AN UNDERGRADUATE THESIS

USING MOBILE LEGEND MEDIA IN PROCEDURE TEXT
TO INCREASE STUDENTS WRITING SKILLS
AMONG THE ELEVENTH GRADERS AT MAN 1 EAST LAMPUNG

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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USING MOBILE LEGEND MEDIA IN PROCEDURE TEXT
TO INCREASE STUDENTS WRITING SKILLS
AMONG THE ELEVENTH GRADERS AT MAN 1 EAST LAMPUNG

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In English Education Department

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APPROVAL PAGE

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An Undergraduate thesis entitled: USING MOBILE LEGEND MEDIA IN PROCEDURE TEXT TO INCREASE STUDENTS WRITING SKILLS AMONG THE ELEVENTH GRADERS AT MAN 1 EAST LAMPUNG, written by RIA SEPRINA RAHAYU, student number 1501070292, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on, January 22th 2020 at 10.00- 12.00 p.m.

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USING MOBILE LEGEND MEDIA IN PROCEDURE TEXT

TO INCREASE STUDENTS WRITING SKILL

AMONG THE ELEVENTH GRADERS AT MAN 1 EAST LAMPUNG

ABSTRACT

BY:

RIA SEPRINA RAHAYU

This study aims to find a solution to the problem of increasing students' writing skills on the use of mobile legend in the use of procedure text. The teaching and learning process at MAN 1 Lampung Timur found difficulties and was too monotonous. so that the use of media in the form of legendary mobile games can be a solution in increasing students' writing skills.

This is a classroom action research (CAR) with data collection methods in the form of tests, observations, and documentation. Observation is used to get data about student activeness while the test is used to get student learning outcomes data in procedure material.

Meanwhile, the result is 70% of students can meet the KKM value or ≥75. The findings in this study indicate that student results increased 9.29 in post test I with an average value of 64.28 in this cycle. Furthermore, student scores increased 10.29 in the second cycle with an average value of 75, which means 74.28% of students can meet the KKM value, which means the use of mobile legend as a learning medium can improve student learning outcomes in the procedure text.

KEYWORDS: *Writing, Game Based Learning, Mobile Legend, Procedure Text.*

PENGGUNAAN MEDIA *MOBILE LEGEND* DALAM TEKS PROSEDUR UNTUK MENINGKATKAN KEMAMPUAN MENULIS SISWA PADA KELAS SEBELAS MAN 1 LAMPUNG TIMUR

ABSTRAK

BY:

RIA SEPRINA RAHAYU

Tujuan dari penelitian ini adalah untuk menemukan pemecahan masalah untuk meningkatkan kemampuan menulis siswa pada penggunaan mobile legend pada penggunaan teks procedure. Proses belajar mengajar di MAN 1 Lampung Timur menemukan kesulitan serta terlalu monoton. sehingga dengan penggunaan media berupa game mobile legend dapat menjadi solusi dalam meningkatkan kemampuan menulis siswa.

Ini merupakan penelitian tindakan kelas (PTK), untuk alat pengumpulan data berupa tes, observasi, dan dokumentasi. Observasi digunakan untuk mendapatkan data tentang keaktifan siswa sedangkan tes digunakan untuk mendapatkan data hasil belajar siswa dalam pembelajaran prosedur teks.

Selain itu, hasil dari penelitian ini 70% siswa dapat memenuhi nilai KKM atau ≥ 75. Penemuan dalam penelitian ini menunjukkan bahwa hasil siswa meningkat 9,29 pada post test I dengan nilai rata-rata 64,28 pada siklus ini. Selanjutnya, nilai siswa meningkat 10,29 pada siklus II dengan nilai rata-rata 75 yang berarti 74,28% siswa dapat memenuhi nilai KKM yang berarti penggunaan mobile legend sebagai media belajar dapat meningkatkan hasil belajar siswa dalam teks prosedur.

KEYWORDS: *Menulis, Pembelajaran Berbasis Game, Mobile Legend, Teks Prosedur.*

STATEMENT OF RESEARCH ORIGINALITY

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Metro, January 2020
The Writer

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Menyatakan bahwa tesis sarjana ini asli, kecuali bagian-bagian tertentu yang dikutip dari daftar pustaka yang sudah disebutkan.

Metro, January 2020

Penulis

Ria Seprina Rahayu

1501070292

MOTTO

أَسۡتِكۡبَارًا فِى ٱلۡأَرۡضِ وَمَكۡرَ ٱلسَّيِّئِ وَلَا يَحِيقُ ٱلۡمَكۡرُ ٱلسَّيِّئُ إِلَّا بِأَهۡلِهِ ۚ فَهَلۡ يَنظُرُونَ إِلَّا سُنَّتَ ٱلۡأَوَّلِينَ ۚ فَلَن تَجِدَ لِسُنَّتِ ٱللَّهِ تَبۡدِيلًا ۖ وَلَن تَجِدَ لِسُنَّتِ ٱللَّهِ تَحۡوِيلًا ٤٣

An evil plan if it is found in a person will return its consequences to him. "That evil plan will not befall other people who plan it themselves." (Faathir: 43)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

1. Allah swt. Who has given the ooportunity to complete this, who provide patience that is so extraordinary that it can be completed on target.

2. My beloved father and mother who always support me with every kind of support, without them I would not be able to finish this undergraduate thesis.

3. My beloved sisters and brothers who always keep support me.

4. My beloved friends, actually for Fellisya, Mustika, and Ummi Latifah.

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Praise always given to Allah the king of humankind who has created human as the best and perfect creatures among his creation and also given bless to all mankind in all over the world without any exception. Sholawat and salam always deliver to our precious prophet Muhammad saw who has brought us from darkness into brightness era. Peace be upon him, who always being an inspiration and role mode for all people expecially for moslem.

This undergraduated thesis is presented as a fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education Department of IAIN Metro entitled : "USING MOBILE LEGEND MEDIA IN PROCEDURE TEXT TO INCREASE STUDENTS WRITING SKILL AMONG THE ELEVENTH GRADERS AT MAN 1 EAST LAMPUNG".

Moreover, The writer would like to express the gratitude to the sponsor, Dr. Umi Yawisah, M.Hum and the co-sponsor, Ahmad Subhan Roza, M.Pd. who have sincerely guided writer to accomplish the undergraduate thesis. Finally, the writer realizes that this undergraduate thesis is far from perfect. The writer hopes that at least the result of this research can provide the significant contribution in the teaching learning English in school or college.

Metro, January 2020
The writer

Ria Seprina Rahayu
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CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language that takes important part in human life. Many people need English to communicate with each other. By using language, people can express their ideas and feeling. Furthermore, It can support in learning all subject matters. Using language is very important, especially speaking, reading, listening, and writing.

Meanwhile, as one of the language skills, writing as a process expressing ideas should be done in our leisure. Everyone has a same occasion to express everything their mean on the paper. Writing will be an enjoyable activity as long as someone having ideas and knowledge to actualize it

Communication is very important for human because God create them as social creatures, means they have to interact with other to meet their need whether it is physical, spiritual or emotional needs.[1] Moreover, many students retell their life experience in writing. However, in fact writing is not an easy activity event for someone especially in writing skill section if they want to mastering English language.

However, People can discover and express their ideas, issues and events only in process of writing. In addition, writing is away in order students to accomplish their ideas on the paper.

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[1]Ferguson,*Communication Skills Second Edition*, (New York : An Imprint Of Facts On File, Inc., 2004), P.1

Moreover, There are many problems in writing skill the problem is about the student's interest that affected their motivation. The student's problem in motivation could be seen from the condition when they were in English writing activity. The last factor is the students who had not a writing habits

In order to, There are so many strategies that it can be applied in learning processing to increase student's writing skill. In this case the researcher applied writing skill using procedure text with mobile legend as media.

In this way, the changes in learning and behavior are often immediate and profound as students discover how to receive information and express themselves simultaneously. Therefore, it will make students more active because it teaches the simple activities which have changed so many lives since they were first introduction. It makes students enthusiasm to learn and confidents to propose their opinion because they learn with movement. They also motivated because there is challenge to solve the problems which are given.

Based on the illustration above, the researcher would like to whether the application of mobile legend media can increase students writing skill using procedure text. The researcher interested to conduct the research title "Using Mobile Legend Media in Procedure Text to Increase Students Writing Skill at the Eleventh Graders of Man 1 East Lampung".

In this case, the researcher want conduct the research at MAN 1 east Lampung to find out how far students in this school can skill the text in their writing. Based on the pre-survey, the researcher conducted in November, 6th 2019.

The table below was the result of the pre survey of students writing skill.

Table 1

The Data of Writing Skills on Prasurvey

at the Eleventh Graders of MAN 1 East Lampung

No	Grade	Explanation	Frequences
1.	< 75	Incomplete	28
2.	>75	Complete	7
Total			**35**

From the table above, it shows that there are more students who failed the test given rather than the students who passed the test. About 28 students failed and only 7 students who passed the test with the minimum mastery criteria (KKM) for English Lesson in this school is 75.

Based on this case, the researcher tries to show and prove an impact of one media in teaching English language 'mobile legend'. Mobile legend is a multi player online battle arena (MOBA), it is developed and publithe teacherd by Shanghai Moonton Technology.

B. Problem Identification

Based on the background that have been explained above, some problems can be identified as below:

1. Students have difficulties in understanding the purposes of the text.

2. Students have low motivation that causes they were not interested and lazy to read the text.

3. Students have difficulties in the meaning of the text.

C. Problem Limitation

From the problem identification above, the researcher limited the problem that focus on number 2. It is, students are lazy and not interested, therefore to increase it researcher use the mobile legend as a medium in the procedure text.

D. Problem Formulation

Concerning with the background of the study above, the researcher formulated the problem as follows:

"Can the use of Mobile Legend Media in Procedure Text Increase the Students Writing Skill among the Eleventh Graders at Man 1 East Lampung?"

E. Objectives and Benefits of the Study

1. The objective of the study

The objective of this study is to know whether the use of Mobile Legend Media in Procedure Text can Increase the Students Writing skills among the Eleventh Graders at MAN 1 East Lampung.

2. Benefits of the Study

    In order to make this research is useful and have a good purpose than the writer divided some of the benefits of the the study into two parts, namely:

    a. Theoretically

        This research hopefully can give the insight for the students about writing skill and the importance of it in English lesson while for the teacher it can be an idea for them to using Mobile Legend Media in Procedure text learning in teaching learning process.

    b. Practically

        1) For students, this research hopefully can help them to grow the interest on writing and help them to overcome the diffculties in writing.

        2) For teacher, this research hopefully can be useful and inspiring in the teaching learning process as it can be applied in daily routines.

        3) For other researchers, hopefully this research will give a brief advantages and guidance to conduct the same research or observation.

F. Prior Research

The first prior research was conducted by Aswadi Jaya & Marleni with title "*Teaching Witring Procedure Text Trough Concept-Oriented Writing Instruction(COWI) to the Eleventh Grade Students of State Senior*

High School 13 Palembang"[2]. This research focuses on teaching writing procedure text trough concept-oriented writing instruction to Eleventh grade students of state senior high school 13 Palembang. This research used experimental research. The similarity between this research with the first prior researched is in the variable y both focuses on writing skill. The different in the first prior research focus in writing Procedure Text Trough Concept-Oriented Writing Instruction(COWI) while this study focus to increase the students' writing skill in English lesson by using Mobile Legend Media in Procedure text learning process.

The second prior research was conducted by Abdul Rohman with title "*Increasing Students Writing skills Through Text Structure Tasks*"[3]. This research focuses to increase the students writing skills. This research use classroom action research (CAR). The similarity between this research with the second prior research in is in the methodology used classroom action research (CAR). The different in the second prior research focus in writing skills trough text structure task while this study focus to increase the students' writing skill in English lesson by using Mobile Legend Media in Procedure text learning process.

Moreover, the third prior research was conducted by Hijril Ismail et al with the title "*Increasing the Students Writing Skill Through*

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[2] Aswadi Jaya & Marleni."Teaching Writing Procedure Text Trough Concept-Oriented Writing Instruction(Cowi) To The Eleventh Grade Students Of State Senior High School 13 Palembang". English Community Journal, Issn: 2579-7378, 2018, P. 1

[3]Abdul Rohman."Increasing Students Writing skills Through Text Structure Tasks", Journal Of Linguistic And English Teaching, Issn: 2477-1880, 2017, Vol. 2, No. 1, P.1

Translation Method"[4]. This research focuses to writing skill trought translation method. This research use classroom action research (CAR). The similarity between this research with the third prior research in is in the writing skill and methodology used classroom action research (CAR). The different in the third prior research focus in writing skill trought translation method while this study focus to increase the students' writing skill in English lesson by using Mobile Legend Media in Procedure text learning process.

