui kegiatan yang dipandu.	6	1
6	Peserta didik dapat berkolaborasi dalam sebuah proyek.	6	1
6	Peserta didik dapat menyajikan laporan proyek menggunakan mode presentasi yang berbeda agar sesuai dengan audiens yang berbeda dan untuk mencapai tujuan yang berbeda dalam bentuk cetak dan digital.	6	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>3</b>

**Mengetahui,**  
**English Teacher**



**Eko Noprianto, M.Pd**  
**NIP. 19841211 200903 1 001**

**Metro, 26 March 2024**  
**Researcher**



**Rima Handes Tari**  
**NPM. 2001050026**

## MODUL AJAR 1 BAHASA INGGRIS SMA/MA FASE E

### A. General Information

Nama Sekolah	SMA N 1 Kibang
Penyusun/Tahun	Rima Handes Tari/2024
Kelas/Fase Capaian	X/Fase E
Elemen/Topik	Writing – Descriptive Text
Alokasi Waktu	90 menit
Profil Pelajar Pancasila	<i>Mutual Assistance</i>
Target Peserta Didik	Regular/tipikal
Strategi Pembelajaran	STAR (Select, Teach, Activate, Revisit)
Mode Pembelajaran	Tatap Muka

### B. Core Competents

#### The Purpose of Learning

After following the learning process, students can:

- Students can identify the structure and language features of descriptive text.
- Students are able to produce clear and detailed descriptive text, using appropriate vocabulary and well-structured sentences.
- Students can express their ideas with descriptive and interesting language, describing objects or places in a creative and interesting way.
- Students are able to identify the characteristics of descriptive text, including focusing on detailed descriptions and the use of descriptive vocabulary.
- Students can develop critical thinking skills in writing by revising their own descriptive texts.
- Students can improve their communication skills in English, both orally and in writing, by expressing their thoughts clearly and in detail.

#### Standar Competences

- Students are expected to be able to understand simple descriptive text well. They are expected to be able to understand the text accurately, easily understood and expressed, and easily accepted or understood, so that they

can use this understanding to interact with the surrounding environment, whether in the form of conversation, writing, or other activities.

### **Indicator of achievement**

- Students are able to identify the structure of descriptive text which consists of an introduction, body of text, and conclusion.
- Students are able to write descriptive text using words that explain objects clearly and in detail.
- Students can collaborate in compiling descriptive text in groups effectively.

### **Learning Media:**

1. Whiteboard and markers
2. Handout with examples of descriptive text
3. Worksheets for activities
4. Images or objects for activation activities
5. Visual aids (optional)

### **Learning Material:**

#### ➤ Descriptive text

Descriptive text is a text to describe particular place person or things.

#### ➤ Social Function

To give information about particular entity by describing its features, history, and special characteristics.

#### ➤ Generic Structure

- Identification: to identify phenomenon to be describe
- Description: to describes part, qualities, or characteristics of something

#### ➤ Language feature

- Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc

- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.

## **Learning Steps:**

### **Introduction: (10 Minutes)**

- The teacher opens the learning activity by saying hello.
- Student representatives lead prayers.
- The teacher asks how students are doing and checks students' attendance.
- The teacher introduces the topic that will be discussed today: descriptive text.
- The teacher motivates students by asking the question: "What makes a description interesting?" and ask students to share their opinions.
- The teacher shows some pictures or objects to the students and asks them to give a short description using adjectives.

### **SECTION 1 : SELECT(Choosing Vocabulary) (15 Minutes)**

- The teacher explains the importance of choosing the right vocabulary in writing descriptive text.
- The teacher introduces vocabulary related to describing friends or family, including:
  - Physical: Tall, short, thin, blonde hair, brown eyes, sweet smile, glasses, style of dress, etc.
  - Characteristics: Friendly, humorous, kind, shy, helpful, good-tempered, cheerful, etc.
  - Habits: Likes reading, likes exercising, likes painting, likes music, often helps parents, etc.
  - Use of the five senses: The sound of crisp laughter, the smell of fragrant perfume, the touch of warm hands, etc.



