

**AN UNDERGRADUATE THESIS**

**IMPROVING STUDENTS' WRITING ABILITY BY USING SRSD (SELF  
REGULATED STRATEGY DEVELOPMENT) AT THE EIGHT  
GRADERS OF MTS AL ASROR SEKAMPUNG**

**By :**

**Pyngki Soraya**

**Student Number: 13108087**

**Tarbiyah and Teacher Training Faculty**

**English Education Department**



**THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1439 H / 2018 M**

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(SELF REGULATED STRATEGY DEVELOPMENT) AT THE  
EIGHTH GRADERS OF MTS AL ASROR SEKAMPUNG

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Students Number : 13108087

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(SELF REGULATED STRATEGY DEVELOPMENT) AT THE  
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr.Wb*

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*Assalamualaikum Wr.Wb.*

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EIGHTH GRADERS OF MTS AL ASROR SEKAMPUNG

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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**RATIFICATION PAGE**

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An undergraduate thesis entitled: IMPROVING STUDENTS' WRITING ABILITY BY USING SRSD (SELF REGULATED STRATEGY DEVELOPMENT) AT THE EIGHT GRADERS OF MTS AL ASROR SEKAMPUNG

Written by Pyngki Soraya student number. 13108087, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 23, 2018 at 09.00-11.00.

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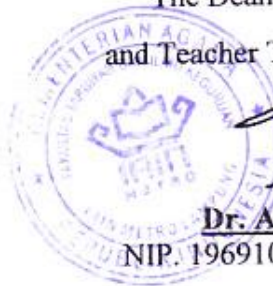
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**IMPROVING STUDENTS' WRITING ABILITY BY USING SRSD (SELF  
REGULATED STRATEGY DEVELOPMENT) AT THE EIGHT  
GRADERS OF MTs AL ASROR SEKAMPUNG**

**ABSTRACT**

**BY**

**PYNGKI SORAYA**

The aim of this research is to show that self regulated strategy development can improve the writing ability of the tenth graders of MTs Al Asror Sekampung. The problem which had been identified was the students had difficulties to express their ideas to practice their writing in the classroom. The researcher used self regulated strategy development to improve students' writing ability. Self regulated strategy is an instructional approach designed to improve a writer's strategy knowledge, and motivation.

The researcher did Classroom Action Research. In order to get the accuracy in data collecting, the researcher used data collecting technique such as test (pre-test and post test), observation, and documentation. This research used two cycle that consisted of four stages: planning, acting, observing and reflecting for each cycles. This research was conducted on November 15<sup>th</sup> , 2017 until November 30<sup>th</sup> , 2017 that involved the tenth graders which consisted of 18 students.

The result of the research showed that précis writing strategy increase the students writing ability and also students' learning activities. It proved by the result of the students vocabulary score. The students who got score 60 or more was 6 students (33,33%) at pre test, 7 students (38,89%) at cycle I, and 16 students (88,89%) at cycle II. It achieved the indicator of success where 75% of students got score 60 or more.

Considering the result of the data above, it can be concluded that self regulated strategy development can improve the writing ability of the eighth graders of MTs Al Asror Sekampung. The students had more opportunities to gain and practice their writing in the classroom.

(Keyword : *Writing ability, Self Regulated Strategy Development  
Classroom Action Research*)

**MENINGKATKAN KEMAMPUAN SISWA DALAM MENULIS  
MENGUNAKAN STRATEGI REGULASI DIRI PADA KELAS DELAPAN  
MTs AL ASROR SEKAMPUNG  
ABSTRAK  
OLEH  
PYNGKI SORAYA**

Tujuan penelitian ini adalah untuk menunjukan bahwa strategi regulasi diri dapat meningkatkan kemampuan menulis siswa kelas delapan di MTs Al Asror Sekampung. Hal ini terkait dengan identifikasi masalah bahwa siswa kesulitan dalam mengungkapkan pemikiran untuk praktik menulis di dalam kelas. Peneliti menggunakan strategi regulasi diri untuk meningkatkan kemampuan menulis siswa. Strategi regulasi diri adalah model pendekatan belajar untuk meningkatkan kemampuan menulis siswa, dan motivasi siswa.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi dan dokumentasi. Objek penelitian adalah 18 siswa kelas delapan MTs Al Asror Sekampung. Penelitian ini berlangsung dari tanggal 15 November 2017 sampai tanggal 30 November 2017.

Hasil dari penelitian ini menunjukkan bahwa strategi regulasi diri dapat meningkatkan kemampuan menulis siswa. Peningkatan ini dapat dilihat dari kemajuan nilai siswa yang mendapatkan nilai lebih dari 60 di pre-test adalah 6 siswa (33,33%), di post-tes I 7 siswa (38,89%), di post-tes II adalah 16 siswa (88,89%). Pencapaian nilai lebih dari 60 telah mencapai indikator sukses yaitu 75%.

Kesimpulan dari penelitian ini adalah, strategi regulasi diri dapat meningkatkan kemampuan menulis siswa kelas delapan MTs Al Asror Sekampung. Siswa berkesempatan untuk lebih berlatih menulis di dalam kelas.

(Kata Kunci : *Kemampuan menulis, Strategi Regulasi diri, penelitian tindakan kelas*)



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Metro, Desember 2017



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## MOTTO

الَّذِي جَعَلَ لَكُمُ الْأَرْضَ مَهْدًا وَجَعَلَ لَكُمْ فِيهَا سُبُلًا  
لَعَلَّكُمْ تَهْتَدُونَ ﴿١٠﴾

Who made the earth a resting-place for you, and placed roads for you therein, that  
may find your way. (Q.S Az-Zukhruf: 10)

“when there is a will, there is a way”

## **DEDICATION PAGE**

I highly dedicate this undergraduate thesis to:

My beloved parents  
(Mr. Suhardi and Mrs. Sugiyatmi)

My beloved old sisters  
(Devia Safitri,S.Pd)

My beloved friends of TBI '13

My Alamamater IAIN Metro

## **ACKNOWLEDGEMENT**

In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this proposal entitles “IMPROVING STUDENTS’ WRITING ABILITY BY USING SRSD (SELF REGULATED STRATEGY DEVELOPMENT) AT THE EIGHT GRADERS OF MTS AAL ASROR SEKAMPUNG”

Regarding to the undergraduate thesis, the researcher offers her big thank to the Mr. Dr. Mahrus As’ad, M.Ag as the sponsor and to Syahreni Siregar, M.Hum as the co-sponsor. May Allah SWT gives them His better reward for their spending time to support and guide during the proposal writing process.

As human being, the researcher completely realizes that this undergraduate thesis still has a plenty of weaknesses. The researcher does apologizes for all mistakes made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this proposal. Hopefully, this proposal can be a meaningful benefit for the other researchers, our campus and all readers generally.

Metro, November 02<sup>th</sup>, 2017  
The Researcher,

Pyngki Soraya  
St.N. 13108087



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background Of The Study**

Language is one of the most important things in communication and it is used as a tool communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. English has been learned since early childhood education till university. In learning process, there are four basic skills that must be mastered by student. They are listening, speaking, reading, and writing. In Indonesian English is taught at school from Elementary School, Junior High School and Senior High School to University as a foreign language. Therefore, English becomes important in today's era as a means of transferring science, technology, art, culture, and also to maintain good relationship with others countries.

In learning process, writing is one of important skills which is taught in school. Writing is language skill that can be used to communicate and to express with other in written form. Based on the statement, writing is very important because writing can help you to express our idea, feeling, and expanding our knowledge.