Based on the three prior researches above, the second prior research and the third prior research have similarity on the research method used classroom action research (CAR) and this study also used classroom action research (CAR), both the first prior research use experimental research. The difference between the first prior research, the second prior research and the third prior research is in the variable x and y. The difference is this study focused to increase the students' writing skill in English lesson by using Mobile Legend learning process.

So this research conducted the new kind of research related to writing skill in English lesson by using Mobile Legend Media in Procedure text.

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[4] Hijril Ismail Et Al."Increasing The Students Writing Skill Through Translation Method". Journal Of English Education, 2017, P.1

CHAPTER II

THEORETICAL REVIEW

A. The Nature of Writing

1. Definition of Writing

In learning English, people must master four basic skills such as speaking, reading, listening and writing. In this case, the writer will focus on writing. Many definitions about writing have been proposed by expert.

Firstly, according to Gregg and Steinberd, writing is like trying to work something. In writing, people must choose the title first.[5] Writing is process to express their ideas, in writing people needs many vocabulary to write in the text, the writer makes paragraph to become a text.

Secondly, referring to Olive and Levy, writing is an activity or someone to express their ideas, feeling and opinion on the paper. Using written can give information to the reader.[6]

Another definition by Brause, writing is one of free yourself to start writing, ask ourselves to do writing until final text.[7]

From the explanation above, the researcher conclude that writing is the processing ideas and mind by using knowledge of structure and

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[5] Lee W. Gregg & Erwin R. Steinberg. Cognitive Processes in Writing.(London: Routledge, 2017), p. 3

[6] Thierry Olive & C. Michael Levy. Contemporary Tools and Techniques for Studying Writing.(France: Kluwer Academic Publisher, 2002),p. 1

[7] Rita S. Brause. Writing Your Doctoral Dissertation Invisibel Rules of Success.(Taylor: Routledge, 1999), p. 91

vocabulary to combine our ideas a means communication and found the first words.

2. **Process of Writing**

The writing process used in Nazario, writing consists of five stages:[8]

a. Prewriting

In the first step, discovering and limiting the topic. Pre writing techniques to step find the topic and focuses to writing of the text. Prewriting techniques help the people discover ideas the writing process.

b. Drafting

The writer drafting product related to the topic. The writer check the words in elaborating the topic. Besides, in drafting phase, reading and correcting are required to improve product of writing.

c. Revising

In this stage, if the students revise, the students review the draft to see where can make their writing clearer, more accurate, more meaningful and more informative. Each writing chapter includes a style tips to help students write more clearly and accurately and a problem–solution section.

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[8] Luis A. Nazario ,et.al, Bridge to better Writing. (Australia: Wadsworth, 2010), p. 9-15

d. Proofreading

In the proofreading stage, the students can see the text for spelling, sentence structure, and word usage. Each chapter presents grammars error as a starting point writing for proofreading.

e. Reflecting

The final stage of the writing process is reflecting. The students start by reflecting on their writing experiences in that chapter. The students created their draft in their next writing.

3. **Characteristics of Writing**

Brown stated there are many characteristic of writing from perspective from a reader as follows:[9]

a. Permanence

Written is permanent cause elaborate writing in the paper or computer to give information to the reader, gives education media in model a book.

b. Production time

In written text, the writer limited processing time to production writing in the text. The written have good time efficient process to get final text.

c. Distance

In the written, distance is very important because in writing process the writer must give distance space like specific words, phrases, sentences

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[9] H. Douglas Brown, Teaching By Principle : An Interactive Approach to Language Pedagogy, Ed-2(San Franscisco: Longman,2001),P. 341

and paragraphs will be interpreted. So in the written, distance influence information to the reader that no ambiguity in the meaning of the text.

d. Orthography

The orthography is science that discusses the procedures for updating and pronouncing alphabet in other written symbols English correctly.

e. Complexity

In complexity the written must combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety. The writer must learn how to deleted the sentences that no coherent or matching.

f. Vocabulary

In Written language, vocabulary is very importance to make a sentence and paragraph to product a text. Good writers will learn to take English vocabulary with matching. The writer must choose the vocabulary that familiar so the reader easily to understand the meaning of the text.

g. Formality

Writing is frequently more formal than speaking or speech. In writing there are rhetorical, formality also formal structure like openings and then endings of the text.

4. Types of Writing

Vinci stated, there are three types in writing as follows:[10]

a. scientific articles

Scientific article is scientific papers that are specialized and published by journals, magazines and newspapers. Part of introduction consists of title, author's name, abstract and keyword.

b. research papers

Research papers are generally written about the results of conducting a research that is made clearly and coherent methodology with language accurately. The research paper was made to be presented at classroom.

c. proposals

Proposals is a design of activities that written with systematically, in written the proposal education there are three chapter which will be move on as thesis but must get accepted from the guidance. Proposals also can make to request donation that will be cooperation in it.

B. The Concept of Procedure Text

1. The Nature of Procedure text

Text procedure aims to provide guidance on the steps/methods/ways of doing things. Procedure/procedural text, text

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[10] Leornado da Vinci, Writing in English a Practical Handbook for Scientific and Technical Writers. (Europan Commision: Project Group,2000), p. 1-3

procedure is the text containing the procedures, processes, means, or steps of make/do (operate) something.[11]

Procedure text is a text that tells how to make something or do something. In procedure text learning there are several criteria that must be mastered such as generic structure, social function and lexicogrammatical. It means that in this text procedure students' are expected to be able to determine generic structure, social function and lexicogrammatical.[12]

2. the characteristics of procedural text

there are three characteristics, as follows :

a. Goal / purpose : to give information what we need. It means, to make procedure text the important thing that we need is the goal or the title to make clear what we need.

b. Material : Things that you need to make an object. It is most the important things, when you want make procedure text, because it will help us to finish something that we make. Without material, we will be difficult to make steps to get the final result.

c. Method/ steps : the information about making an object. After we known the goal and materials, we should to do some steps to get

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[11]Ratu Dea Mada And Eva Fachriyah, "Po(W)Der Method To Increase Writing Skill Of Procedure Text For Students Grade 2 In Technical Information Unsera Banten" Banten : International Journal Of English And Education, P. 85

[12]Nuri Yanni Harahap, "The Effect Of Picture Sequences Strategy On Students' Writing Procedure Text Ability (A Study At The Eleventh Grade Students Of Man Sipagimbar)" , Tapanuli Selatan : Jurnal Liner (Language Intelligence And Educational Research), P. 127

the final result. It is the last way to achieve the best result, and make us easy to finish goal.[13]

C. Game Based Learning

Teaching and learning activities are effective when using media that is conected with technology to help students' understanding as well as their interest in the topic. The term game based learning refers to the use of games, educational value or various software applications using games for educational purposes or learning effectiveness.[14]

An innovative teaching technology combines traditional and new media, and sosial network, where the game is a key element. on the relationship between game and education is to identify the most appropriate use of gaming for educational purposes.[15]

Through the Internet, information technology is a way for the world to generate the effect of learning. Technology is a complementary tool for raise innovative teaching models in our society, especially for students, many educators strive to make its apply into education.

Learning based on mobile devices (mobile game based learning) is an alternative learning service which can be implemented anywhere and anytime. Mobile game based learning is a game that contains a summary

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[13]Ibid p.132

[14]Yulan Huang And Dian Fu Chang And Berlin Wu, "Mobile Game Based Leraning With A Mobile App: Motivational Effects And Learning Performance," Taiwan: Journal Of Advanced Computional Intelligence And Intelligent Informatics, (2017): p. 963.

[15]Sabina Maraffi And Francesco M. Sacerdoti And Eleonora Paris, "Learning On Gaming: A New Digital Game Based Learning Approach To Increase Education Outcomes," Us-China : Education Review A, Vol. 7. 9, (2017): p. 421-422.

of the lesson topic, is make by various levels of education, is adjusted to the applicable curriculum and is able to run on mobile devices.

Meanwhile, electronic games play such a prominent role in young people's lives, researcher and educators, hope to combine the intrinsic motivation that students show towards electronic games that contain a summary of the topic of the lesson and objectives, to make learning more fun and enjoyable. Seonju states that games can help students develop to the problem solving skills.

Gaming activities are a good source of engagement and bring fun into learning by providing an instant appraisal for players when tasks are completed successful, there by motivating them to reach higher stages in the gameplay. Chemistry materiall presented as a mobile game will make students more interested.[16]

D. The Concept of Mobile Legend

1. History

    Mobile legend (bang bang) is a multi player online battle arena (MOBA), it is developed and publithe teacherd by Shanghai Moonton Technology. It is designed for iOS and android platform. It is released on China, Indonesia and Malaysia, July, 11th 2016 for android and for iOS on November, 9th 2016.[17] Although this game

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[16]Ucu Cahyana Et Al., "Developing And Apllication Of Mobile Game Based Leraning (Mgbl) For High School Students Performance In Chemestry," Jakarta: Eurasia Journal Of Mathematics Science And Technology Education, (2017): p. 1-2.

[17]Rivi Handayani, "Analisa Aktivitas Fandom Mobile Legend Dalam Membangun Struktur Komoditas Baru (Studi Tentang Media Baru)," Yogyakarta: Program Doktor Pasca Sarjana Universitas Gajahmada Yogyakarta, p. 8.

was founded in 2016, but this game is getting known and rising in early january 2017.

In 2017 mobile legend was downloaded 20 million times with 8 million active users every day. In July 2018 this game has been downloaded 100 million times and has 43 million monthly active users in Southeast Asia, 50 percent of which are from Indonesia.

This game features a five-to-five battle mode, a classic 3-lane battle, and a country-to-country match. in the game Mobile Legends: Bang Bang there are verbal communication channels in the form of discords, microphones and voice chat, non-verbal communication in the form of stickers, emojis. While forms of verbal communication in the form of mabar (playing together), squads (teams or groups playing in games), non-verbal forms of communication in the form of special terms such as noob, AFK, GG, GGWP, savage, buff, and so on.[18]

Multiplayer Online Battle Arena (MOBA), which is game its requires teamwork and team strategy to fight enemy teams. These 5 vs 5 player with various types of character choices (Hero) and different types of skills. In addition, there are various modes that can be played according to the level up used by players, such as

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[18]Elvi Valentina And Wulan Purnama Sari, "Studi Komunikasi Verbal Dan Non Verbal (Gama Mobile Legend: Bang- Bang," Universitas Tarumanegara, Vol. 2, No. 2, 2018, p. 300.

Macth up mode (classic mode), Ranked mode, Brawl mode, Human vs Ai mode and Custom mode.[19]

MOBA or Multiplayer Online Battle Arena or commonly called real-time strategy (ARTS) action is part of the real-time strategy (RTS). In the MOBA genre game players can only control one hero. Hero itself, which is a character that can be controlled by players in a team shortly before the game starts. Goals from the MOBA genre game, namely destroying the main building of the opposing team's headquarters with the help of several soldiers who are controlled by the system periodically. Each hero has different roles and abilities and can be used to contribute to the team in winning the game.[20]

2. Design

This game is type of online game that can be played all over the world. Because, the connecting base uses the internet network. They can comunicate by chatting each other. Users of this game in Indonesia continue to increase every year. Other than that, Indonesia is one of the largest users number four most users in the world. For position one is China. Second one is India. The third is United States.

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[19]Andi Indri Abriani et al. "Ttittle Behaviour Of Users Of Online Game Mobile Legends Communication," Halu Oleo University: p. 3.

[20]I Ketut Sidharta Yogatama et al. "Analisis Faktor-Faktor Yang Mempengaruhi Minat Pemain Dalam Permainan Moba," Jurnal Pengembangan Teknologi Informasi Dan Ilmu Komputer: Vol.3, No. 3, 2019, p. 2559.

Users of this game are not only men. But, also women. With a percentage of women 48% and for men around 52%. The amount of difference between each gender is not so far, only around 4%. This proves this game isin demand for all walks of life. [21]

Despite its vast, enthusiast community and influence on contemporary game designers, the MOBA remains under-explored by academics". But few games exhibit a greater need for socially-aware services than this relatively new genre which brings new ways of collaboration and competition on the table, gender and cultural challenges and even new social networks which need to deal with the inherent toxic behaviour that arises in these contexts.

In essence, MOBA games are a subgenre of real-time strategy games in which two teams, typically consisting of five players each, compete against each other with each player controlling a single character. Contrary to real-time strategy games, there is no unit or building construction in a MOBA game, so "much of the strategy revolves around individual character development and cooperative team play in combat"[22].