**SECTION 2: TEACH (Teaching Descriptive Text Structure) (20 Minutes)**

- The teacher explains the structure of descriptive text using diagrams or text examples:
  - Identification Section: Title and object described
  - Description of Object Parts: Physical, properties, habits, etc. (using selected vocabulary)
  - Conclusion: A conclusion that summarizes the description
- The teacher gives two examples of short descriptive texts about friends and family with variations in description (focusing on physical and character traits, as well as habits and the five senses).
- The teacher explains the importance of using the five senses in describing objects to create clearer and more interesting text.

**SECTION 3: ACTIVATE (Applying Vocabulary and Structure) (20 Minutes)**

- Students are divided into small groups (4-5 people per group).
- Each group is given one example descriptive text and asked to:
  - Analyze text structure (identification, description, conclusion).
  - Identify vocabulary used to describe objects (friends/family).
- Each group presents the results of their analysis in front of the class.
- The teacher provides feedback and suggestions on the results of student analysis.

**SECTION 4: REVISIT (Review and Application) (15 Minutes)**

- **Comprehension Review:** The teacher reviews students' understanding of the material they have studied by asking questions such as:
  - What are the structures of complex descriptive text?
  - What is the difference in the use of vocabulary for simple and complex descriptions?
  - Mention several examples of figures of speech that can be used in descriptive text!
  - How to use the five senses to make descriptions more vivid?

- **Application:**

- The teacher gives independent assignment instructions: write descriptive text about friends or family members of the student's choice using complex structures, rich vocabulary, and creative figures of speech.
- The teacher reminds the importance of selecting objects that are truly recognizable and have a deep impression on students.
- Students can choose whether they want to write about a close friend or family member.

**Closing: (10 Minutes)**

- The teacher summarizes the main concepts learned during the lesson, including the structure of descriptive text, the use of sensory details, and effective descriptive language.
- Teachers emphasize the importance of using relevant details and using appropriate language to create clear, lively and colorful descriptions.
- Students are asked to reflect on their learning individually.
- They can write down things they have just learned, things that caught their attention, and which parts of this learning they would like to develop further.
- The teacher ends the activity by summarizing the students' reflections and appreciating their participation during the lesson.
- The teacher reminds students of individual assignments and thanks them for their hard work and cooperation.

**Assesment**

- Assign students to write their own descriptive text about a given topic. Encourage them to incorporate the sensory details and descriptive language learned in class.

### Evaluation

- Teachers assess students' understanding through participation in class discussions, the quality of descriptive text produced during learning, and students' ability to apply descriptive writing techniques effectively.

### The Measurement Rubric of Writing

#### Writing Rubric Score

Score	Level	Criteria	Comment
<b>Content</b>	30-27	Excelent to very good	Knowledgeable, substantive, etc.
	26-22	Good to average	Some knowledge of subject, adequate, range, etc.
	21-17	Fair to poor	Does not show knowledge of subject, little substance, etc.
	16-13	Very poor.	Does not show knowledge of subject, non substantive, etc.
<b>Organization</b>	20-18	Excelent to very good	Fluent expression, ideas clearly, stated, etc.
	17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7	Very poor.	Does not communicate, no organization, etc.

<b>Vocabulary</b>	20-18	Excelent to very good	Sophisticated range, effective, word/idiom choice and usage, etc.
	17-14	Good to average	Adequate range, occasional errors of word/idiom, choice, usage but meaning not absured.
	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.
<b>Grammar</b>	25-22	Excelent to very good	Effective complex constructions, 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 rule
<b>Mechanics</b>	5	Excelent to very good	Demonstrates mastery of conventions Mechanics.
	4	Good to average	Occasional errors of spelling, punctuation, etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, etc.
	2	Very poor.	No mastery conventions, dominated by errors

			of spelling, punctuation, capitalization, paraghraping, etc.
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*Adapted from: Sara CushingWeigle 2002*

**Mengetahui,**

**English Teacher**



**Eko Noprianto, M.Pd**  
**NIP. 19841211 200903 1 001**

**Metro, 26 March 2024**

**Researcher**



**Rima Handes Tari**  
**NPM. 2001050026**

## MODUL AJAR 2 BAHASA INGGRIS SMA/MA FASE E

### A. General Information

Nama Sekolah	SMA N 1 Kibang
Penyusun/Tahun	Rima Handes Tari/2024
Kelas/Fase Capaian	X/Fase E
Elemen/Topik	Writing – Descriptive Text
Alokasi Waktu	90 menit
Profil Pelajar Pancasila	<i>Mutual Assistance</i>
Target Peserta Didik	Regular/tipikal
Strategi Pembelajaran	Ceramah, Tanya Jawab, Latihan
Mode Pembelajaran	Tatap Muka

### B. Core Component

#### The Purpose of Learning

After following the learning process, students can:

- Students can identify the structure of descriptive text.
- Students can understand the purpose of descriptive text.
- Students can determine the characteristics of descriptive text.