The goal of teaching learning at Junior High School is that the students must be able to develop communicative competence in written as well as in spoken to achieve functional literacy level. They are expected to be able to

communicate both in spoken and written form to solve problems in their daily lives. In this curriculum, the English material is taught based on the text. One of the texts that have to be learnt by the students of Junior High School is the students have to be able to understand and create a cohesively based on the social function and generic structure of the text. In this study focused on teaching writing of the text.

Most of the students' writing ability are far away from their learning target. Students know or have the ideas what they are going to write but they do not know how to put them into words. Some students cannot build a good sentence and express their ideas in written form although they might know what would be written. They still could not understand or create a although the teacher had explained it.

Based on the data of pre survey at MTs Al Asror Sekampung especially at eight graders, the student's writing ability is still low, the students have difficulties to improve their writing ability, the students have less self regulated, some students did not respond in following the English lesson.

**Table 1**

**The Percentage of Pre Survey Score Writing at The Eighth Graders of Mts  
Al-AsrorSekampung.**

<b>No</b>	<b>Interval of Score</b>	<b>Category</b>	<b>Frequencies</b>	<b>Percentages</b>
1.	$\geq 60$	Pass	5	28 %
2.	$\leq 60$	Fail	13	72 %
Total			18	100 %

Source: taken on the pre-survey at November 05,2016

From the table above, we can see that there are 5 students passed level for the score  $\geq 60$  (28%), and 13 students failed level for the score  $\leq 60$  (72%). According to this table only 5 students can do well. It means 13 students in class VIII are low in writing . The ability to write is still poor because the average grade is 55 in MTs Al-Asror Sekampung.

Based on the table the study know that the good gramatical becomes the problem in writing English. Concerning the problems that the students faced when they try to express their ideas into written form, a teacher should choose an appropriate technique in teaching and learning is one of the ways to solve the problems. It is needed in order to make the students be motivated in writing English in the classroom.

There are many technique to make English teaching especially writing is eaasy,fun interesting and not bored. One of the techniques which can be



applied in English writing is Self-Regulated Strategy Development. The studyer chose this a technique to increase the students' writing ability because it gives the opportunity for the students to develop their own idea.

It means that the technique that used by the teacher be appropriate yet with the material and the situation of student's need. That is a reason why the studyer interests to use Self-Regulated Strategy Development by classroom action study.

## **B. Problem Identification**

Referring to the background above, the problems can be identified as follows:

1. The students have low motivation in English subject, especially in writing ability.
2. The students have difficulties to improve their writing ability.
3. The students are lack motivation in the study English.
4. The students have less self regulated.
5. Some students do not respond in following the English lesson.

## **C. Problem Limitation**

Based on the problem identification above, there are several problems which experienced by the students, but the studyer limits the problem only focused on the some students difficulties to improve their idea in writing by

using SRSD at the eighth graders of MTs Al Asror Sekampung in Academic 2017/2018.

#### **D. Problem Formulation**

Based on the problem above, the formulation of the problem is as follows:  
 “Can the use of self regulated strategy development improve the students writing ability at the eighth graders of MTs Al Asror Sekampung in academic years 2017/2018.

#### **E. Objective of the Study**

The objective of the study to show that using self regulated strategy development can improve the students writing ability.

#### **F. Benefits of the Study**

##### **1. For Teacher**

As information for the English teacher, especially in MTs Al-Asror Sekampung. Self Regulated Strategy Development is effective to be used in teaching writing ability.

##### **2. For Students**

As facilitator to help the students in writing ability. The students can express their idea with their learning from the teacher.

### 3. For The Study

By this study, the studyer will improve the students writing ability to optimal result in teachng learning process.

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Theoretical Review

##### 1. Concept Of Writing and Writing Ability

###### a. Concept of Writing

In English learning there are four skills that must be mastered by students, those are listening, speaking, writing, and reading. Writing is one of language skills and productive skill that will be learnt by students in junior high school, senior high school, and University. All of skills are important to learn about English directly. Student will be able to express their idea and feeling by English writing.

According to Peter Knapp, writing is “the most important means of access to the vast repository of knowledge of literate cultures. Those facts alone demand that students in school should gain the fullest, deepest, and richest means of using the cultural technology of writing. Equity of access and full participation both rest on that.”<sup>1</sup> Writing is “forms of communication that use the medium of language, but they do so quite differently. It is usual to think that they are simply different aspects of the same thing”.<sup>2</sup>

Writing is important “to know as much as possible about your readers. Knowing your readers will help you decide what to say and

---

<sup>1</sup>Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, (Sydney: A UNSW Press Book, 2005), p. 7

<sup>2</sup>*Ibid*, p. 15

how to say it”<sup>3</sup>. Writing skill deals with the ability to arrange the graphic system such as letter, words, and sentences of certain language being used in written communication in order that the reader can understand the message or the information.

Furthermore, Lucy Pollard says that writing is a productive skill and, as such, the way we treat it in class has some similarities with the teaching and learning of speaking.<sup>4</sup>

Make Sharples suggested that writing is solitary task, but a writer is immersed in a world of social and cultural influences. Writing is both solitary and collaborative, in that writer often work alone, but with language that has involved in society, drawing on the ideas and texts of other.<sup>5</sup>

Writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students.<sup>6</sup> Moreover writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own view on a topic.<sup>7</sup>

Based on the definition above, the studyer can conclude that writing is the activity of transfer the information to the other in written form.

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<sup>3</sup> Ferguson, *Careers Skills Library: Communication Skill*, 2<sup>nd</sup> ed., (New York: An Imprint of Facts On File, Inc., 2004), p. 14

<sup>4</sup> Lucy Pollard, *Lucy Pollard's Guide to Teaching English A Book to Help You Through Your First Two Years in Teaching*, 2008), p. 49

<sup>5</sup> Make Sharples, *How We Write*, (New York: 1999), p. 11.

<sup>6</sup> Javed, Juan, and Nazli, “A Study of Students’ Assessment in Writing Skills of the English Language”, *International Journal of Instruction* Vol.6, No.2, (2013) p.130.

<sup>7</sup> Ken Hyland, *Second Language Writing*, (City University of Hong kong, 2003 ), p.9



Furthermore, brown argues that written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills are not every speaker develops naturally.<sup>8</sup>

Based on the quotation above, the writer concludes that writing is one language skills which combine to express, process, and productive skill that can be used ideas, and speech sound which is by public books, paper, magazine, and writing letters.

#### **b. Concept of Writing Ability**

The word ability in Oxford Advanced Learner's Dictionary can be defined as:

- a. To do something the fact that somebody/something is able to do something.
- b. A level of skill or intelligence.<sup>9</sup>

Not Only that, the word ability can be defined as:

- a. The quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something.
- b. A skill, talent, or capacity.
- c. The quality of being suitable for or receptive to a specified treatment, capacity, the ability of a computer to be configured for use as a file server.<sup>10</sup>

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<sup>8</sup>H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy 2<sup>nd</sup>*, (New York: Addison Wesley Longman, 2001), p. 335.

<sup>9</sup>A.S Homby, Oxford Advanced Learner;s Dictionary, Eight Editions, (New York: Oxford University Press, 2010), p. 2.

Based on statement above, the writer can conclude that ability is talent or skill which by person to do something activities in life.

Thus, by writing ability means the levels of skill of mental activity to do something or produce useful written text which is the result in a text able to convey message between writer and rider in good communicate.