[21]Ike Ireztyawan, "Fenomena Game Mobile Legends Bagi Perempuan Anggota Victory Squad," Riau: Department Of Communication Studies Faculty Of Social And Political Sciences University Of Riau, Vol. 5, 2018 p. 2-3.

[22]Marcal Mora Cantallops And Miguel Angel Sicilia, "Moba Games: A Literature Review," Madrid : University Of Alcala, Alcala De Henares, 2018, p.2.

3. How to play mobile legend[23]

Here are some ways how to play:

a. Finding your role

It is the first step to getting good at mobile legend. Learning what role suit you best will not only benefit your gameplay. But, will also make the game more enjoyable.

b. Master your hero

After picking your role and hero, the next step to increasing is mastery your hero

c. Battle spells

Batlle spells are unique spells that you chose before the start of each game. Using the right battle spells can tips a battle in your favor.

d. Picking the right gear

Gear can be purchased in game to make character stronger. These items it can be purchased at anytime while in a match. However, each hero can only hold up to six items.

e. Map

The next step to increasing is understanding the map. Knowing the map give you an advantage in out playing your enemy and helps communication with the team.

f. Buffs

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[23]www.oneesports.gg/mobile-legends/the-beginners-guide-to-getting-good-at-mobile - legends-bang-bang/ on October, 20th 2019 at 16.27 pm.

In the jungle, there are monster that grant different buffs. These strengthen your hero temporaly giving you an advantage.

g. Using the Camera

The camera is one of the most underutilized functions in mobile legend. Using the in game camera gives information on what is happening around your hero.

h. Team fights

Victories in mobile legend are madefrom team fights. Every succesfull team fights is a step to winning the game. To increas your team fight you first need to increas your positioning.

i. Positioning

It is managing distance between your hero and other heroes in the match.

j. Outside the match

Researching the meta is a term that discribes a certain strategy that has been proven to have greater success in the current state of the game.

k. Battle points

In mobile legend economizing your battle points is important to unlock heroes.

E. Procedure

1. The teacher explains the material about the procedure text

2. The teacher asks students to open a legend mobile game application, then play for a while.

3. The teacher explains that the legendary mobile game is an example of its application.

4. The teacher gives a procedure text

5. Students are asked to work on the text on how to play legend mobile games

6. Students are asked to answer ten essay questions.

F. Action Hypothesis

Based on the theoretical review above, the researcher formulates the hypothesis as "the use of mobile legend media can increase the students' writing skills among the eleventh graders at MAN 1 East Lampung"

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

Variable is the situation or condition where the experiment can be manipulate, control or observe. The variables in this research are generating the interaction between mobile legend media and writing skills. Based on this statement than the researcher defines the operational of variables as follows:

1. Independent Variable

The independent variable or symbolized by (X) is the variable that causes or affect the outcomes also known as the treatment or predictor variable. The independent variable of this research is mobile legend. This strategy emphasizes the increasing of students' writing skills on the general knowledge.

2. Dependent Variable

Dependent variable that symbolized by (Y) is the variable that will be observe and meassure to assign the impact of independent variable. The dependent variable of this research is writing skills . It can be interprete as students understanding and ability in identify the text.

B. Setting

The research was conducted at MAN 1 East Lampung. The researcher used classrom action research in this study.

C. Subject and Object of Study

The subject of this study is class XI IPA which amount to 35 students. While, the object is students' writing skills among Eleventh grade at MAN 1 East Lampung in the Academic Year of 2019/ 2020.

D. Action Plan

This research conducted in order to make students' writing skills increase and better than before. To make it happen than researcher use the classroom action research to proof the increase caused by implementation of mobile legend as media in teaching writing.

Moreover, there are many definitions about action research. Reason and Bradbury stated that action research is a research that makes human flourishing by using variety of ways to link the practice and ideas.[24] Another definittion by Elizabeth, action research is a method of research that carried out by teacher in the classroom with main purpose to solving problem and increasing teaching learning process.[25] Furthermore, Singh stated that action research is a method to imrove and modify the working system in the classroom.[26]

From various definitions stated above then we can conclude that action research itself is a research that have a purpose to solving and increasing the problem which teacher found in their teaching and learning

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[24]Peter Reason And Hilary Bradbury, *The Sage Handbook Of Action Research : Participative Inquiry And Practice 2nd Edition*, (New Delhi : Sage Publications Ltd, 2008), Pg. 1

[25]Anne Burns, *Doing An Action Research In English Language Teaching*, (New York : Taylor & Francis E-Library, 2009), Page. 5

[26]Yogesh Kumar Singh, *Fundamental Of Research Methodology And Statistics*, (New Delhi : New Age International (P) Limited Publithe teacherr, 2006), Page. 261

activity. The purpose of this research is making some change in the problem teacher found that can obstruct student learning process.

In action research method there are two cycle in observing the students increasement that ilustrate in the picture bellow.
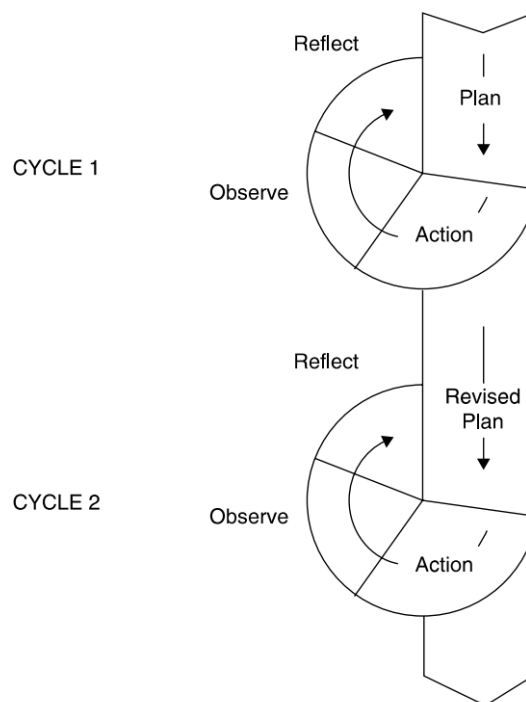
Picture 1. Cyclical Action Research model based on Kemmis and McTaggart.

In other hands, there are four steps in doing an action research, as follows:

1. Planning

   In this phase teacher consider many things like : (a.) What type of investigation that possible within the reality and restraint of teaching situation. (b.) What is the increasing potentially possible.

In planning phase Researcher prepare everything before doing the action such as:

1) Preparing lesson plan, materials, media etc.

2) Making observation and instrument the teacheret

2. Action

In this phase, researcher do pre-test to check out the students score and then do the treatment. After that, Researcher give the post test to see student's score after the media implied in the teaching learning process. Researcher give an procedure text and ask them to write the text. This action be done in three meetings and in time allocation 2x45 minutes.

3. Observation

The researcher use the observation the teacheret and observe the process of teaching and learning process. The observation happens within the teaching learning process. From this observation researcher know students result and activities.

4. Reflection

In the last steps researcher analyze the observation the teacheret and the result from teaching learning process. The researcher is processing the data from assignment score.

E. Data Collection Method

The research conducted by using three of data collection methods, those are test, observation and documentation.

1. Test

In order to know the increasing students get in their writing skills, Researcher give test to them. Researcher give them a text about how to play mobile legend and then ask them to answer. There are two tests that used in this research : pre-test and post-test.

a) Pre test

Before conducting the treatment, Researcher give the students pre-test to measure their writing skills by asking them to answer the procedure text about how to play mobile legend on easy questions.

b) Post test

This post-test is given after conducting the treatment. The test given to find out students' writing skills after they get the treatment. Students is given a text procedure about how to play mobile legend and ask them on longer text with harder questions.

2. Observation

Researcher use observation method to see the condition and situation in teaching and learning process. Researcher observe students and write in the observation the teacheret to know the issues or problem that it found in the process of learning. From this the teacheret, Researcher can analyze what issues should be solve in the next teaching and learning process.

3. Documentation

   The last method in collecting data is documentation. This use to know more about information of the research setting. In the research, Researcher take the data about total of students, teacher, condition in the school, condition of teaching and learning process in the school.

F. Data Analysis Technique

   All the data will be conducting by taking the average of pre-test and post-test. In order to find out the information about students' writing skills achievement after the actions given. The researcher will give the students the test in the early cycle and then in the last cycle too. After giving the test, researcher calculate the result of the test and find the average result from the pre-test and post-test grade.

The average is calculated by using the following formula:

$$M = \frac{\Sigma X}{N}$$

Note : M = the average value

   Σx = total of the value in every cycle

   N = total of the students or sample who follows the test.

P = F/N x 100%

G. Indicator of Success

   This research considered success if 70% from all the students can be more active in learning process and get minimum grade 75 in their English lesson on writing section.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Research Setting

1. History of The Establishment of MAN 1 East Lampung

MAN 1 East Lampung is an islamic senior high school which located in East Lampung, the school address is on St. Lembayung 38b Banjarrejo, Batanghari, East Lampung. MAN 1 East Lampung has founded at 1968.

In 1992, MAN 1 East Lampung lead by Machrudin. He develop the school's rule boarding school in order to guide the students more intensive. Three years later precisely on 2015, This school became the first Islamic boarding school that has the best achievement in Lampung. Then, the same year this school has been changed to MAN I East Lampung that have been known as the center of education. Motto of MAN 1 East Lampung is "Integrate and noble attitude"

2. Vision of MAN 1 East Lampung

The vision of MAN 1 East Lampung is "The Creates of Human Researches that has the Strong Faith, a Noble Character and Master of Science and Technology". This vision is representation of the profile and aspiration of madrasah which is:

a. Oriented forward by paying attention to the present potencial.

b. In accordance with norms and expectations of the community.

c. Want to achieve excelllence.

d. Encourage the enthusiasm and commitment from all islamic school residents.

e. Encourage better change.

f. Directing the strategic steps of islamic school.

3. Mission of MAN 1 East Lampung

There are some missions of MAN 1 East Lampung that has been listed below:

a. Implement learning processes and guidance effectively so that each students develops optimally, in accordance with their potencial.

b. Fostering appreciation and practice of the teaching of islam and good culture so that students who embrace noble attitude.

c. Cultivate and encourage excellence in the application of science, technology, and art.

d. Developing madrasas who excel in practicing worship, cultivating hardwork, democratic, critical, creative, mutual tolerance and professionalism.

e. Providing supporting facilities and infrastructure for the creation of students who excel in academic and non academic achievements as well as the creation of a religius atmosphere.

4. **School Condition**

   a. **Condition of teachers and official employees of MAN 1 East Lampung**
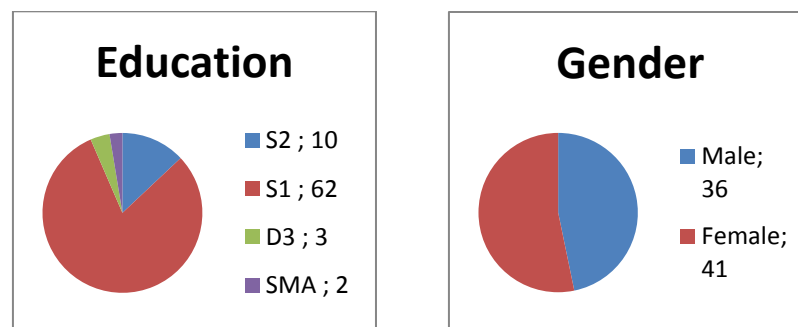
Figure 1
The Number of Teachers and the Official Employees
At MAN 1 East Lampung

   b. **Condition of Students from MAN 1 East Lampung**

   The total of students of MAN 1 East Lampung in the academic year 2019/ 2020 could be seen in the chart below:
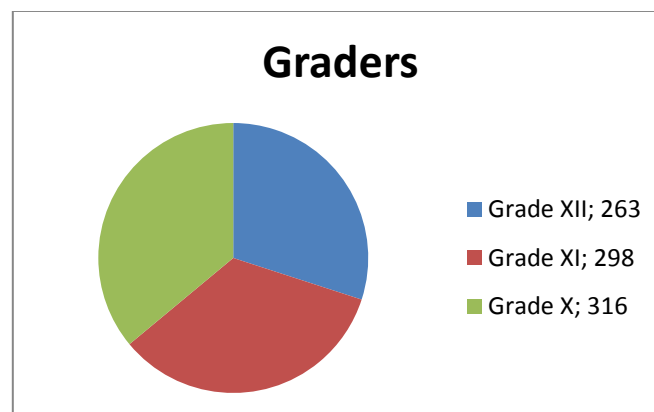
Figure 2
The number of students at MAN 1 East Lampung
In the Academic Year of 2019/ 2020

B. **The Result of Research**

1. **Pre-Test Result**

Before giving the treatment to the students, the writer give them a pre-test that was conducted on November 6th, 2019. The writer told the students that the writer would conduct the research in their class to find out about their writing skills. For the pre-test the writer used procedure text and the essay question.