#### Competenses

Understand descriptive text accurately, fluently, and acceptable to interact with the surrounding environment.

#### Indicator of achievement

- Students can identify the structure of descriptive text.
- Students are able to determine the characteristics of descriptive text.
- Students can summarize the information provided in descriptive text.
- Students are able to interpret the meaning of descriptive text correctly.

#### Learning Media:

1. Whiteboard and markers
2. Handout with examples of descriptive text
3. Worksheets for activities
4. Images or objects for activation activities
5. Textbook

**Learning Material:**

## ➤ Descriptive text

Descriptive text is a text to describe particular place person or things.

## ➤ Social Function

To give information about particular entity by describing its features, history, and special characteristics.

## ➤ Generic Structure

- Identification: to identify phenomenon to be describe
- Description: to describes part, qualities, or characteristics of something

## ➤ Language feature

- Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.

**Learning Steps:****Introduction: (15 Minutes)**

- The teacher greets the students and introduces the topic that will be discussed today: "Descriptive Text".
- The teacher motivates students by asking, "What do you know about descriptive text?"
- Students share their initial knowledge of descriptive text.

**SECTION 1 LECTURE (Explanation of Material) (20 Minutes)**

- The teacher explains the structure of descriptive text: introduction, body of text, and conclusion.
- The teacher describes the purpose of descriptive text, namely to provide a clear picture of someone, something, or a place.

- The teacher shows examples of descriptive texts and identifies the characteristics that make them descriptive texts.

### **SECTION 2 Q&A (10 minutes)**

- The teacher gives students the opportunity to ask questions about the material that has been presented.
- The teacher provides clarification and more detailed explanations to students who do not understand.

### **SECTION 3 EXERCISE (30 Minutes)**

- The teacher gives a worksheet with some short descriptive text to the students.
- Students read the descriptive text and try to identify the structure, purpose and characteristics of the descriptive text.
- Students discuss in small groups to help each other analyze the text.

### **Closing (15 Minutes)**

- The teacher asks students questions about what they learned today about descriptive text.
- Students share their understanding.
- The teacher provides a brief summary of today's learning and provides motivation for students to learn more about descriptive text.
- The teacher announces the homework (if any) and closes the meeting with a thank you note.

### **Asesment**

- Assign students to write their own descriptive text about a given topic. Encourage them to incorporate the sensory details and descriptive language learned in class.

### **Evaluation**

- Teachers assess students' understanding through participation in class discussions, the quality of descriptive text produced during learning, and students' ability to apply descriptive writing techniques effectively.



## The Measurement Rubric of Writing

### Writing Rubric Score

Scoring Element	Scale	Quality	Description
<b>Content</b>	30-27	Excelent to very good	Knowledgeable, substantive, etc.
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			not absured.
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<b>Grammar</b>	25-22	Excelent to very good	Effective complex constructions, etc.
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<b>Mechanics</b>	5	Excelent to very good	Demonstrates mastery of conventions Mechanics.
	4	Good to average	Occasional errors of spelling, punctuation, etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, etc.
	2	Very poor.	No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paraghraping, etc.