### **c. Kinds of Writing**

In generally, there are three kinds of writing namely academic writing, personal writing, and creative writing. Alice and ann explained that Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing and personal writing. Creative writing is the kind of writing you do when you write stories. Personal writing is the kind of writing you do when you write letters or e-mails to your friends and family. Beside that, creative writing and personal writing are informal and academic writing is formal.<sup>11</sup>

Academic Writing is a new kind of writing course for all international students who have to write exams or coursework in English. Academic Writing allows both teachers and students to quickly find the help they need with all writing tasks.<sup>12</sup>

Academic writing is divided into four parts there are:

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<sup>10</sup> <http://www.thefreedictionary.com/ability>, Ability, 3-9-2015

<sup>11</sup> Alice Oshima& Ann Haque, *Introduction to Academic Writing*, (The United State of America: Longman, 2007), 3th Edition, p.3

<sup>12</sup> Stephen Bailey, *Academic Writing A Hanbook for International Students Second edition*, (USA and Canada: Routledge), 2006. p.2

- 1) The writing process, guides students from the initial stage of understanding the essay title, through note making and paraphrasing, to the organization of the essay and finally proof-reading.
- 2) Elements of writing, deals with the skills that are needed for most types of assignment, such as making comparisons, giving examples and describing graphs.
- 3) Accuracy in writing, gives remedial practice in those areas that students often find confusing, such as using articles, passives or prepositions.
- 4) Writing models, offers examples of the type of writing that students commonly need, including letters and survey reports as well as essays.<sup>13</sup>

Beside that personal writing is subjective, it means that personal writing is based on personal opinions or feelings rather than facts or evidence. The content of personal writing is based on our own observation, experience, or opinion.<sup>14</sup> It means that personal writing produce the write that on own observation, experience or opinion.

After that creative writing may be defined as having the power to create an imaginative, original literary production or

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<sup>13</sup> Stephen Bailey, *Academic Writing*,.p.vii

<sup>14</sup> <http://awc.ashford.edu/tocw-personal-writing.html>, access on may 14, 2017

composition and can be applied to a very broad spectrum of writing genres.<sup>15</sup>

### **c. Type Of writing**

#### **1) Descriptive**

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.<sup>16</sup>

#### **2) Narrative**

Narrative is story writing. When you write a narrative paragraph, you write about events in the order that they happen. In other words, you use time order to organize your sentences.<sup>17</sup>

#### **3) Argumentation**

Argumentation is a text in which you agree or disagree with a problem, using reasons to support your opinion, your goal is to convince your reader that your opinion is right. It means that argumentation is used to make a case or to prove or disprove a statement or proposition.

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<sup>15</sup>Adele Rahmet, *Creative Writing: How to Unlock Your Imagination, Develop Your Writing Skills-and Published*, (United Kingdom: Spring Hill Road), 2007. p.xi

<sup>16</sup> Alice Oshima & Ann Haque, *Introduction to Academic Writing*, p.61

<sup>17</sup>Ibid, p.24

#### 4) Expository

Expository paragraphs deal with facts, ideas, beliefs. it explain, analyze, define, compare, illustrate. They answer questions like What? Why? How? What was the cause? The effect? Like what? Unlike what? They are the kinds of paragraph we write in reports or term papers or tests.<sup>18</sup>

#### **d. Process of Writing**

Writing is not easy, more than more than picking up a pen and putting the words on paper Writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stage. So, when the learners want to write, must know steps writing process.

In the following section, we examine this question in the context of the stages of the writing process: prewriting,drafting, revising and editing. A brief description of each stage follows:

- 1) Prewriting: the period where writers get ready to write-gathering information, organizing ideas, identifying audience and purpose, and selecting genre.
- 2) drafting: the prodution stage of getting ideas down using complete sentences and reflecting the general conventions of writing.

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<sup>18</sup> Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000), p. 89

- 3) Revising: the time when writers review their work, checking for clarity of message, word choice, and organization.
- 4) Editing: the process of checking written work for the conventions of writing and any lingering concerns with voice ,tone and style.<sup>19</sup>

#### e. Component of Writing

Writing involves the mastery of all elements in target language such as content, organization, vocabulary, language use, and mechanics. It involves complex process. There are five general categories in writing, they are:

According to Jacobs (1981) the criteria of each writing score are: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25) and mechanic (2-5). So the total of the score of writing skill is 100.

**Table 2**

**The Measurement Rubrics of Writing Essay Performance**

Writing performance	Score	Criteria	Criteria
Content	30-27	Excellent to Very Good	Knowledgeable, substantive, development of thesis, relevant to assigned topic.
	26-22	Good to Average	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	Fair to Poor	Limited knowledge of subject, little

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<sup>19</sup>Vicki Urquhart and Monette Mcleaver. *Teaching Writing in the Content Areas*, Association for supervision and Curriculum Development, Virginia, 2005. p.11

	16-13	Very poor	<p>substance, inadequate development of topic.</p> <p>Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.</p>
Organization	20-18	Excellent to Very Good	<p>Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive.</p>
	17-14	Good to Average	
	13-10	Fair to Poor	<p>Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.</p>
	9-7	Very Poor	<p>Non-fluent, an ideas confused or disconnected, lacks logical sequencing and development.</p> <p>Does not communicate, no organization, or not enough to evaluate.</p>
Vocabulary	20-18	Excellent to Very Good	<p>Sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.</p>
	17-14	Good to Average	
	13-10	Fair to Poor	<p>Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.</p>
	9-7	Very Poor	<p>Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.</p>

			Essentially translation, little knowledge, of English vocabulary, idioms, word form, or not enough to evaluate.
Language Use	25-22	Excellent to Very Good	Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition.
	21-18	Good to Average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, article, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	
	10-5	Very Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, run-ons, deletions, meaning confused or obscured.  Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning or obscured.
	3	Fair to Poor	
		Poor	Frequent errors of spelling,



	2		<p>punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.</p> <p>No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hard writing illegible, or not enough to evaluate.<sup>20</sup></p>
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In conclusion, there are some criteria to measure the students' especially in writing skill and it has each writing score and level of score for each criteria. And all of the score criteria it can be the total score of students' writing skill.

## **B. Self- Regulated Strategy Development**

### **1. The Concept of Self- Regulated Strategy Development**

Self Regulated Strategy Development (SRSD), a well-studied program, focuses on teaching writing to learning disabled and at-risk students. This approach focuses on explicitly teaching both the strategies and the content necessary to write a coherent essay or paper.<sup>21</sup>

The self-regulated strategy development (SRSD) is an instructional approach designed to improve a writer's strategic behavior,

<sup>20</sup>Batoul Ghanbari, et al. "Rating Scales Revisited: EFL Writing Assessment Context of Iran under Scrutiny" Language Testing in Asia, (Iran: English Department, Faculty of Foreign Languages, University of Isfahan, Issue one), NO. 2/Februari 2012, p.94

<sup>21</sup>Hacker J. Douglas, Dunlosky John, Graesser C. Arthur, *Handbook of Metacognition in Education* New York: London, 2009, P.35

knowledge, and motivation. SRSD instruction focuses on three goals.<sup>22</sup> It means that self-regulated strategy development as a form of students motivation themselves to be able to achieve optimal results in learning.

Then, one empirically validated model for teaching strategies to less skilled writers with deficits in self-regulation is the self-regulated strategy development (SRSD) approach.<sup>23</sup> In addition, The Self-Regulated Strategy Development (SRSD) model of instruction to meet the needs of their students, showing their awareness of the need for adaptation after explicit instruction.<sup>24</sup> Self-Regulated Strategy Development (SRSD) is an approach to writing which can help language learners learn specific strategies for planning, drafting, and revising text.<sup>25</sup>

From the statement above, it can be concluded that self-regulated strategy development (SRSD) is an integrated learning process, which occurs the individuals (students) try to adjust their own learning behavior, motivation, and knowledge to be able to achieve optimal results in learning. It is most important that control and goal setting are come from within the students not externally forced.