The students were asked to answer the essay question according to the text given and the result of the pre-test could be seen in the table listed below:

Table 2
The Data of XI IPA II Pre-Test Score Result

No	Name	Score	Note
1	AEM	50	INCOMPLETE
2	AAA	30	INCOMPLETE
3	ADR	50	INCOMPLETE
4	APW	75	COMPLETE
5	CMS	50	INCOMPLETE
6	DA	75	COMPLETE
7	DAL	75	COMPLETE
8	DL	75	COMPLETE
9	DK	30	INCOMPLETE
10	DAP	70	INCOMPLETE
11	ER	40	INCOMPLETE
12	EY	45	INCOMPLETE
13	EIW	45	INCOMPLETE
14	FNS	40	INCOMPLETE
15	GS	40	INCOMPLETE
16	ITP	45	INCOMPLETE
17	K	70	INCOMPLETE
18	KR	75	COMPLETE
19	LRR	45	INCOMPLETE
20	L	75	COMPLETE
21	MMA	75	COMPLETE
22	MASS	20	INCOMPLETE
23	MAG	20	INCOMPLETE
24	NAN	55	INCOMPLETE
25	OK	55	INCOMPLETE
26	RF	50	INCOMPLETE
27	SSM	55	INCOMPLETE
28	SAW	70	INCOMPLETE
29	SC	75	COMPLETE
30	SN	75	COMPLETE
31	TDF	30	INCOMPLETE
32	VAZ	55	INCOMPLETE
33	VA	60	INCOMPLETE
34	YCA	60	INCOMPLETE
35	YF	65	INCOMPLETE
Total Score			1950

Mean	55,71
Highest Score	75
Lowest Score	30

The students were asked to answer the essay question according to the text given and the result of the pre-test could be seen in the graph below:
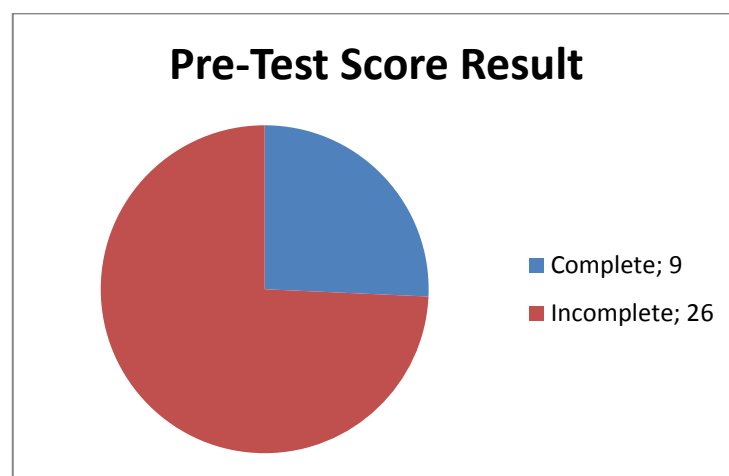
Figure 3
The Students of XI IPA 2 Pre-Test Score Result

Based on the result that shown from the table above, it could be seen that about 9 (75%) students among 35 students (are not able to get KKM. The students who complete are fewer than the students who incomplete the test. From the pre-test gven the writer get the average score of 55,71.

Meanwhile, the result was not satisfactory becomes the reason writer to impelement the treatment to increase the students' writing skills in procedure text.

a. Cycle 1

The writing teaching and learning process in Cycle I was conducted in three meetings. In this cycle, the researcher and the collaborator administered three steps as discussed in the following sections.

1) Planning

In planning, the researcher and the collaborator planned to apply the Mobile Legend Game in teaching writing in the classroom.

No	Problems	The researcher's expectations
1	The use of conventional media to teach writing	The use of conventional media could be replaced by using Mobile Legend Media to arise students's participation and motivation.
2	The writing lesson was monotounous	The writing lesson was not monotonous
3	The students had low comprehend about structure of procedure text	The students comprehend the structure given well.
4	The students did not writing well	The students writing well

The researcher acted as the teacher and the collaborator acted as the observer. The researcher and the collaborator planned to apply the Mobile Legend Media as media to deliver information about procedure text and the structure itself. The material about procedure text to the students entittled How to play Mobile Legend Game for Beginner.

2) Acting

For the first meeting was held on November 9th, 2019. The researcher acted as the teacher and the collaborator acted as the observer. In the pre-teaching, the teacher started the teaching and learning process by greeting the students, checking the students' attendance, and asking the captain of the class to lead a prayer.

In the while-teaching, the teacher presented the students about the purpose, the parts (generic structure) and language features of a procedure text, while the collaborator observed the running teaching and learning process by sitting at the back row in the classroom. After discussing the whole text, the teacher asked the students to identify the purpose of the text. The teacher applied the Mobile Legend Media in the classroom. Then, the teacher asked students to read text entittled How to play Mobile Legend Game.

In the post teaching, the teacher asked the students about their difficulties related to the activity and the materials given. Then, the bell rang, and the teacher ended the class.

For the second meeting was held on November, 13th 2019. As the first meeting, the researcher acted as the teacher and the collaborator acted as the observer. In pre-teaching, the teacher greeted the students and checked their attendance. The teacher asked the students about the materials given in the previous meeting. After that, the teacher gave a model of procedure texts

entitled How to play Mobile Legend Game. The teacher asked them to read.Then, the teacher asked them about the main text, the generic structure, the purpose and the characteristics that were found in the text. Through the ML, the teacher asked them some information related to the title to activate their background knowledge.

After all the tasks were accomplithe teacherd, the teacher moved to the post teaching by asking the difficulties to read words from the text. Then, the bell rang; the teacher closed the lesson and leaved the class.

For the third meeting was held on November, 16th 2019. In this meeting, the researcher acted as the teacher and the collaborator acted as the observer. The teacher started the teaching and learning process in pre teaching by greeting the students, asking the captain of the class to lead the prayer and checking the students' attendance. The teacher asked the students the previous materials, the title of the text that was given and the parts of procedure texts.

After that, the teacher began to show the students the text entitled How to play Mobile Legend Media. Then, The teacher asked the students to read. Also, the teacher asked them to answer ten questions from text How to Play Mobile Legend Media.

3) Observing

The observation was conducted when the teaching learning process was continuing. The writer record the observation result using the observation that was made. Here, writer tried to notice all the activities in the class.

In this first meeting, all the activities were accomplithe teacher well and some students who had difficulties asked the teacher although using Indonesian. Even though there were some students who did not pay attention to her explanation and the class became noisy, in general the writing teaching and learning process in this first meeting ran well.

In the second meeting, They were enthusiastic in doing the task and tried to get the highest score in answering it. In the third meeting, they were more active and pay attention.

After the teaching process the teacher and the post test 1 held in the third meeting on November 16th , 2019 to measure the students' writing skills had developed or not. Based on the post test I, the mean score of class derived into 66,29 in which there were 18 students who got ≥75 score (KKM).

The result of the post test I could be seen in the table below:

Table 3
The Data of XI IPA II Post-Test I Score Result

No	Name	Score	Note
1	AEM	75	COMPLETE
2	AAA	50	INCOMPLETE
3	ADR	75	COMPLETE
4	APW	80	COMPLETE
5	CMS	70	INCOMPLETE
6	DA	70	INCOMPLETE
7	DAL	75	COMPLETE
8	DL	80	COMPLETE
9	DK	50	INCOMPLETE
10	DAP	75	COMPLETE
11	ER	50	INCOMPLETE
12	EY	50	INCOMPLETE
13	EIW	50	INCOMPLETE
14	FNS	50	INCOMPLETE
15	GS	50	INCOMPLETE
16	ITP	65	INCOMPLETE
17	K	75	COMPLETE
18	KR	75	COMPLETE
19	LRR	50	INCOMPLETE
20	L	75	COMPLETE
21	MMA	75	COMPLETE
22	MASS	50	INCOMPLETE
23	MAG	50	INCOMPLETE
24	NAN	65	INCOMPLETE
25	OK	60	INCOMPLETE
26	RF	60	INCOMPLETE
27	SSM	65	INCOMPLETE
28	SAW	75	COMPLETE
29	SC	75	COMPLETE
30	SN	75	COMPLETE
31	TDF	50	INCOMPLETE
32	VAZ	70	INCOMPLETE
33	VA	70	INCOMPLETE
34	YCA	70	INCOMPLETE
35	YF	75	COMPLETE
Total Score			2275

Mean	65,00
Highest Score	80
Lowest Score	50

The result of the post test I could be seen in the graph below:
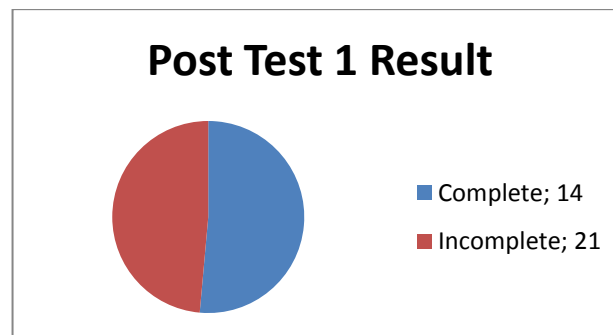
Figure 4
The Students of XI IPA II Post-Test I Score Result

4) Reflecting

The writer than analyze and discuss it with the collaborator about the result from implementation of the treatment and apparently there was an increasing on the students' writing skills in learning procedure text by implementing the Mobile Legend Media in this cycle.

It can be seen from the average score from pre-test (55,71) and the post-test I (65,00). Although from the result there is increasing score but it did not achieve the indicator of success yet. So, there still a problems in teaching that must be fixed in the next cycle.

Based on the field note that used to record students activity, there were some problems in learning writing skills on procedure text. There was some students that still passive in the class and some of

them still confusing in identify the structure in the procedure text. Moreover, the writer decided to conduct the next cycle to increasing students' writing skills in procedure text.

b. Cycle 2

1) Planning

In this phase of the second cycle was focused to solve the problem that found in the first cycle. The writer decided to give more material about procedure text. In this second cycle the writer focused to increase students' writing skills in procedure text especially in the structural part. Because some of the students still confusing and got hard in find out and determine the structure of the text. Furthermore, the writer makes the learning condition more comfort and fun than before.

2) Acting

The first meeting was held on November 20th, 2019. The action in Cycle II was conducted in three meetings. In these three meetings, The researcher acted as the teacher and the collaborator acted as the observer. It was used to reduce the students' noise and students' recklessness in making prediction. The collaborator shared and taught about the purpose, the parts (generic structure) and language features of a procedure text, while the researcher observed the running of teaching and learning process by sitting in the back row in the classroom. The teaching and learning process was conducted

with the same media for these three meetings in Cycle II. The teacher applied the Mobile Legend Game in the classroom.

For the second meeting was held on November, 23rd 2019. As the first meeting, the researcher acted as the teacher and the collaborator acted as the observer. In pre-teaching, the teacher greeted the students and checked their attendance. The teacher asked the students about the materials given in the previous meeting. After that, the teacher gave a model of procedure texts entitled How to play Mobile Legend Media. The teacher asked them to write.Then, the teacher asked them about the main text, the generic structure, the purpose and the characteristics that were found in the text. Through the ML, the teacher asked them some information related to the title to activate their background knowledge.

After all the tasks were accomplithe teacherd, the teacher moved to the post teaching by asking the difficulties to read words from the text. Then, the bell rang; the teacher closed the lesson and leaved the class.

For the third meeting was held on November, 27th 2019. In this meeting, the researcher acted as the teacher and the collaborator acted as the observer. The teacher started the teaching and learning process in pre teaching by greeting the students, asking the captain of the class to lead the prayer and checking the students'

attendance. The teacher asked the students the previous materials, the title of the text that was given and the parts of procedure texts. After that, the teacher began to show the students the text entitled How to play Mobile Legend Media. Then, The teacher asked the students to write. Also, the teacher asked them about the purpose, and the parts of procedure texts and the characteristic.

3) Observing

In the second cycle, generally the class condition became better than before. Because of the materials and some of fixed from the previous meeting students got to know the materials easily and start to understand how to identify the structure from the text and led to the good feedback from students. Some of the students started to be more active in answering the question and the feedback given.