*Adapted from: Sara Cushing weigle 2002*

**Mengetahui,**  
**English Teacher**



**Eko Noprianto, M.Pd**  
**NIP. 19841211 200903 1 001**

**Metro, 26 March 2024**

**Researcher**



**Rima Handes Tari**  
**NPM.2001050026**

### The Instrument Blueprint of Writing Test

School name : SMA N 1 Kibang

Subject: English

Class : X

Academic Year :2023/2024

Test Objective	Writing Aspect	Indicator	Instrument
To investigate students writing skill in making descriptive text	Content	Students are able to choose an appropriate and interesting topic to describe, and presents relevant, in-depth details and describes the subject clearly.	<p>Pre-test: Instruction: Write a descriptive text based on the topic! (the topics are School and House), choose one of these topics. Your text should consist of two paragraphs including identification and description. Please use appropriate capitalization, correct punctuation, and standard spelling!</p> <p>Post-test: Instruction: Write a descriptive text based on the topic! (the topics are Friend and Family), choose one of these topics. Your text should consist of two paragraphs including identification and description. Please use appropriate capitalization, correct punctuation, and standard spelling!</p> <p>Your text will be evaluated based on aspect of writing, such as content, organization, grammar, vocabulary, mechanic</p>
	Organization	Students are able to organize their ideas coherently, ensuring a logical flow of information from introduction to conclusion..	
	Grammar	Students are able to apply proper grammar rules consistently, avoiding common errors and ensuring clarity in their writing..	
	Vocabulary	Students are able to enrich their writing with a wide range of vocabulary, effectively communicating their ideas with precision and depth.	
	Mechanics	Students are able to adhere to standard writing conventions, including correct punctuation, capitalization, and spelling throughout their work.	





**DOCUMENTATION SHEET**

<b>No.</b>	<b>Documented Points</b>	<b>Availability</b>
1.	The Historical Background of SMA N 1 Kibang	✓
2.	The Condition of Teacher and Official Employers of SMA N 1 Kibang	✓
3.	The Quantity of Students at SMA N 1 Kibang	✓
4.	The Condition of Facilities of SMA N 1 Kibang	✓
5.	The Location Sketch of SMA N 1 Kibang	✓

**The Result of the Students Post-Test (Eksperimental Class) at the Tenth  
Graders of SMA N 1 Kibang East Lampung**

No	NAME	CO	OR	VO	GR	MC	SCORE
1	AS	17	14	17	11	2	61
2	AM	21	13	15	10	2	61
3	AOF	26	20	18	22	3	89
4	AP	22	18	18	17	3	78
5	AM	24	18	18	19	3	82
6	BS	22	18	17	19	3	79
7	DP	21	17	17	17	3	75
8	DAS	22	17	17	19	3	78
9	DWAS	21	17	18	17	3	76
10	DI	26	18	18	18	20	86
11	EN	21	17	18	17	3	76
12	FKP	16	14	14	10	2	56
13	IDF	17	17	18	19	3	74
14	JA	21	17	17	19	4	78
15	KH	21	14	17	17	3	72
16	MRA	21	17	17	17	3	75
17	MI	13	17	17	17	4	68
18	NVV	26	17	16	17	3	79
19	PA	26	17	17	17	3	80
20	RDS	17	17	18	17	3	72
21	RAP	26	18	17	20	4	85
22	RYP	24	16	18	18	4	80



23	SM	26	17	17	19	4	83
24	SNA	26	17	18	11	3	75
25	SF	18	17	18	19	3	75
26	UK	17	17	17	17	3	71
27	YF	16	14	17	17	2	66
28	YA	21	13	14	15	2	65
Total							2095
The High Score							89
The Lowest Score							56
Avarage							74,82

**The Result of the Students Post-Test (Control Class) at the Tenth Graders of  
SMA N 1 Kibang East Lampung**

No	NAME	CO	OR	VO	GR	MC	SCORE
1	AHSA	17	14	14	11	2	58
2	AHSI	16	9	14	10	2	51
3	AS	17	14	17	11	1	60
4	AJ	21	17	17	11	3	69
5	ARD	16	13	13	10	2	54
6	ANA	16	14	17	11	2	60
7	AS	17	14	14	10	2	57
8	AR	16	14	17	12	2	61
9	AM	21	14	14	11	3	63
10	AZ	21	17	17	11	2	68
11	CAF	21	17	17	17	3	75
12	DF	16	10	13	10	2	51
13	DRAC	17	14	14	11	2	58
14	DL	22	18	18	17	3	78
15	DAP	22	16	18	17	3	76
16	EL	21	14	17	15	3	70
17	EMA	17	17	17	17	3	71
18	EWK	16	14	14	11	2	57
19	FA	17	14	14	11	2	58
20	JATS	17	18	16	18	2	71
21	KS	24	18	18	17	3	80
22	MD	17	14	14	11	2	58
23	NJ	21	16	17	17	3	74
24	NDA	18	16	18	15	2	69
25	NH	13	9	13	10	1	46
26	RAL	16	9	13	10	2	50
27	RAM	21	14	16	12	3	66
28	RE	21	14	14	11	3	63
29	RW	16	13	14	9	1	53
30	SJT	12	12	12	10	2	48
31	SA	13	13	14	11	2	53
32	UA	21	14	17	15	3	70
Total							1996
The High Score							80
The Lowest Score							46
Avarage							62,38