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<sup>22</sup> Saodler Asaro- Kristie, and Saddler Bruce, "Planning Instruction and Self-Regulation Training: Effects on Writers With Autism Spectrum Disorder", Vol. 77, No.1, 2010, p.108

<sup>23</sup> Ibid, p.79

<sup>24</sup> Dean Deborah, *What Works in Writing Instruction Study and Practice*, United State of America, 2010, p.6

<sup>25</sup> Roohani Ali, Baghbadorani Elham, "Impact of Self-Regulated Strategy Development on the Persuasive Writing and Self-Efficacy of Iranian EFL Learners" *Iranian Journal of Applied Linguistics (IJAL)*, Vol. 15, No. 2, (2012), p.108

## 2. The Characteristics of Self Regulated Strategy Development

Characteristics of SRSD Instruction There are five critical characteristics of SRSD instruction:

- a. Strategies, accompanying self-regulation procedures, and needed knowledge are explicitly taught, as children with LD typically require more extensive and direct instruction to master processes and knowledge that other students acquire more easily.
- b. The SRSD model stresses interactive learning between teacher and students, consistent with the dialectical constructivist viewpoint.
- c. Instruction is individualized so that the processes, skills, and knowledge targeted for instruction are tailored to children's needs and capabilities. An appropriate modification might include generating one or more possible examples for each supporting reason. Instruction is further individualized through the use of individually tailored feedback and support.
- d. Instruction is criterion rather than time based, as students move through each instructional process at their own pace and do not proceed to later stages of instruction until they have met the criteria for doing so.
- e. SRSD is an ongoing process in which new strategies are introduced and previously taught strategies are upgraded.<sup>26</sup>

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<sup>26</sup>Swanson, Lee H., et. al, *Handbook of Learning Disabilities*, The Guilford Press: New York London, 2003 P.329

### 3. The Procedures of Self Regulated Strategy Development

- a. Develop background knowledge, developing background knowledge sometimes seems so obvious, but in practice it is just this type of obvious task that is often overlooked. It is critical that students master prerequisite skills to effectively use a strategy.
- b. Discuss it, discussion of the strategy is a more involved process than merely going through the steps of a strategy. Remember that one major goal of SRSD is to help students develop into self-regulated learners.
- c. Model it, modeling is one of the most crucial components of strategy instruction.
- d. Memorize, in this stage, students commit to memory the steps that constitute the strategy.
- e. Support, supporting the strategy is another critical step in the SRSD process. In this stage, the teacher and student(s) work together collaboratively and practice using the strategy until the student is able to perform the strategy effectively and independently. During this stage, teachers and students repeatedly model strategy use and discuss how, when, and why to use the strategy.<sup>27</sup>

So from the statement above, SRSD is a flexible and modifiable approach that meets the styles and needs of both

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<sup>27</sup> Reid Robert, and Lienemann Ortiz Torri, *Strategy Instruction for Students with Learning Disabilities*, The Guilford Press: New York London, 2006, p.34-40

teacher and student. Self regulated strategy development help the students become fluent especially in writing ability.

#### **4. The Function of Self Regulated Strategy Development**

SRSD has proven to be an effective tool for improving writing achievement for students with low writing ability. The SRSD approach integrates findings from studyrs and educators who have focused on cognitive development and learning, those who have focused on behavior, and those who have emphasized the role of affect in learning and development. Self-regulated strategy development has been used to support students in a variety of academic areas including reading, spelling, math, and writing. In writing, the major goals of SRSD are threefold:

- a. Assist students in developing knowledge about writing and powerful skills and strategies involved in the writing process, including planning, writing, revising, and editing.
- b. Support students in the ongoing development of the abilities needed to monitor and manage their own writing.
- c. Promote children's development of positive attitudes about writing and themselves as writers.<sup>28</sup>

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<sup>28</sup>Mujibul Hasan siddiqui, Techniques of Teaching Strategies, (New Delhi: Paragon Computer, 2007), p. 242

**C. Action Hypothesis**

Based on the frame of theory, the studyer formulates the action hypothesis as follow:

Using Self Regulated Strategy Development to improve the students writing ability at the eighth graders of MTs Al Asror Sekampung.

## **CHAPTER III**

### **STUDY METHOD**

#### **A. The Operational Definition of Variable**

Variable study consist of two variables. The object of study in this study include 2 variable, they are independent variable and dependent variable. Independent is the variable which selected, manipulated, and measured by the studyer. The two variables can be explained as follows:

##### **1. Independent Variable (X)**

Independent variable is a variable which functions to influence to the other variable. The independent variable in this study is self regulated strategy development. Self regulated strategy development will be effective to improve the students' writing ability.

##### **2. Dependent variable (Y)**

Dependent variable is variable can be influenced by an independent variable. Dependent variable in this study is the students' writing ability. Writing ability that defined as activities to understanding.

#### **B. Setting and Subject of the Study**

The setting of the study is the MTs Al-Asror Sekampung, which is located in Desa Summersari, Kecamatan Sekampung, Kabupaten Lampung Timur. The English teacher name is Mr, Ridwan, S.HI. It is one of the school which has not been implemented Self Regulated Strategy Development yet. The writer will ask to the teacher as he collaborator in this study that the function is as

controller in teaching process. Therefore, the studyer will be easy to know the students development in teaching learning process.

The subject of this study is the students of the eight grader of the MTs Al-AsrorSekampung East Lampung data about the subject can be seen below:

**Table 3**

**Data of the Subject of the Study**

No	Class	Sex		Total
		Male	Female	
1.	VIII B	13	5	18

Data aboveexplained that there are 13 male students and 5 female students in the eighth graders. The total of the subject are 18 students. The studyer chooses the eighth graders as subjects of the study based on suggestion from the teacher because most of the students are very low especially in writing skill.

### **C. Object of The Study**

In this study, the study will aplly classroom action study (CAR), because the studyer want to know whether the use Self regulated strategy development to improve the students writing ability. The subject of classroom action study is students of eight grader of MTs Al Asror Sekampung, Lampung Timur. The studyer has chosen this class because most of the students were low ability



especialy in writing, so the studyer wants to improve the students writing ability by using self regulated strategy development.

#### **D. Action Plan**

Action study is study carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching or learning process.<sup>29</sup>It means that action study is a study that is used to investigate and evaluate their work in teaching and learning with the aim of collecting information about what they want.

Furthermore, Classroom action study is the inquiry about teaching and learning process by action in the class. It means that classroom action study is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work in the class.

There are four components in one cycle for conducting classroom action study. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action study were based on planning, action, and observation, then, the studyer could make a reflection to determine the next cycle.