In the last meeting of the cycle, the writer conducted the post-test 2 and the mean score of the procedure text derived into 75 where there are 8 students who got the minimum requirement (KKM) 75. It was increase from the post test 1 which the average score is 65,00. The result of the post test II could be seen from the table below:

Table 4
The Data of XI IPA II Post-Test II Score Result

No	Name	Score	Note
1	AEM	75	COMPLETE
2	AAA	65	INCOMPLETE
3	ADR	80	COMPLETE
4	APW	80	COMPLETE
5	CMS	75	COMPLETE
6	DA	80	COMPLETE
7	DAL	80	COMPLETE
8	DL	85	COMPLETE
9	DK	65	INCOMPLETE
10	DAP	80	COMPLETE
11	ER	75	COMPLETE
12	EY	65	INCOMPLETE
13	EIW	65	INCOMPLETE
14	FNS	75	COMPLETE
15	GS	75	COMPLETE
16	ITP	70	INCOMPLETE
17	K	80	COMPLETE
18	KR	80	COMPLETE
19	LRR	75	COMPLETE
20	L	80	COMPLETE
21	MMA	80	COMPLETE
22	MASS	75	COMPLETE
23	MAG	65	INCOMPLETE
24	NAN	75	COMPLETE
25	OK	75	COMPLETE
26	RF	70	INCOMPLETE
27	SSM	70	INCOMPLETE
28	SAW	75	COMPLETE
29	SC	75	COMPLETE
30	SN	75	COMPLETE
31	TDF	60	INCOMPLETE
32	VAZ	75	COMPLETE
33	VA	80	COMPLETE
34	YCA	80	COMPLETE
35	YF	75	COMPLETE
Total Score		2610	

Mean	74,57
Highest Score	85
Lowest Score	60

The result of the post test I could be seen in the graph below:
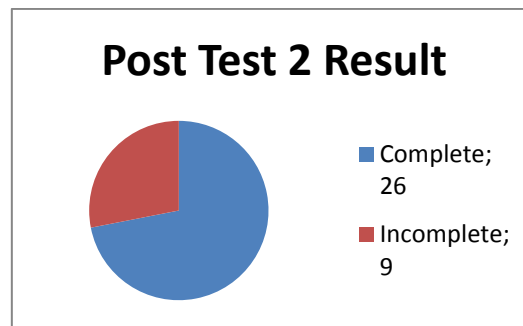
Figure 5
The Students of XI IPA II Post-Test II Score Result

4) Reflecting

From the result of the teaching learning process in the class of the second cycle, the writer analyze that by implementing the mobile legend game in the class could increas students' writing skills achievement.

Most of the students are very helpful by learning in group cause it can help them solve some problem by discussing. It made them more comfort in asking and discussing things they might afraid to ask to teacher.

After reached the target research where 70% students should passed the minimum requirement (KKM) 75. Therefore, the writer stop the classroom action research (CAR) cause it had already succeeded.

C. Interpretation

The interpretation from the result data of pre-test, post test I of the first cycle and post test II of the second cycle is as follows:

1. **The increase of students' writing skills through mobile legend on cycle I & II**

   a. **Pre-test score**

   In the pre-test, the mean or average score of the students' writing skills on procedure text before the treatment was 55,71. This is the score of the students before the implementation of mobile legend media in teaching procedure text. Meanwhile, the percentage of students who passed the minimum requirement (KKM) itself only 25,71 % of the total students in the class which there was only 9 students who was able to pass the KKM out of 35 students.

   b. **Post Test I Score**

   In the post test I, the mean or average score was 65,00. Showed there was an increasment of the students score from the previous test (pre-test) i.e 9,29 (65,00-55,71). Meanwhile, the percentage of students who passed the minimum requirement (KKM) in the post test I was 51,42% or 18 students out of total 35 students in the class and 17 students whose got score under KKM. That is why there still needed some increasment before the observation successed. This is the reason why the second cycle was conduct.

c. **Post Test II Score**

In the post test II, the mean or average score of the students was 75. This is showed there was an increasment from the post test I score in the amount of 9,57 (74,57-65,00). Meanwhile, the percentage of students who passed the minimum requirement (KKM) was 74,28% which meant there are 26 students who passed KKM 75 and there are 9 students who got score under 75. The post test II in the second cycle was successed in fulfilled the target of CAR where the 74,28% students could pass the KKM and be more active in the class. In short, it meant the observation was sucessed and stopped.

The result from student's score at pre-test, post test I and II could be seen in the table below:

Table 5
The Increase of Student's Score on Pre-Test, Post Test I & Post Test II

No	Students	Pre Test	Cycle I		Cycle II	
			Post Test I	Increase	Post Test II	Increase
1	AEM	50	75	25	75	25
2	AAA	30	50	20	65	35
3	ADR	50	75	25	85	35
4	APW	75	80	5	85	10
5	CMS	50	70	20	75	25
6	DA	75	70	-5	80	5
7	DAL	75	75	0	80	5
8	DL	75	80	5	85	10
9	DK	30	50	20	65	35
10	DAP	70	75	5	80	10
11	ER	40	50	10	75	35
12	EY	45	50	5	65	20
13	EIW	45	50	5	65	20
14	FNS	40	50	10	75	35
15	GS	40	50	10	75	35
16	ITP	45	65	20	70	25
17	K	70	75	5	80	10
18	KR	75	75	0	80	5
19	LRR	45	50	5	75	30
20	L	75	75	0	80	5
21	MMA	75	75	0	80	5
22	MASS	35	50	15	75	40
23	MAG	35	50	15	65	30
24	NAN	55	65	10	75	20
25	OK	55	60	5	75	20
26	RF	50	60	10	70	20
27	SSM	55	65	10	70	15
28	SAW	70	75	5	80	10
29	SC	75	75	0	80	5
30	SN	75	75	0	80	5
31	TDF	30	50	20	60	30

32	VAZ	55	70	15	75	20
33	VA	60	70	10	80	20
34	YCA	60	70	10	80	20
35	YF	65	75	10	75	10
TOTAL		1950	2275	325	2635	685
AVERAGE		55,71	65	9,29	75,29	19,57

From the data above, it showed that there were an increasment of students' writing skills on procedure text score from the pre-test, post test I and II. It could be seen from the mean or average score of the class, 55,71 in pre-test increasing into 65,00 in post test I and became 75,29 in post test II. Moreover, it increase become 325 from pre-test to post test I and become 360 from post test I to post test II.

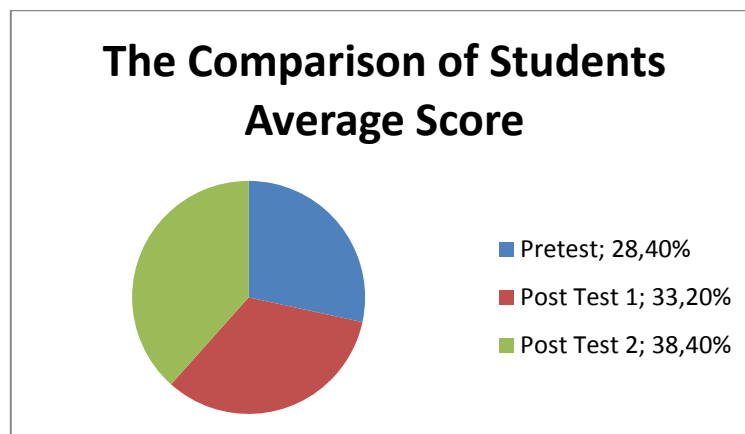The result of the score could be seen from the graph below:

Figure 6
The Comparison of Student's Average Score from
Pre-Test, Post Test I & Post Test II

2. **The increase of students learning process using mobile legend on cycle I & II**

   a. **The result of students activities at cycle I**

   Students activities in the first cycle showed the increasment. In the first cycle there were 35 students paying attention to the materials explanation, there were 10 students answering the question given, there were 20 students who doing the task and there were 15 students that made a note about what have been explained.

   b. **The result of students activities at cycle II**

   Students activities in the second cycle showed more increasment. In the first cycle there were 20 students paying attention to the materials explanation and increased into 25 students , students who doing the task increased from 20 became 27 students, tudents who answering the question given increased from 10 students into 18 students that made a note about what have been explained became 22 from 15 students. It could be concluded that there was an increasment from students activities in second cycle.

   The result of student's activities on post test I & II could be seen below:

Table 6

The Result of 35 Student's Activities on Post Test I & II

No.	Indicator	Cycle	
		I	II
1.	Paying attention to the teacher explanation	20 Students	25 Students
2.	Answering the question given	10 Students	18 Students
3.	Doing the task	20 Students	27 Students
4.	Making note from the material	15 Students	23 Students

From the data above, could be inferred that there were increasment of student's activities from cycle I and cycle II. Paying attention increased 17%, answering question increased 29%, doing the task increased 25% and making note increased 29%. It could be conclude that the using of mobile legend media could increase student's activities.
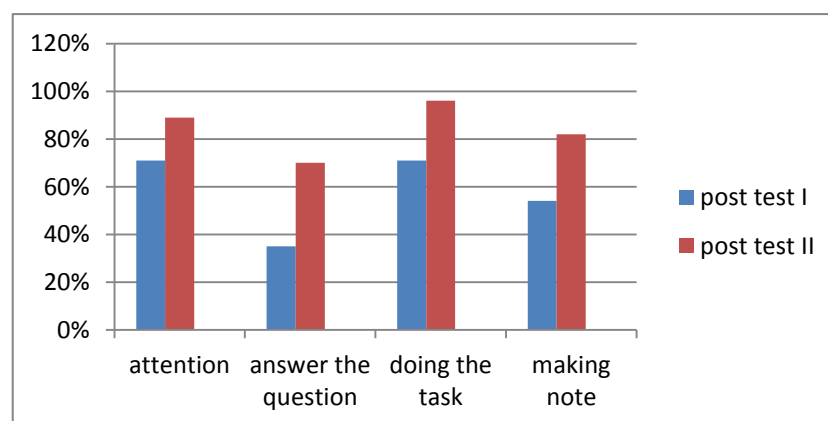
Figure 7

The Comparison of Student's Activities at the First and Second Cycle

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Mobile legend game proved that this media can help students in gaining their skill in writing skills. The implementation of this media in writing class made the process of learning in the class to be easier for students and make them became more active than before. Learning use media, it can help students to gain information of the text. Moreover, there were significant increase on student's learning achievements from pre-test, post test I & post test II. It showed on the average score of pre-test was 55,71 with percentage of success was 28,4%. Meanwhile, in the post test I the average increased into 65,00 with the percentage of success was 33,2% and the average score of post test II was 75,29 with the increased percentage was 74%.

This classroom action research (CAR) was successful. It could be seen from the result in this research where 72% students out of 28 students was able to achieved minimum requirement score (75) in their writing skills. While, the indicator of success for this research was 70% students should be able to get KKM score. This means the cycle should not be continued.

B. Suggestion

Based on the result of research that have been conducted, the writer would like to give some suggestions as follows:

1. For the students:

   a. The students suggested to be more active and serious in learning English especially in writing, cause it is important. So, they can comprehend the text and gaining their knowledgement through writing skills.

   b. The students suggested to increas their vocabularies mastery because this skill is very important to understanding information in the text.

2. For teacher:

   a. The teacher is suggested to use media to support or implement mobile legend media in their class as the various kinds of media that they can use in teaching learning process. Because this media can increase students' writing skills on procedure text.

   b. The teacher expected to be more creative on the making the class more fun and attractive for the students so they can be more interest in learning English. It can be helping by using variety kinds of media so the students not feel bored.

3. For headmaster:

   a. It is suggested to the headmaster to inspiring and push their teacher to be more active and creative by using many kinds of media in class in order to make class more effective and gaining students attention and of the way is by using the mobile legend media in writing skills lesson.

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APPENDIXES

SILABUS SMA/MA

Mata Pelajaran	: **Bahasa Inggris**
Kelas	: **XI**
Kompetensi Dasar	: **Memahami makna teks tulis fungsional dan esai berbentuk procedure text yang berkaitan dengan lingkungan sekitar**

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Penilaian		Sumber Belajar
					Teknik	**Bentuk Instrumen**	
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Mengembangkan perilaku tanggung jawab, peduli,	**teks prosedur berbentuk manual dan kiat-kiat (*tips*)** *Tujuan komunikasi :* menyelesaikan pekerjaan, secara lengkap dan urut. *Struktur* menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar	**Mengamati** • Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip. • Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan,	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks prosedur • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian	6x45 menit	• Tes Tertulis • Tes Lisan	• Esai • Tanya Jawab	• PPT • LCD/Proyektot • SUARA GURU • Buku Cetak / LKS

kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya. 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*). 4.10 Menyunting teks prosedur berbentuk	langkah yang dilakukan *Unsur Kebahasaan* • simple present tense • imperative, • Nomor yang menyatakan urutan • kata keterangan ejaan, ucapan, intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi.	menonton, dan mendengarkan **Mempertanyakan** • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur **Mengeksplorasi** • Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis • Siswa membacakan manual dan tip kepada teman dengan menggunakan	format penulisan/ penyampaian **Pengamatan (observations)** Tujuan untuk memberi balikan. Sasaran penilaian adalah: • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau				

| manual dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. | | unsur kebahasaan yang tepat

• Secara individu siswa menyalin beberapa tips

Mengasosiasi

• Siswa membandingkan beberapa manual dan tips

• Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan manual dan tips dengan fokus pada tujuan komunikasi, | rekaman monolog teks prosedur berbentuk manual dan tips

• Kumpulan karya siswa yang mendukung proses penyuntingan teks prosedur.