## PRE-TEST

Name: Anggun okta Fitriyani

Class: x.1

Instruction: Write a descriptive text based on the topic! (the topics are House and School), choose one of these topics. Your text should consist of two paragraphs including identification and description. Please use appropriate capitalization, correct punctuation, and standard spelling!

Answer:

School is place for study / demand knowledge. School also have building which enough good, page which wide.

in the School There is teacher which good and bepatient. in the School also There is room practice like lab computer, physics, chemistry and lots again.

CO = 22  
OR = 14  
KO = 14  
GR = 11  
ME = 3

64

## PRE-TEST

Name: Kaela Safitri  
 Class: X.2

Instruction: Write a descriptive text based on the topic! (the topics are House and School), choose one of these topics. Your text should consist of two paragraphs including identification and description. Please use appropriate capitalization, correct punctuation, and standard spelling!

Answer:

House is place stay people which life on earth.  
 House I located in area Pancarna. House I there is five  
 room in the house I painted color green and outside  
 house I painted color gray

In the house I there is a number of facility like  
 Tv, fan, refrigerator, washing machine, tv cabinet, food cupboard,  
 chair, table.

CO = 16  
 OR = 9  
 VO = 17  
 GR = 5  
 ME = 2

49

## POST-TEST

Name: Anggun okta Fitriyani  
Class: x-1

Instruction: Write a descriptive text based on the topic! (the topics are Friend and Family), choose one of these topics. Your text should consist of two paragraphs including identification and description. Please use appropriate capitalization, correct punctuation, and standard spelling!

Answer:

My Best Father

His name is Edi Parjimin, he is 46 years old.  
He was born in Sukodamai. He is the youngest son  
of 4 children. He is my father.

My father is a handsome man. His height is around  
165 cm and weight around 65 kg. He is tall, he has  
straight black hair, pointed nose, sharp eyes and  
thick eyebrow. He also has brown skin and muscular  
body. He is a very clean, neat, and discipline man.

CO = 26

OR = 20

VO = 18

gr = 22

me = 3

(89)

## POST-TEST

Name Kaela Sofitri  
 Class: x-2.

Instruction: Write a descriptive text based on the topic! (the topics are Friend and Family), choose one of these topics. Your text should consist of two paragraphs including identification and description. Please use appropriate capitalization, correct punctuation, and standard spelling!

Answer:

he is my friend.

I have a friend named Ravita eva Sultana.  
Ravita is 16 years old, Ravita is my close friend.  
Ravita's house is in Purwasari, He now studies at  
SMA Negeri 1 Kibang.

Ravita has a tall, slender body, brown skin,  
 a beautiful face, and short black hair, he has a  
 stubborn nature and cheerful nature.

Co = 24

or = 18

vo = 18

gr = 17

me = 3

80

## The Documentation of Research Photos

- **Pre-Test**



- **Treatment**



- **Post-Test**





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

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

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

Nomor : B-4208/In.28/J/TL.01/08/2023  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
Kepala Sekolah SMA N 1 KIBANG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **RIMA HANDES TARI**  
NPM : 2001050026  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris  
Judul : **THE INFLUENCE OF SELECT, TEACH, ACTIVATE, REVISIT  
(STAR) STRATEGY ON STUDENTS WRITING SKILL AT THE  
TENTH GRADE OF SMA N 1 KIBANG EAST LAMPUNG**

untuk melakukan prasurvey di SMA N 1 KIBANG, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 02 Agustus 2023  
Ketua Jurusan,