In the classroom action study, the writer would like to hold the study in two cycles. There is a relationship between one and the other. They are planning,

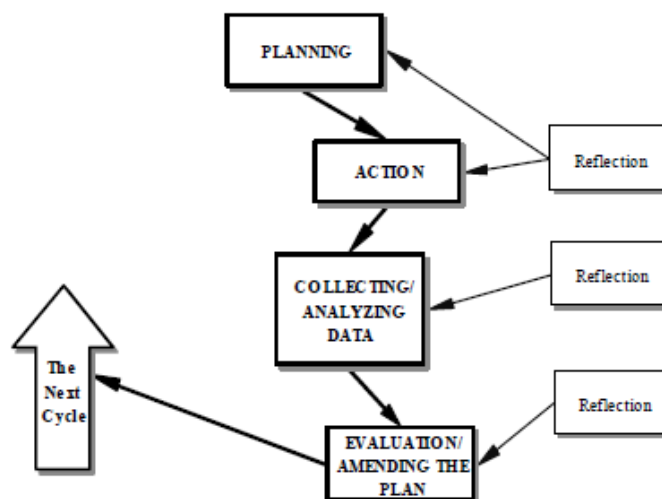
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<sup>29</sup>Anne Burns, "*Doing Action Study in English Language Teaching*", (New York: Routledge, 2010), Page 5.

acting, observing, and reflecting. It means that, action study consist of four steps include: planning, action, observation, and reflection.

**Figure 1**

**Design of classroom action study from McKernan (1991):<sup>30</sup>**



Based on design above, model design from McKernan there are four steps in action. They are planning, acting, and reflection and the last evaluation. Which is all activity has relationship with the other.

## **1. Cycle I**

### **a. Planning**

Planning is the first step on teaching and prepares the studyer before doing an action. With the planning the step will run well. Here is the step that the writer can make in planning:

- 1) The studyer identifies the problem and find the problem solving.
- 2) The studyer explains the reason why the study have to do

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<sup>30</sup>Karen Goodnough, *"Taking Action in Science Classroom Trough Collaborative Action"*, (Canada, Sense Publishers, 2011), Page 8.

- 3) The studyer makes a lesson plan.
- 4) The studyer prepares the material, approach, method, technique and strategy of teaching.
- 5) The studyer prepares the source of learning.
- 6) The studyer prepares format to observe.
- 7) The studyer prepares format to evaluate the students' activities after teaching learning process.

**b. Action**

The second step in the action study is acting. It is the implementation of the planning. Without the action the planning just imagination that never can be real. In this step the studyer acts as follows:

1) Pre Teaching Activities

- a) The studyer greets, lead praying and check attendance list.
- b) The studyer asks the students some questions related the topic.
- c) The studyer chooses the appropriate with the material going to be taught.

2) While Teaching Process

- a) The studyer applies the lesson plan.
- b) The studyer explains about the Self Regulated Strategy Development as a strategy that used in teaching learning.
- c) The studyer say with the students, to choose their own topics.

- d) The students start to write and take time to think about and reflect upon what they are writing about.

### 3) Post Teaching Activates

- a) The studyer asks the students about the difficulties of the lesson.
- b) The studyer made conclusion together with the students.
- c) The studyer gave homework for them.
- d) After giving treatment in cycle 1. The studyer would gave the post-test. The instrument will have different type from the instrument given in the pre-test.

### c. Observing

The third step is observing. In observing the studyer must be able to analyze the learning process, the student's activities, the teacher performance, the material and the result in learning procces. Based on the observeing, the studyer decides whether there is anything that the studyer has to be increase soon in order that action achieve the aim of the studyer goals. The studyer observes them in every activity..

### d. Reflecting

The last activity is reflecting, After observation process is done, the studyer made a reflection to evaluate teaching learning process and the improvement of students' writing skill. Reflection is an activity to analyze, understand, and make conclusions based on observation. The studyer will know the strength and weakness from action by

reflecting. The studyer applies the data for evaluation of making improvement the next cycle.

## **2. Cycle II**

### **a. Planning**

- a) The studyer identifies the problem and finds the problem from the first cycle.
- b) The studyer makes a lesson plan.
- c) The studyer prepares the material, method and strategy of teaching.
- d) The studyer prepares format to evaluate the student's activities after teaching learning process.

### **b. Acting**

The studyer applies the action plan II:

- a) Pre Teaching Activities
  - (1) Praying and greets the students.
  - (2) Checking the attendant list.
  - (3) Asking the students condition.
  - (4) Chooses the appropriate with the material going to be taught.
- b) While Teaching Process
  - (1) The studyer applies the lesson plan.
  - (2) The studyer show some topic, and the students choose one of them to write about it.

- (3) The studyer say with the students to apply Self regulated strategy development in your task. Chose the topic, and why you choose the topic, explain about your topic, and ending.

a) Post Teaching Activities

- (1) The teacher asks the student about they have learnt.
- (2) The teacher asks student's difficulties in learning writing skill.
- (3) Summarize the material and give reflection to what have been done (self reflection).
- (4) Motivate the student to study hard.
- (5) The teacher closed the meeting by saying Sallam.

**c. Observing**

In this step, the reseacher observes the process of teaching learning by using format of observation to collect the data in action plan II.

**d. Reflecting**

In this step,the studyer will analyze all of the result in order to know the strength and weakness of the action by comparing the score of pre-test and post-test.

## **E. Data Collection Technique**

### **1. Test**

Test is a set of stimuli presented to an individual in order to elicit responses on the basis, which a numeral score could be assigned. The tests were divided into two parts: pre-test and post-test.

#### **1) Pre-test**

The purpose of pre-test is to know the students' achievement before they are given treatment. The writer administrated pre-test in the first meeting of the study in order to find out the initial the differences between the groups who have similar level. The pre-test in this study is in the form of essay.

#### **2) Post-test**

The post-test is given in the last meeting after the treatment in order to find out whether the treatments gave any contribution to the students' achievement in the experimental. The improvement can be seen if the mean score of the experimental group is higher than the control group if there is significant difference between the pre-test and post-test scores of the experimental group.

### **2. Observation**

Observation is a data collection method by observing directly to the object that examined. In this study is used observation sheet. Observation sheet observes the students activates. The purpose of the observation is to explain the situation being investigated; activities, people, or individuals

are involved in data collecting strategy in which the activities of subjects are visually examined.

### 3. Documentation

Documentation is the data collection method which is used to know about the history of the school, the sum of the teacher, official employed, data of the students such as; activities of students, score of students and structure at MTs Al-AsrorSekampung.

### 4. Field Note

Field note is a note that is used in the study to write the activities during learning process. So, if the teacher is teaching, the collaborator notes everything that happened in the class. This is to know students activities during teaching process.

### F. Data Analysis Technique

The data would be analyzed step by step to take the average score of the pre-test and post-test. Below is the formula to analyze the data and to get the average:<sup>31</sup>

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

Where:

$\bar{X}$  = Average

$\sum x$  = Total of Score

N = Total of Students

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<sup>31</sup> Timothy C. Urdan, *Statistic in Plain English 2<sup>nd</sup>*, (London: Lawrence Erlbaum Associates Publisher, 2005), p.8.



Furthermore, to know the students achievement after the test, the study will compare between pre-test and post- test. If 75 % of the students get score at least 60 in the post-test, it means that self regulated strategy development can improve the students writing ability. Then, the result is matched by Minimum Standard Criteria (MSC) at the school at least 60. If from the cycle 1, there are some students are not successful so study conduct cycle 2. The minimum cycle in Self regulated strategy development is two cycles, if from cycle 2 all of the students are success; the cycle is able to stop until cycle 2.

#### **G. Indicator of Success**

The Indicator of the success takes from the process and the result of the learning activities. The study is called success if 75% students get more 60 score in the post test writing descriptive text, it means that the Self regulated strategy development will be improve the students writing ability. The Minimum Standard Criteria (MSC) at the Mts Al-Asror Sekampung East Lampung is 60.

## CHAPTER IV

### RESULT OF THE RESEARCH AND INTERPRETATION

#### A. Result of the Research

##### 1. The Brief of MTs Al-AsrorSekampung

MTs Al-AsrorSekampung was located in  
SumbersariSekampung Lampung Timur. It was established in 2007.