• Kumpulan hasil tes dan latihan.

Penilaian Diri dan Penilaian Sejawat

Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain | | | | |

		struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. **Mengkomunikasi kan** • Siswa mempresentasi kan beberapa tips yang disalin dari beberapa sumber • Siswa membuat jurnal belajar (*learning journal*)					

The Collaborator

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Metro,   November 2019
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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MAN 1 Lampung Timur

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI / Ganjil

MateriPokok   : Teks Prosedur

AlokasiWaktu   : 3x45menit

A. Kompetensi Inti

- **KI3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

- **KI4:**Mengolah, menalar,dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.	- Siswa mampu mengidentifikasi struktrur dari teks prosedur sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya. - Siswa mampu mengetahui unsur kebahasaan dalam teks prosedur
4.9 Menangkap makna teks prosedur, lisan dan tulis,	Siswa mampu memahami makna dan tujuan dari teks prosedur sederhana

berbentuk manual dan kiat-kiat (*tips*). 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya. • Siswa mampu menarik kesimpulan dari teks yang dibaca.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, pesertadidik diharapkan dapat:

- Mengidentifikasi struktur-struktur dalam teks prosedur sederhana tentang pengalaman/kejadian/peristiwa
- Mengidentifikasi perbedaan teks recount dengan teks jenis lainnya
- Memahami unsur kebahasaan yang ada dalam teks prosedur sederhana tentang pengalaman/kejadian/peristiwa
- Memahami makna dari teks prosedur sederhana
- Mampu menarik kesimpulan dari teks prosedur yang telah dibaca
- Menerapkan pelajaran yang didapat dalam kehidupan sehari-hari

D. Materi Pembelajaran

➢ Fungsi Sosial

Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.

➢ Struktur Teks

- Menyebutkan tindakan/ peristiwa/kejadian secara umum

- Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut

- Jika perlu, ada kesimpulan umum.

➢ Unsur Kebahasaan

- Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.

- Penyebutan kata benda

- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

- Rujukan kata

➢ Topik

Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.

E. Metode Pembelajaran

1) Pendekatan : Saintifik
2) Model Pembelajaran : Direct Learning/Method
3) Metode : Ceramah

F. Media Pembelajaran

1. Media

❖ Worksheet atau lembar kerja (siswa)
❖ Lembar penilaian
❖ LKS/Buku Cetak

2. Alat/ Bahan

❖ Spidol, papantulis
❖ Laptop, power point, LCD

G. Sumber Belajar

❖ Buku cetak *Bahasa Inggris* kelas XI
❖ Kamus Bahasa Inggris

H. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	a. Membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama) b. Memeriksa kehadiran peserta didik c. Apersepsi d. Menyampaikan secara singkat garis besar materi yang akan disajikan selamapembelajaran. e. Menginformasikantujuan yang akan dicapai selama pembelajaran (rasa ingin tahu)	10 menit

KegiatanInti	**Mengamati**	60 menit
	• Siswa melihat pemaparan materi mengenai teks prosedur.	
	• Siswamembandingkan teks prosedur dengan teks lainnya untuk mencari dan memahami perbedaan teks prosedur dengan teks lainnya.	
	• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri yang terdapat dalam teks prosedur.	
	Menanya	
	• Setelah melihat dan memahami materi terkait teks prosedur, guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang tidak mereka pahami atau kuasai.	
	Mengeksplorasi	
	• Siswa membaca bersama-sama contoh dari teks prosedur yang telah diberikan oleh guru kemudian membahasnya bersama-sama.	
	Mengasosiasi	
	• Guru memberikan teks prosedur kepada siswa	
	• Siswa diminta untuk mengerjakan soal berbentuk esai tentang mengidentifikasi struktur teks, unsur kebahasaan dan isi yang terkandung dalam teks	
	• Siswa membaca secara individu dan menjawab setiap soal yang diberikan.	
	Mengomunikasikan	
	• Siswa menuliskan jawaban dilembar kerja siswa kemudian dikumpulkan kepada guru	
	• Setelah mengerjakan soal secara individu, guru membahas soal dan jawaban bersama-sama.	
Penutup	a. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran hari itu.	10 menit
	b. Evaluasi dengan melaksanakan test secara lisan	
	c. Pesertadidik melakukan refleksi manfaat dari kegiatan pembelajaran.	
	d. Menutup pelajaran dengan berdoa.	

I. Penilaian Proses &Hasil Belajar

Instrument Penilaian Sikap

Nama Peserta Didik   :

Kelas   : XI

Materi Pokok   : Text Prosedur

Instrument Penilaian Sikap :

No	Sikap yang dinilai	Skor				Keterangan
		4	3	2	1	
1	Serius dalam menerima pelajaran					
2	Bertanggung jawab					
3	Santun terhadap guru (menghargai)					
4	Menghargai teman					
5	Aktif berperan dalam proses pembelajaran					

Keterangan :

Berilaht anda cek (√) pada kolom skor sesuai sikap yang ditampilkan oleh peserta didik, dengan criteria sebagai berikut:

4 = Sangat Baik   3 = Baik   2 = Cukup   1 = Kurang

Instrumen soal:

How to Play Mobile Legends for Beginners

1. You will be asked to enter your gmail. Don't forget your name and password because your mobile legends account will be linked to your gmail account.
2. You will be asked to enter IGN (In Game Name). Fill in the cool name that is not your real name. Be careful with your real name. Don't let cyberspace know about it
3. Then you will be taught how to play it briefly. Study and read the tutorial carefully so you don't have any difficulties when dealing with other players.
4. After the tutorial is finished, you will play a player versus player simulation. This is just a simulation so you only play with BOT or can be said with a computer.

5. After that you will be given a permanent hero for you to play for free. About 2x simulations will run.

6. After buying Eudora and playing once again against BOT. You can play in real time with your friends or alone.

Answer the question below based on the text above!

1. What is the goal of the text?

2. Why should you enter the mail?

3. Who should be careful to enter IGN?

4. How many steps are in the text?

5. Why did you read the tutorial carefully?

6. What is IGN?

7. Which is step will be linked your mail?

8. Which is step before you play aplayer versus player simulation?

9. Which is step you can play with your friends or alone in real time?

10. Who is asked to enter a mail?

Students will get 10 score or point if answer the question correctly each question.

Jumlah benar x 10 = score

Individual assessment

No.	Kriteria	Skor
1.	Siswa mampu mengidentifikasi ide pokok dan makna teks.	0-25
2.	Siswa mampu mengidentifikasi tujuan atau fungsi teks.	0-15
3.	Siswa mampu menentukan inti teks	0-25
4.	Siswa mampu mencari informasi yang terkandung dalam teks.	0-35
Total		**100**

The Collaborator

Metro,   November 2019

The Researcher

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: MAN 1 Lampung Timur
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI /Ganjil
Materi Pokok	: Teks Procedure
Alokasi Waktu	: 3x45menit

I. KompetensiInti

- **KI3:**Memahami, menerapkan, danmenganalisispengetahuanfaktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

- **KI4:**Mengolah, menalar,dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

J. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KompetensiDasar	Indikator
3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.	• Siswa mampu mengidentifikasi struktrur dari teks prosedur sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya. • Siswa mampu mengetahui unsur kebahasaan dalam teks recount
4.9 Menangkap makna teks	• Siswa mampu memahami makna dan

prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*). 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	tujuan dari teks prosedur sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya. • Siswa mampu menarik kesimpulan dari teks yang dibaca.

K. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi struktur-struktur dalam teks prosedur sederhana tentang pengalaman/kejadian/peristiwa
- Mengidentifikasi perbedaan teks prosedur dengan teks jenis lainnya
- Memahami unsur kebahasaan yang ada dalam teks prosedur sederhana tentang pengalaman/kejadian/peristiwa
- Memahami makna dari teks recount sederhana
- Mampu menarik kesimpulan dari teks prosedur yang telah dibaca
- Menerapkan pelajaran yang didapat dalam kehidupan sehari-hari

L. Materi Pembelajaran

➢ Fungsi Sosial

Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.

➢ Struktur Teks

- Menyebutkan tindakan/ peristiwa/kejadian secara umum

- Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut

- Jika perlu, ada kesimpulan umum.

➢ Unsur Kebahasaan

- Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.

- Penyebutan kata benda

- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

- Rujukan kata

➢ Topik

Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.

M. Metode Pembelajaran

1) Pendekatan   : Saintifik
2) Model Pembelajaran   : Direct method
3) Metode   : Ceramah

N. Media Pembelajaran

3. Media

❖ Worksheet atau lembar kerja (siswa)
❖ Lembar penilaian
❖ LKS/Buku Cetak

4. Alat/Bahan

❖ Spidol, papantulis
❖ Laptop, power point, LCD

O. SumberBelajar

❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris, Kelas XI, Kemendikbud, Revisi Tahun 2016
❖ Kamus Bahasa Inggris

P. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	f. Membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama) g. Memeriksa kehadiran peserta didik h. Apersepsi i. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran. j. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu)	10 menit

Kegiatan Inti	**Mengamati**	60 menit
	• Siswa melihat pemaparan materi mengenai teks prosedur.	
	• Siswa membandingkan teks prosedur dengan teks lainnya untuk mencari dan memahami perbedaan teks prosedur dengan teks lainnya.	
	• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri yang terdapat dalam teks prosedur.	
	Menanya	
	• Setelah melihat dan memahami materi terkait teks prosedur, guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang tidak mereka pahami atau kuasai.	
	Mengeksplorasi	
	• Siswa membaca bersama-sama contoh dari teks prosedur yang telah diberikan oleh guru kemudian membahasnya bersama-sama.	
	Mengasosiasi	
	• Dalam kerja kelompok terbimbing yang setiap kelompoknya terdiri dari 4 orang siswa. Mereka menganalisis fungsi sosial, makna dan fungsidari teks prosedur, serta komponen kebahasaannya.	
	• Siswa meminta balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.	
	Mengomunikasikan	
	• Setelah melakukan diskusi bersama dengan teman kelompok, siswa akan diminta untuk menjawab pertanyaan yang diberikan sesuai dengan jawaban yang sudah didiskusikan bersama kelompok.	
	• Siswa menuliskan jawaban dilembar kerja siswa kemudian mempresentasikan hasil dari diskusi.	
Penutup	e. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran hari itu	10 menit
	f. Evaluasi dengan melaksanakan test secara lisan	
	g. Peserta didik melakukan refleksi manfaat dari kegiatan pembelajaran,	

	h. Menutup pelajaran dengan berdoa.	

J. Penilaian Proses &Hasil Belajar

Instrument Penilaian

Nama Peserta Didik   :

Kelas   : XI

Materi Pokok   : Teks Procedure

Instrument Penilaian Sikap :

No	Sikap yang dinilai	Skor				Keterangan
		4	3	2	1	
1	Serius dalam menerima pelajaran					
2	Bertanggung jawab					
3	Santun terhadap guru (menghargai)					
4	Menghargai teman					
5	Aktif berperan dalam proses pembelajaran					

Keterangan :

Berilah tanda cek(√) pada kolom skor sesuai sikap yang ditampilkan oleh peserta didik, dengan criteria sebagai berikut:

4 = Sangat Baik   3 = Baik   2 = Cukup   1 = Kurang

Instrumen soal:

How to Play Mobile Legends for Beginners

1. Adequate Connection

   Use a 4G Connection or a Stable Wifi Connection One of the challenges of playing online strategy games is an internet connection. Before playing, make sure your internet connection is in a good state. This is to avoid lag in the game. Lag in the game can make you AFK so you will be a hassle for teammates who are struggling.

2. Master One Hero

   As a new player, of course many of them don't know what hero to try. To overcome this, Moonton has made a special mode to be able to learn. The mode is Custom Mode, in which there are 3 additional modes, Match Up, Brawl Mode,

Draft Pick. Especially for the Draft Pick mode, you can try all the free heroes and choose one hero to master.