**Andianto M.Pd**  
NIP 19871102 201503 1 004





PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMA NEGERI 1 KIBANG**

NSS: 301120401009 - IPSN: 10805996 - NIS: 300090 - AKREDITASI: A

Jl. Raya Kibang Kecamatan Metro Kibang Phone/Faks (+62725) 7853058 Lampung Timur 34131  
e-mail: smansakibang@gmail.com website: http://www.sman1kibang.sch.id



Nomor : 420/428/V.01/SMAN1KIBANG/2023  
Lampiran : -  
Hal : Izin Prasurvey

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

Dengan hormat,

Berdasar surat Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri Metro Nomor :  
B-4208/In 28/J/TL 01/08/2023 tanggal 02 Agustus 2023 perihal izin  
prasurvey, sehubungan dengan hal tersebut kami mengizinkan  
kepada :

Nama : RIMA HANDES TARI  
NPM : 2001050026  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris

untuk melakukan prasurvey dalam rangka menyelesaikan tugas  
akhir/skripsi dengan judul "THE INFLUENCE OF SELECT, TEACH,  
ACTIVATE, REVISIT (STAR) STRATEGY ON STUDENTS WRITING  
SKILL AT THE TENTH GRADE OF SMAN 1 KIBANG EAST  
LAMPUNG".

Demikian izin prasurvey ini kami buat untuk dapat dilaksanakan  
sebagaimana mestinya.

Kibang, 14 September 2023  
Kepala Sekolah,  
  
Dra. Mey Sriyani, MM  
NIP. 19650528 199412 2 001





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

Jalan Ki Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metro.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

**RATIFICATION PAGE**

The Research Proposal entitled: THE INFLUENCE OF SELECT, TEACH, ACTIVATE, REVISIT (STAR) STRATEGY ON STUDENTS' WRITING SKILL AT THE TENTH GRADE OF SMAN 1 KIBANG EAST LAMPUNG, written by: Rima Handes Tari, Student Number: 2001050026, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Monday, January 22<sup>nd</sup> 2024 at 08:00 - 09:30 WIB.

**BOARD OF EXAMINERS**

Chairperson : Eka Yuniasih, M.Pd

(.....)

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

(.....)

Examiner II : Trisna Dinillah Harya, M.Pd

(.....)

Secretary : Lenny Setyana, M.Pd

(.....)

Head of ~~Department~~ Department



**Dr. Much Debiatur, M.Pd.B.I.**  
 NIP. 198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : B-1300/In.28.1/JJ/TL.00/02/2024  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
EKA YUNIASIH (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
Assalamu'alaikum Wr. Wb.

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

Nama : **RIMA HANDES TARI**  
NPM : 2001050026  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : THE INFLUENCE OF SELECT, TEACH, ACTIVATE, REVISIT (STAR)  
STRATEGY ON STUDENTS WRITING SKILL AT THE TENTH GRADE  
OF SMAN 1 KIBANG EAST LAMPUNG

Dengan ketentuan sebagai berikut :

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

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

Wassalamu'alaikum Wr. Wb.

Metro, 26 Februari 2024  
Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**  
NIP 19880308 201503 1 006

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat <https://sismik.metrouniv.ac.id/v2/cek-suratbimbingan.php?npm=2001050026>.  
Token = 2001050026



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INSTITUT AGAMA ISLAM NEGERI METRO  
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Jalan Ki. Hajar Dewantara Kampas 15 A Inggomulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimil (0725) 47296, Website: [www.tarbiyah.metroain.ac.id](http://www.tarbiyah.metroain.ac.id), e-mail: [tarbiyah.ain@metroain.ac.id](mailto:tarbiyah.ain@metroain.ac.id)

**SURAT TUGAS**

Nomor: B-1395/In.28/D.1/TL.01/02/2024

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

Nama : **RIMA HANDES TARI**  
NPM : 2001050026  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 1 KIBANG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF SELECT, TEACH, ACTIVATE, REVISIT (STAR) STRATEGY ON STUDENTS WRITING SKILL AT THE TENTH GRADE OF SMAN 1 KIBANG EAST LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

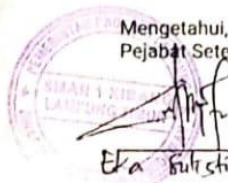
Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 29 Februari 2024

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatmah MA**  
NIP 19670531 199303 2 003