Mts Al-AsrorSekampung had been led by the following principals:

- a. Ridwan, S.Hi

##### 2. The Condition of Teachers and Officials in MTs Al-AsrorSekampung

- a. Data of Teacher

**Table 4**  
**Data of Teacher**

No	Name	Sex	Occupation
1	Ridwan, S.Hi	Male	Principal
2	Nana Mulyana	Male	Principal Deputy
3	Sugeng	Male	Principal Deputy
4	Slamet Shoim, S.Pd.I.	Male	Arabic Language
5	Samaniyatun, S.Pd.I	Female	Qura'n Hadist
6	Siti Fatimah, S.Pd.I.	Female	Fiqh
7	Sukadi, S.pd.I	Male	PKN
8	Carmidin, S.Pd.I	Male	Arabic Language
9	Nana Mulyana	Male	Indonesian Language
10	Wisono, SE	Male	IPS
11	Vebri Septiawan, S.Pd	Male	IPA
12	Anjarwati, S.Pd.I	Female	Akidah Akhlak
13	Suswanti, S.Pd.I	Female	PAI
15	Catur Puji Hartono, S.Pd	Male	English Language
16	Eko Setyo Wibowo, S.Pd	Male	Penjas

17	Sugeng	Female	SeniBudaya
18	Devia safitri,S.Pd	Female	Computer
19	Andi Saputra	Male	Aswaja
20	Ekanurjanah, S.Pd	Female	Mathematic
21	Sirojudin Mustofa	Male	IPA
22	Mudasir,S.Pd.I	Female	Lampung Language

Source: Documentation of MTs Al-AsrorSekampung in the academic year 2017/2018

b. Data of Administration Staff

**Table 5**  
**Data of Administration Staff**

No	Name	Occupation
1	EkoSetyoWibowo	Leader of Staff
2	EkaMistika Sari	Staff
3	Nurul Huda	Security

Source: Documentation of MTs Al-Asror Sekampung in the academic year 2017/2018

### 3. Organization Structure of MTs Al-AsrorSekampung in the Academic Year 2027/2018

Figure 2

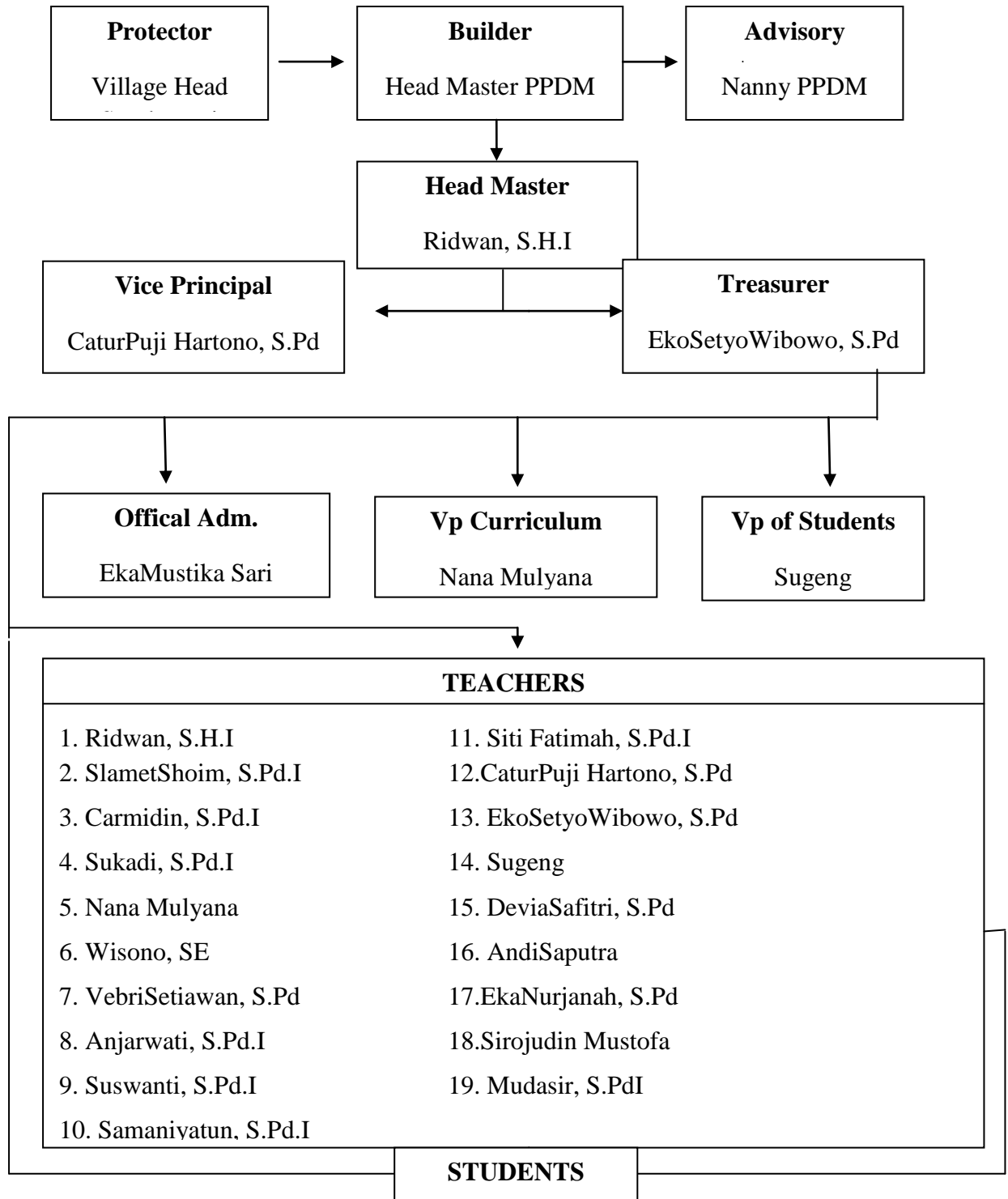
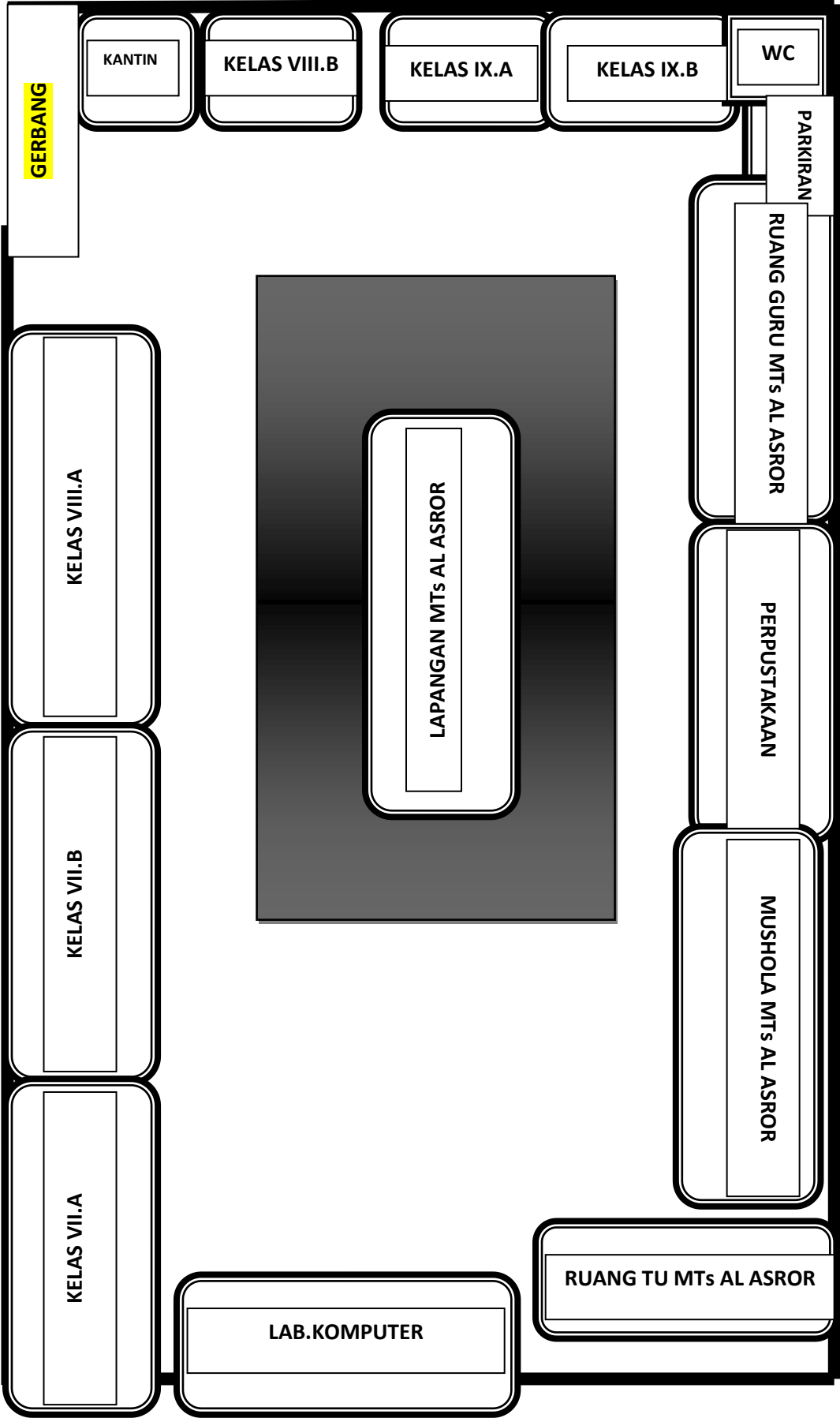