3. Set Build Item

    If you have mastered one or several heroes in Mobile Legends. You can adjust what build items are used in the game. These settings are in the Preparation> Gear menu.

4. See Mini Map

    By looking at the mini map, there are a few things you can know: Estimated enemy, Attack Lord, Attack Turtle, You can help your friends, Determine when to attack and defend.

5. Don't play alone

    If you have entered late game, as much as possible not to play alone. Because the enemy is getting stronger and you can be beaten up completely.

6. Upgrade Emblem

    Emblems can increase the strength of the hero you use. The higher the level of the emblem, of course the strength will be even greater. The other most important thing is do not be wrong in choosing the emblem.

7. Seeing Records Often

    Many of the Mobile Legends professional players are recording their matches and uploading them on the YouTube site or Facebook. You can watch these recordings and learn how they play.

Answer the question below based on the text above!

1. What is aim of the text?
2. How many steps are in the text?
3. Why should you have good connection?
4. How many heroes are to mastery for beginner?
5. What will happen if you do not see map?
6. How many types are on custom mode?
7. What is the main purpose on the fifth steps?
8. Why do you die if you late?
9. What is the most important on emblem?
10. Which is step after you upgrade emblem?

Students will get 10 score or point if answer the question correctly each question.

Jumlah benar x 10 = score

Individual assessment

No.	Kriteria	Skor
1.	Siswa mampu mengidentifikasi ide pokok dan makna teks.	0-25
2.	Siswa mampu mengidentifikasi tujuan atau fungsi teks.	0-15
3.	Siswa mampu menentukan inti teks	0-25
4.	Siswa mampu mencari informasi yang terkandung dalam teks.	0-35
Total		**100**

Metro,   Novemvber 2019

The Collaborator   The Researcher

Woro Zuli Astuti, S.Pd   **Ria Seprina Rahayu**
NIP. 198107112005012007   NPM. 1501070292

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MAN 1 Lampung Timur

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : XI/ Ganjil

Materi Pokok   : Teks Prosedur

Alokasi Waktu   : 3x45menit

Q. Kompetensi Inti

- **KI3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

R. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KompetensiDasar	Indikator
3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.	- Siswa mampu mengidentifikasi struktrur dari teks prosedur sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya. - Siswa mampu mengetahui unsur kebahasaan dalam teks prosedur
4.9 Menangkap makna teks prosedur, lisan dan tulis,	Siswa mampu memahami makna dan tujuan dari teks recount sederhana

berbentuk manual dan kiat-kiat (*tips*). 4.10 Menyunting teks prosedur berbentuk manual dan kiat-kiat (*tips*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya. • Siswa mampu menarik kesimpulan dari teks yang dibaca.

S. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi struktur-struktur dalam teks prosedur sederhana tentang pengalaman/kejadian/peristiwa
- Mengidentifikasi perbedaan teks prosedur dengan teks jenis lainnya
- Memahami unsur kebahasaan yang ada dalam teks prosedur sederhana tentang pengalaman/kejadian/peristiwa
- Memahami makna dari teks prosedur sederhana
- Mampu menarik kesimpulan dari teks prosedur yang telah dibaca
- Menerapkan pelajaran yang didapat dalam kehidupan sehari-hari

T. MateriPembelajaran

➢ FungsiSosial

Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.

➢ Struktur Teks

- Menyebutkan tindakan/ peristiwa/kejadian secara umum

- Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut

- Jika perlu, ada kesimpulan umum.

➢ Unsur Kebahasaan

- Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.

- Penyebutan kata benda

- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

- Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

- Rujukan kata

➢ Topik

Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.

U. Metode Pembelajaran

1) Pendekatan   : Saintifik
2) Model Pembelajaran   : Direct method
3) Metode   : Ceramah

V. Media Pembelajaran

5. Media

❖ Worksheet atau lembar kerja (siswa)

❖ Lembar penilaian

❖ LKS/Buku Cetak

6. Alat/Bahan

❖ Spidol, papantulis

❖ Laptop, power point, LCD

W. Sumber Belajar

❖ Buku cetak *Bahasa Inggris* kelas XI

❖ Kamus Bahasa Inggris

X. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	k. Membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama) l. Memeriksa kehadiran peserta didik m. Apersepsi n. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran. o. Menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu)	10 menit

KegiatanInti	**Mengamati**	60 menit
	• Siswa melihat pemaparan materi mengenai teks prosedur.	
	• Siswa membandingkan teks prosedur dengan teks lainnya untuk mencari dan memahami perbedaan teks prosedur dengan teks lainnya.	
	• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciriyang terdapat dalam teks prosedur.	
	Menanya	
	• Setelah melihat dan memahami materi terkait teks prosedur, guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang tidak mereka pahami atau kuasai.	
	Mengeksplorasi	
	• Siswa membaca bersama-sama contoh dari teks prosedur yang telah diberikan oleh guru kemudian membahasnya bersama-sama.	
	Mengasosiasi	
	• Dalam kerja kelompok terbimbing yang setiap kelompoknya terdiri dari 4 orang siswa. Mereka menganalisis fungsi sosial, makna dan fungsi dari teks prosedur, serta komponen kebahasaannya.	
	• Siswa meminta balikan (feedback) dari guru dan teman tentang setiap yang dia sampai kandalam kerja kelompok.	
	Mengomunikasikan	
	• Setelah melakukan diskusi bersama dengan teman kelompok, siswa akan diminta untuk menjawab pertanyaan yang diberikan sesuai dengan jawaban yang sudah didiskusikan bersama kelompok.	
	• Siswa menuliskan jawaban dilembar kerja siswa kemudian mempresentasikan hasil dari diskusi.	
Penutup	i. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran hari itu	10 menit
	j. Evaluasi dengan melaksanakan test secara lisan	
	k. Peserta didik melakukan refleksi manfaat dari kegiatan pembelajaran,	

	l. Menutup pelajaran dengan berdoa.	

K. Penilaian Proses &Hasil Belajar

Instrument Penilaian

Nama Peserta Didik   :

Kelas   : XI

Materi Pokok   : Text prosedur

Instrument Penilaian Sikap:

No	Sikap yang dinilai	Skor				Keterangan
		4	3	2	1	
1	Serius dalam menerima pelajaran					
2	Bertanggung jawab					
3	Santun terhadap guru (menghargai)					
4	Menghargai teman					
5	Aktif berperan dalam proses pembelajaran					

Keterangan :

Berilah tanda cek (√) pada kolom skor sesuai sikap yang ditampilkan oleh peserta didik, dengan criteria sebagai berikut:

4 = Sangat Baik   3 = Baik   2 = Cukup   1 = Kurang

Instrumen soal:

How to Play Mobile Legends for Beginners
1. Connection must be stable
   The first most important when playing Mobile Legends is that the connection should be smooth, because you also know that unstable connections can create lags. If you have lagged, surely you will die a lot.
2. Master a minimum of two heroes
   One favorite hero and one hero tank. You must really know the hero you are using, starting from combos and skills, building items, passive skills, characteristics, emblems or spells that are suitable for the hero.

3. Play Safe, Don't Be Goaded
    For example, there is a dying enemy, he is chasing even though he enters the turret, and as a result they will die from being shot by the turret, or if there is an enemy gathering, suddenly this noob playeri will advance alone.

4. Effective farming forest
    If you want to go to the forest, kill the minion that goes to our turret, to be safer. Then you farm in the forest as fast as possible, then come back to guard the turret. Repeat this continuously, then you will not lose the level and gold. Even just might be able to get the highest level and gold.

5. Always Look at the Mini Map
    Players who have never paid attention to a mini map can be called Blind Map. So the map-blind player won't know that there may be an enemy hero nearby. Worse yet, players who are blind map certainly do not know the condition of the turret under attack, so often missed tower. Surely this is very detrimental to the team, and Player who is blind map is very hated by Pro ML players.

6. Aware Will Be A Warning Sign
    In addition to avoiding blind map conditions, the thing you must do is pay attention to the warning signs from the team.

7. Avoid Insulting One Team
    Most indo players whose tiers are still at the lower level (Warrior, Elite, Master, Grand Master) often insult each other, because there are friends who are seen from the way they play it does seem to be Noob or novice player. If you are like that, then break the habit of insulting other players, there are several reasons you may not insult each other, even under any circumstances.

8. Turret Focus, Not Kill
    During the match, try to always give priority to push or destroy the tower. Don't just want to kill enemy players, because if you focus only on killing enemy heroes, there is a possibility of a comeback from your opponent.

9. Don't AFK on Legends Mobile Games
    For whatever reason, AFK is one thing or may be the first thing that is forbidden in any game. AFK will result in overall team losses, and in any case, AFK is the most embarrassing act in the game. Imagine if you get a teammate who is AFK, what do you think it feels?

10. Prioritizing Team Cooperation
    Playing together or Mabar is one of the powerful tips for how you can continue to win when you match in Mobile Legends. With mabar, you can avoid getting a team player boy and noob. However, don't just be mabar, make sure the players you invite to mabar are players who are indeed pro / rather pro so that they don't become a burden on the team.

Answer the question below based on the text above!

1. What is purpose of the text?

2. How many minimum mastery to play?

3. What is step for the first time?

4. Where is the effective farming?

5. Why did the player lost attention?

6. How many kinds of low level?

7. Why do not just want to kill opponents players?

8. What is the most embarrasing act in the match?

9. What did aims of team cooperation?

10. Why did you avoid AFK?

Students will get 10 score or point if answer the question correctly each question.

Jumlah benar x 10 = score

Individual assessment

No.	Kriteria	Skor
1.	Siswa mampu mengidentifikasi ide pokok dan makna teks.	0-25
2.	Siswa mampu mengidentifikasi tujuan atau fungsi teks.	0-15
3.	Siswa mampu menentukan inti teks	0-25
4.	Siswa mampu mencari informasi yang terkandung dalam teks.	0-35
Total		**100**

The Collaborator

Metro,   November 2019

The Researcher

Woro Zuli Astuti, S.Pd

Ria Seprina Rahavu

NIP. 198107112005012007

NPM. 1501070292

50

Name : adelia eka M.
Class : XI IPA 2

Pre test

How to Play Mobile Legends for Beginners

1. You will be asked to enter your gmail. Don't forget your name and password because your mobile legends account will be linked to your gmail account.
2. You will be asked to enter IGN (In Game Name). Fill in the cool name that is not your real name. Be careful with your real name. Don't let cyberspace know about it
3. Then you will be taught how to play it briefly. Study and read the tutorial carefully so you don't have any difficulties when dealing with other players.
4. After the tutorial is finished, you will play a player versus player simulation. This is just a simulation so you only play with BOT or can be said with a computer.
5. After that you will be given a permanent hero for you to play for free. About 2x simulations will run.
6. After buying Eudora and playing once again against BOT. You can play in real time with your friends or alone.

Answer the question below based on the text above!

1. What is the goal of the text? to play mobile legend
2. Why should you enter the mail? to link mobile legend account and gmail account
3. Who should be careful to enter IGN? You
4. How many steps are in the text? six
5. Why did you read the tutorial carefully? study read
6. What is IGN? In Game Name
7. Which is step will be linked your mail? ~~two~~
8. Which is step before you play a player versus player simulation? 4
9. Which is step you can play with your friends or alone in real time? BOT
10. Who is asked to enter a mail? Player

30

Name : Afiv Azhar
Class : XI IPA 2

Pre test

How to Play Mobile Legends for Beginners

1. You will be asked to enter your gmail. Don't forget your name and password because your mobile legends account will be linked to your gmail account.
2. You will be asked to enter IGN (In Game Name). Fill in the cool name that is not your real name. Be careful with your real name. Don't let cyberspace know about it
3. Then you will be taught how to play it briefly. Study and read the tutorial carefully so you don't have any difficulties when dealing with other players.
4. After the tutorial is finished, you will play a player versus player simulation. This is just a simulation so you only play with BOT or can be said with a computer.
5. After that you will be given a permanent hero for you to play for free. About 2x simulations will run.
6. After buying Eudora and playing once again against BOT. You can play in real time with your friends or alone.

Answer the question below based on the text above!