Mengetahui,  
Pejabat Setempat

*Eka Sulistyawati, S.Pd, M.Pd*



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

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

Telepon (0725) 41507, Faksimili (0725) 47296, Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id), e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-1396/In.28/D.1/TL.00/02/2024  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMA NEGERI 1 KIBANG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1395/In.28/D.1/TL.01/02/2024, tanggal 29 Februari 2024 atas nama saudara:

Nama : **RIMA HANDES TARI**  
NPM : 2001050026  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA NEGERI 1 KIBANG bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 KIBANG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF SELECT, TEACH, ACTIVATE, REVISIT (STAR) STRATEGY ON STUDENTS WRITING SKILL AT THE TENTH GRADE OF SMAN 1 KIBANG EAST LAMPUNG".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 29 Februari 2024  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMA NEGERI 1 KIBANG**

NSS: 301120401009 - NPSN: 10805996 - NIS: 300090 - AKREDITASI: A

Jl. Raya Kibang Kecamatan Metro Kibang Phone/Faks (+62725) 7853058 Lampung Timur 34131  
e-mail: smansakibang@gmail.com website: http://www.sman1kibang.sch.id



Nomor : 420/155/V.01/SMAN1KIBANG/2024  
Lampiran : -  
Hal : Izin Research

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

Dengan hormat,

Berdasarkan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri Metro Nomor : B-1396/In.  
28/D.1/TL.00/02/2024 tanggal 29 Februari 2024 perihal izin research,  
sehubungan dengan hal tersebut kami memberi izin kepada :

Nama : RIMA HANDES TARI  
NPM : 2001050026  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

untuk mengadakan research/survey dalam menyelesaikan Tugas  
Akhir/Skripsi dengan judul "THE INFLUENCE OF SELECT, TAECH,  
ACTIVATE, REVISIT (STAR) STRATEGY ON STUDENTS WRITING  
SKILL AT THE TENTH GRADE OF SMAN 1 KIBANG EAST  
LAMPUNG".

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

Kibang, 26 Maret 2024  
Kepala Sekolah,  
  
Mapfui, S, Pd M. Pd  
NIP 19660822 199101 1 001





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

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 Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Rima Handes Tari  
 NPM : 2001050026

Program Studi : TBI  
 Semester :

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu / 6 / 2023 / 12		Perhatikan sistematika penulisan - Cek Grammar. - Prior research mencakup leubay subul lengkap, leubkas, leubay. Metaso leji dan conclusion. - Continue to chapter II. - Seuaikan Seang mbrik dg indikator writing. - Cantumkan kutipan yg manual dg STAP asah Strategi. (dari eprof). - gunakan Foot note - tambahkan teori dg STAP - gunakan teori / referensi terbaru minimal 10 th terakhir	
	Rabu / 13 / 2023 / 12.			

Mengetahui,  
 Dosen Pembimbing Program Studi TBI  
  
**Dr. Moch. Heinjatur, M.Pd.B.I.**  
 NIP.198003082015031006

Dosen Pembimbing

*Eka Yuniasih*

**Eka Yuniasih, M.Pd**  
 NIDN. 210078702



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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Rima Handes Tari  
 NPM : 2001050026

Program Studi : TBI  
 Semester :

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu 20/02/23 12		- Revisi Chapter II - Continue to chapter III.  - Revisi all	
	Rabu 27/02/23 12		- Fokus Background. - Papikan Penulisan - Papikan Penulisan Daftar Pustaka	
	Rabu 3/03/23 12		- Complete All - Ace For Seminar	

Mengetahui,  
 Ketua Program Studi TBI



**Dr. Much Deiniatur, M.Pd.B.I.**  
 NIK. 198303482015031006

Dosen Pembimbing

**Eka Yuniasih, M.Pd**  
 NIDN. 210078702





**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
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The name of the researcher is Rima Handes Tari. She was born in Margajaya on December 10th, 2001. She is the first of two children of Mr. Sugiarto and Mrs. Siti Sa'adah. She studied at SD N 3 Margajaya from 2008 to 2014. She continued her studies at SMP N 1 Kibang from 2014 to 2017, and afterward, she pursued her education at SMA N 1 Kibang from 2017 to 2020. Then, in 2020, the researcher continued her studies at IAIN Metro, majoring in English Education Department (TBI).