Figure 3



#### 4. Total of the Students at MTs Al-AsrorSekampungin Academic Year 2017/2018

MTs Al-AsrorSekampung has 116 students. It divided into some classes that can be identified as follows:

**Table 6**

**Total the Students of MTs Al-AsrorSekampung**

No	Class	Sex		Amount
		Male	Female	
1	VII	22	14	36
2	VIII	29	10	39
3	IX	27	14	41
Total				116

Source: Documentation of MTs Al-AsrorSekampung in the academic year 2017/2018

#### 5. The Infrastructure of MTs Al-AsrorSekampung

MTs Al-AsrorSekampung has some buildings as follow:

**Table 7**

**The Infrastructure of MTs Al-AsrorSekampung**

No	Name of Building	Sum
1	The headmaster room	1 Room
2	The teacher office room	1 Room
3	The classroom	6 Room
4	The Laboratory room	1 Room
5	The library room	1 Room
6	The parking area	1 Room
7	Storehouse	1 Room
8	Toilet	2 Room

Source: Documentation of MTs Al-AsrorSekampung in the academic year 2017/2018

## 6. The List of Students Name Class VIII B

**Table 8**  
**The List of Students Name Class VIII B**

No	Name	L/P
1	AjizSetiawan	L
2	BagasSetiawan	L
3	DaniIrawan	L
4	DiniLionitaSeptiani	P
5	DoniSaputra	L
6	FamuraUlilAlbab	L
7	FebriNurulIrawan	L
8	IkhsanFuadi	L
9	M. AlfahreziRidwan	L
10	M.MaulanaIlham	L
11	Rafi Ramadhana W	L
12	RafidaIstiqomah	P
13	Rio Efendi	L
14	RiskaWidia Sari	P
15	SiskaAgustina	P
16	SulisTiyawati	P
17	TaufikAditya	L
18	Tri SukronVaka	L

## B. Description of the Research Result

This research used classroom action research. The purpose of this research was to increase the writing ability and the students learning activity at the tenth grade of MTs Al Asror Sekampung. The research was conducted in two cycles where the writer did pre test before the treatment. The writer used précis writing strategy to increase the students writing ability. The research result was gotten through test that conducted in the end of each cycles while the data of students activity was gotten from the observation during the learning process.

Before the process of cycle one, the research conducted the pre test on Wednesday, November, 15<sup>th</sup> 2017. The writer gave a pre test for the students to see how far the students writing ability before the treatment was given. In the pre test activity, the writer gave an essay test. The writer asked them to write descriptive text. Some students were enjoying the task and others looked so worry. The score of students writing ability in pre-test, as follow:

**Table 9**  
**The Students' Pre-test Result of writing ability**

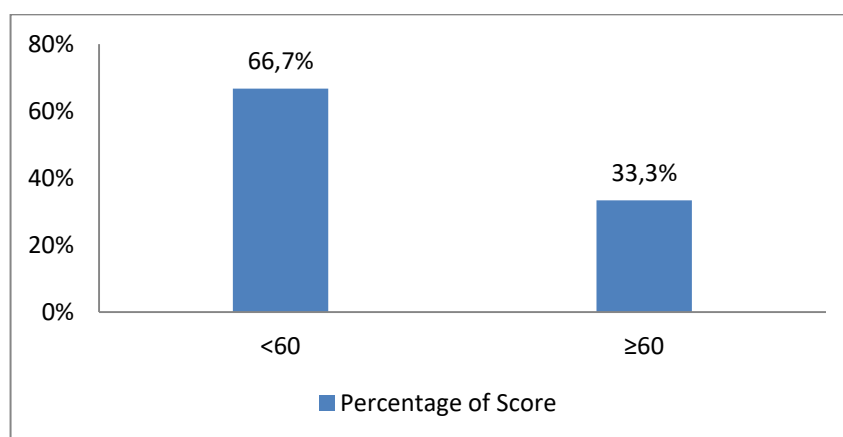
No	Name	Score	Category
1	AS	51	Incomplete
2	BS	50	Incomplete
3	DI	58	Incomplete
4	DLS	61	Complete
5	DS	58	Incomplete
6	FUA	72	Complete
7	FNI	59	Incomplete
8	IF	60	Complete
9	MAR	50	Incomplete
10	MMI	50	Incomplete
11	RI	71	Complete
12	RRW	58	Incomplete
13	RE	59	Incomplete
14	RWS	55	Incomplete
15	SA	51	Incomplete
16	Su	64	Complete
17	TA	51	Incomplete
18	TSV	60	Complete
Total		1038	
Average		57,67	
Highest Score		72	
Lowest Score		50	



**Table 10**  
**The Frequency of the Students' Score in Pre-Test**

No	Students' Score	Percentage	Frequency	Explanation
1	$\geq 60$	33,3%	6	Completed
2	$< 60$	66,7%	12	Incomplete
<b>Total</b>		<b>100%</b>		

**Chart 1**  
**The Frequency of the Students' Score in Pre-Test**



The result of pre test showed that there were 12 students incomplete to achieve the minimum mastery of criteria (MMC). There were only 6 students (33,3%) who gained score 60 or above, and 12 students (66,7%) who gained score under 60. The highest score in pre test was 80 and lowest score was 50.