1. What is the goal of the text? to play mobile legend
2. Why should you enter the mail? You
3. Who should be careful to enter IGN? In game
4. How many steps are in the text? Six
5. Why did you read the tutorial carefully? to study
6. What is IGN? In Game Name
7. Which is step will be linked your mail? first
8. Which is step before you play a player versus player simulation? BOT
9. Which is step you can play with your friends or alone in real time? finish
10. Who is asked to enter a mail? you

50

Name   : Aisyah Dwi R.
Class   : XI IPA 2

Pre test

How to Play Mobile Legends for Beginners

1. You will be asked to enter your gmail. Don't forget your name and password because your mobile legends account will be linked to your gmail account.
2. You will be asked to enter IGN (In Game Name). Fill in the cool name that is not your real name. Be careful with your real name. Don't let cyberspace know about it
3. Then you will be taught how to play it briefly. Study and read the tutorial carefully so you don't have any difficulties when dealing with other players.
4. After the tutorial is finished, you will play a player versus player simulation. This is just a simulation so you only play with BOT or can be said with a computer.
5. After that you will be given a permanent hero for you to play for free. About 2x simulations will run.
6. After buying Eudora and playing once again against BOT. You can play in real time with your friends or alone.

Answer the question below based on the text above!

1. What is the goal of the text? How to play Mobile legend
2. Why should you enter the mail? to link gmail and mobile legend account
3. Who should be careful to enter IGN? a player
4. How many steps are in the text? six steps
5. Why did you read the tutorial carefully? to
6. What is IGN? In Game Name
7. Which is step will be linked your mail? gmail
8. Which is step before you play a player versus player simulation? 4
9. Which is step you can play with your friends or alone in real time? 5
10. Who is asked to enter a mail? 6

75

Name   : ANIsa putri
Class   : XI IPA II

Pre test

How to Play Mobile Legends for Beginners

1. You will be asked to enter your gmail. Don't forget your name and password because your mobile legends account will be linked to your gmail account.
2. You will be asked to enter IGN (In Game Name). Fill in the cool name that is not your real name. Be careful with your real name. Don't let cyberspace know about it
3. Then you will be taught how to play it briefly. Study and read the tutorial carefully so you don't have any difficulties when dealing with other players.
4. After the tutorial is finished, you will play a player versus player simulation. This is just a simulation so you only play with BOT or can be said with a computer.
5. After that you will be given a permanent hero for you to play for free. About 2x simulations will run.
6. After buying Eudora and playing once again against BOT. You can play in real time with your friends or alone.

Answer the question below based on the text above!

1. What is the goal of the text? *to play mobile legend*
2. Why should you enter the mail? *to link account*
3. Who should be careful to enter IGN? *player*
4. How many steps are in the text? *six*
5. Why did you read the tutorial carefully? *to avoid difficulties*
6. What is IGN? *In game Name*
½ 7. Which is step will be linked your mail? *two*
8. Which is step before you play a player versus player simulation? *5*
9. Which is step you can play with your friends or alone in real time? *5*
10. Who is asked to enter a mail? *Player*

Name   : Chusna Marahis
Class   : XI IPA 2

Pre test

How to Play Mobile Legends for Beginners

1. You will be asked to enter your gmail. Don't forget your name and password because your mobile legends account will be linked to your gmail account.
2. You will be asked to enter IGN (In Game Name). Fill in the cool name that is not your real name. Be careful with your real name. Don't let cyberspace know about it
3. Then you will be taught how to play it briefly. Study and read the tutorial carefully so you don't have any difficulties when dealing with other players.
4. After the tutorial is finished, you will play a player versus player simulation. This is just a simulation so you only play with BOT or can be said with a computer.
5. After that you will be given a permanent hero for you to play for free. About 2x simulations will run.
6. After buying Eudora and playing once again against BOT. You can play in real time with your friends or alone.

Answer the question below based on the text above!

1. What is the goal of the text? to play mobile legend for
2. Why should you enter the mail? to link email
3. Who should be careful to enter IGN?
4. How many steps are in the text? six step
5. Why did you read the tutorial carefully?
6. What is IGN? in game Name
7. Which is step will be linked your mail? two
8. Which is step before you play aplayer versus player simulation? 5
9. Which is step you can play with your friends or alone in real time? 3
10. Who is asked to enter a mail? player

Name   : adelia eka m
Class   : XI Ipa 2

Post test 1

How to Play Mobile Legends for Beginners

1. **Adequate Connection**
   Use a 4G Connection or a Stable Wifi Connection One of the challenges of playing online strategy games is an internet connection. Before playing, make sure your internet connection is in a good state. This is to avoid lag in the game. Lag in the game can make you AFK so you will be a hassle for teammates who are struggling.

2. **Master One Hero**
   As a new player, of course many of them don't know what hero to try. To overcome this, Moonton has made a special mode to be able to learn. The mode is Custom Mode, in which there are 3 additional modes, Match Up, Brawl Mode, Draft Pick. Especially for the Draft Pick mode, you can try all the free heroes and choose one hero to master.

3. **Set Build Item**
   If you have mastered one or several heroes in Mobile Legends. You can adjust what build items are used in the game. These settings are in the Preparation> Gear menu.

4. **See Mini Map**
   By looking at the mini map, there are a few things you can know: Estimated enemy, Attack Lord, Attack Turtle, You can help your friends, Determine when to attack and defend.

5. **Don't play alone**
   If you have entered late game, as much as possible not to play alone. Because the enemy is getting stronger and you can be beaten up completely.

6. **Upgrade Emblem**
   Emblems can increase the strength of the hero you use. The higher the level of the emblem, of course the strength will be even greater. The other most important thing is do not be wrong in choosing the emblem.

7. **Seeing Records Often**
   Many of the Mobile Legends professional players are recording their matches and uploading them on the YouTube site or Facebook. You can watch these recordings and learn how they play.

Answer the question below based on the text above!

1. What is aim of the text? to play mobile legend
2. How many steps are in the text? seven
3. Why should you have good connection? to avoid lag
4. How many heroes are to mastery for beginner? one hero
5. What will happen if you do not see map? will die
6. How many types are on custom mode? three
7. What is the main purpose on the fifth steps? enemy getting stonger
8. Why do you die if you late? you will die
9. What is the most important on emblem? Dont be wrong in choosing emblem
10. Which is step after you upgrade emblem? seeing records often

Name   : Afiv azhar
Class   : XI IPN 2

Post test 1

How to Play Mobile Legends for Beginners

1. **Adequate Connection**
   Use a 4G Connection or a Stable Wifi Connection One of the challenges of playing online strategy games is an internet connection. Before playing, make sure your internet connection is in a good state. This is to avoid lag in the game. Lag in the game can make you AFK so you will be a hassle for teammates who are struggling.

2. **Master One Hero**
   As a new player, of course many of them don't know what hero to try. To overcome this, Moonton has made a special mode to be able to learn. The mode is Custom Mode, in which there are 3 additional modes, Match Up, Brawl Mode, Draft Pick. Especially for the Draft Pick mode, you can try all the free heroes and choose one hero to master.

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7. **Seeing Records Often**
   Many of the Mobile Legends professional players are recording their matches and uploading them on the YouTube site or Facebook. You can watch these recordings and learn how they play.

Answer the question below based on the text above!
1. What is aim of the text? to play mobile legend
2. How many steps are in the text? Seven
3. Why should you have good connection? to avoid lag
4. How many heroes are to mastery for beginner? one
5. What will happen if you do not see map? you will see
6. How many types are on custom mode? three
7. What is the main purpose on the fifth steps? entered
8. Why do you die if you late? not to play
9. What is the most important on emblem? higher level
10. Which is step after you upgrade emblem? their matches

Name : chusna Marahis
Class : XI IPA 2

Post test 1

How to Play Mobile Legends for Beginners

1. **Adequate Connection**

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7. **Seeing Records Often**

   Many of the Mobile Legends professional players are recording their matches and uploading them on the YouTube site or Facebook. You can watch these recordings and learn how they play.

Answer the question below based on the text above!

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2. How many steps are in the text? seven
3. Why should you have good connection? to avoid lag
4. How many heroes are to mastery for beginner? one
5. What will happen if you do not see map? will not see
6. How many types are on custom mode? three
7. What is the main purpose on the fifth steps? Dont play alone
8. Why do you die if you late? are
9. What is the most important on emblem? Dont be wrong choos emblem
10. Which is step after you upgrade emblem? Dont play

Field note

No	Date	Note
1	November, 6th	1. Students are not active 2. Students are not interested 3. Students are not paying attention
2	November, 9th	Students begins to pay attention to the lesson
3	November, 13th	Students begins to be active
4	November, 16th	Students are getting interested and starting to ask questions
5	November, 20th	Students actively
6	November, 23rd	Students pay attention
7	November, 27th	Students active, pay attention to the lesson and ask question

Observation Sheet of Student's Activitie on Cycle I

School   : MAN 1 Lampung Timur
Class   : XI IPA 1I
Subject   : English

No	Name	Students Activities			
		A	B	C	D
1.	AEM	✓	✓	✓	✓
2.	AAA	.		.	.
3.	ADR	✓		✓	✓
4.	APW	✓		.	.
5.	CMS	✓	✓	✓	✓
6.	DA	.		.	.
7.	DAL	✓		✓	✓
8.	DL	✓		.	.
9.	DK	✓	✓	✓	✓
10.	DAP	✓		✓	✓
11.	ER	✓		✓	✓
12.	EY	.		.	.
13.	EIW	.		.	.
14.	FNS	✓	✓	✓	✓
15.	GS	✓	✓	✓	✓
16.	ITP	✓		✓	✓
17.	K	✓	✓	✓	✓
18.	KR	✓	✓	✓	✓
19.	LRR	✓		✓	.
20.	L	✓	✓	✓	✓
21.	MMA	✓		✓	✓
22.	MASS	✓		✓	.
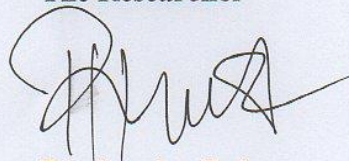
23.	MAG	✓	✓	✓	✓
24.	NAN	.		.	.
25.	OK	✓		✓	✓
26.	RF	✓		.	.
27.	SSM	.		✓	.
28.	SAW	✓	✓	✓	✓
29	SC	✓	✓	✓	✓
30	SN	✓		✓	✓
31	TDF	✓	✓	✓	✓
32	VAZ	✓	✓	✓	✓
33	VA	✓		✓	.
34	YCA	✓	✓	✓	✓
35	YF	✓		✓	✓

Notes :

The indicators that observed are:

a. Paying attention
b. Anwering the question
c. Doing the task
d. Making note

The Researcher

Ria Seprina Rahayu
S.N. 1501070292

Observation Sheet of Student's Activitie on Cycle II

School : MAN 1 Lampung Timur
Class : XI IPA 1I
Subject : English

No	Name	Students Activities			
		A	B	C	D
1.	AEM	✓	✓	✓	✓
2.	AAA	✓	✓	✓	✓
3.	ADR	✓	✓	✓	✓
4.	APW	✓		✓	✓
5.	CMS	✓	✓	✓	✓
6.	DA	✓	✓	✓	✓
7.	DAL	✓		✓	.
8.	DL	✓	✓	✓	✓
9.	DK	✓	✓	✓	✓
10.	DAP	✓		✓	✓
11.	ER	✓		✓	✓
12.	EY	.	✓	✓	.
13.	EIW	.	✓	✓	.
14.	FNS	✓	✓	✓	✓
15.	GS	✓	✓	✓	✓
16.	ITP	✓		✓	✓
17.	K	✓	✓	✓	✓
18.	KR	✓	✓	✓	✓
19.	LRR	✓		✓	.
20.	L	✓	✓	✓	✓
21.	MMA	✓		✓	✓
22.	MASS	✓		✓	.
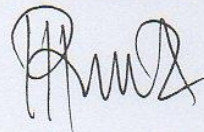
23.	MAG	✓	✓	✓	✓
24.	NAN	·		·	·
25.	OK	✓		✓	✓
26.	RF	✓	✓	✓	·
27.	SSM	·		✓	·
28.	SAW	✓	✓	✓	✓
29	SC	✓	✓	✓	✓
30	SN	✓		✓	✓
31	TDF	✓	✓	✓	✓
32	VAZ	✓	✓	✓	✓
33	VA	✓		✓	·
34	YCA	✓	✓	✓	✓
35	YF	✓		✓	✓

Notes :

The indicators that observed are:

- a. **Paying attention**
- b. **Anwering the question**
- c. **Doing the task**
- d. **Making note**

The Researcher

Ria Seprina Rahayu
S.N. 1501070292

DOCUMENTATION

CURRICULUM VITAE

Ria Seprina Rahayu was born in Masgar on September, 25th 1996. Live in Dusun Peninjauan RT 17 RW 09 Kecamatan Tegineneng Kabupaten Pesawaran.. The writer finished her formal education at SD Negeri 33 Tegineneng in 2009. After that, the writer completed her study at SDN 33, she continued to SMP Negeri 1 Natar on 2009. She studied at SMK Yadika Natar on 2012. The writer became the student of IAIN Metro since 2015. The writer was registered as a student in English Education Department of IAIN Metro.