## **1. Cycle I**

### **a. Planning**

In this stage the researcher and the collaborator planned to gave material about writing. The researcher and the collaborator prepared several things related to teaching and learning process such as:

prepared the lesson, prepared the material, made the instrument that would be examined as the pre-test and post-test in the cycle I, made observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning activities, and the researcher planned to give evaluation to measure how far the material that had been taught could be accepted by the students.

#### **b. Acting**

Acting is the second step in this research. The action in the cycle 1 consist of two meetings, first meetings for the treatment, and second meeting for the post test 1, there are :

##### **1) The First Meeting**

In the first meeting was conducted on Wednesday, November 22<sup>th</sup> 2017. In this meeting, at the beginning of teaching and learning process, the action as follow: the writer greet the students by saying salam, then the writer asked their condition. Before giving the material, the writer gave some question, example "what do you know about descriptive text?" some students could answer the question. Therefore, the writer explains what is descriptive text. Most of students understand about the explanation from the teacher. Moreover, the teacher gives explanation the procedures of descriptive text, then the students make a paragraph.

## 2) The Second Meeting

The second meeting was conducted on Friday, Nov 23<sup>th</sup> 2017, this meeting used as the post-test 1. The students had to create a summarize narrative text based on the topic. The result of the students' score in post-test 1 can be seen on the table below:

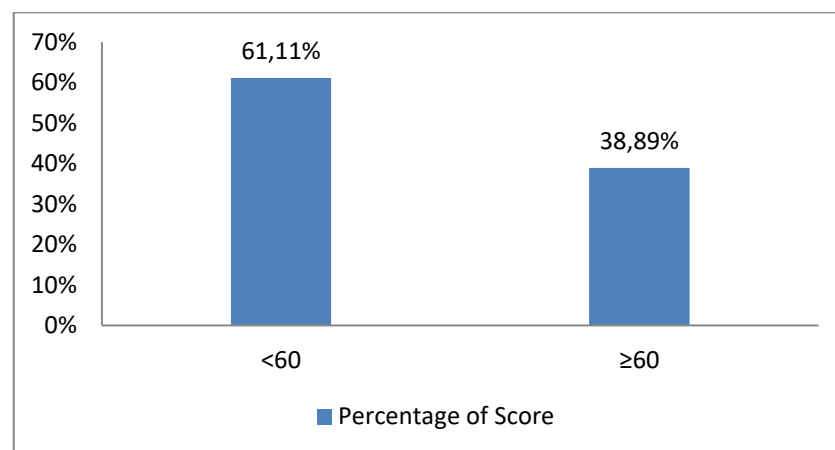
**Table 11**  
**The Table of Students' Writing Score (Post Test 1)**

No	Name	Score	Category
1	AS	54	Incomplete
2	BS	59	Incomplete
3	DI	62	Complete
4	DLS	61	Complete
5	DS	57	Incomplete
6	FUA	74	Complete
7	FNI	59	Incomplete
8	IF	60	Complete
9	MAR	59	Incomplete
10	MMI	58	Incomplete
11	RI	64	Complete
12	RRW	57	Incomplete
13	RE	65	Complete
14	RWS	57	Incomplete
15	SA	55	Incomplete
16	Su	59	Incomplete
17	TA	53	Incomplete
18	TSV	64	Complete
Total		1077	
Average		59.33	
Highest Score		74	
Lowest Score		53	

**Table 12**  
**The Frequency of the Students' Score in Post Test 1**

No	Students' Score	Percentage	Frequency	Explanation
1	$\geq 60$	38,89%	7	Completed
2	$< 60$	61,11%	10	Incomplete
<b>Total</b>		<b>100%</b>		

**Chart 2**  
**Result of the Students at the Post test 1**



The result of the post test 1 showed that there were 10 students incomplete to achieve the minimum standard of mastery (MMC). There were 7 students (38,89%) who gained score 60 or above, and 11 students (61,11%) who gained score under 60. The highest score in post test 1 was 74 and the lowest score was 53.

### **c. Observing**

The observation was conducted when the learning process happened by using the observation sheet for students activities in class and the observation sheet for teacher activity. The observation was

done by the collaborator (English teacher) of tenth grade of MTs Al Asror Sekampung.

### **1) The Observation of Students' Activities in Teaching and Learning Process**

Based on the observation sheet of students' activity, there were several students who did not pay attention in the teaching and learning process. Besides, some of them were passive in the discussion and just a view of students worked together. Some of them made a note from the teacher explanation. However, most of students were done the task. The data of the students' activity can be seen in the following table:

**Table 13**

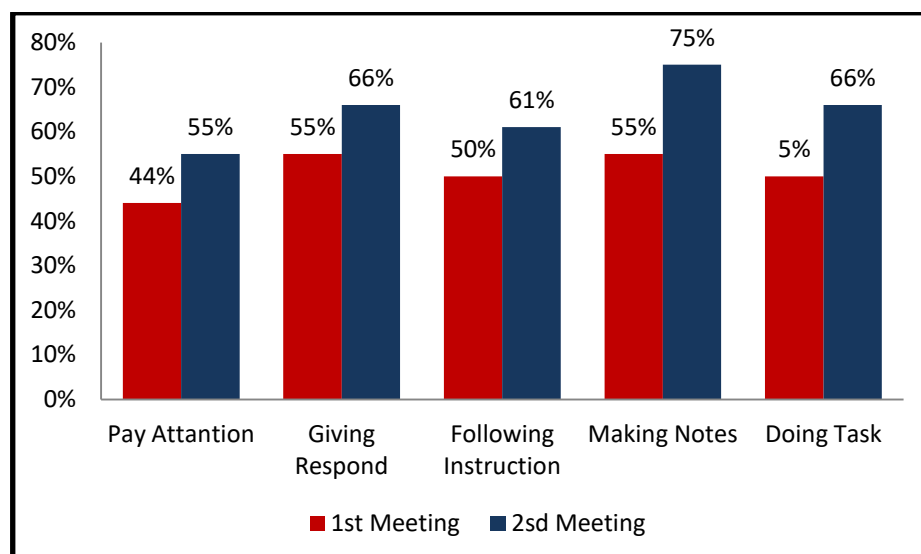
#### **The Result of the Students Activity in the Teaching and Learning Process in Cycle I**

<b>No</b>	<b>Students Activity</b>	<b>Cycle 1</b>		<b>Average</b>	<b>Increasing</b>
		<b>1<sup>st</sup> meeting</b>	<b>2<sup>nd</sup> meeting</b>		<b>1<sup>st</sup> - 2<sup>nd</sup> meeting</b>
<b>1</b>	Giving attention to the teacher explanation	8	10	49,5%	11%
		44%	55%		
<b>2</b>	Giving respond to the teacher's explanation.	10	12	60,5%	11%
		55%	66%		
<b>3</b>	Following the teacher instruction	9	11	58%	11%
		50%	61%		

4	Making note from the material	10	13	65%	20%
		55%	75%		
5	Doing the task	9	12	58%	16%
		50%	66%		
Average		50,8%	64,6%	58.2%	69%

Furthermore, to see the comparison of the students' activities in cycle I :

**Chart 3**  
**The Result of the Students Activity in the Teaching and Learning Process in Cycle I**



On Based the table and the chart above, it revealed that 49,5% of the students paid attention, 60,5% of the students were giving respond, 58% of the students following teacher instruction, 65% of students made notes and 58% of students did the task. The average of the students' activity was 58,2%, it can be conclude

that the students' activity were always improve by using self regulated strategy development.

## 2) The observation of teacher's activities in teaching and learning process

During learning process, the activities were done by the teacher during learning process influenced the students' understanding about the material. The result of teacher's activities in observation sheet could be seen on table below:

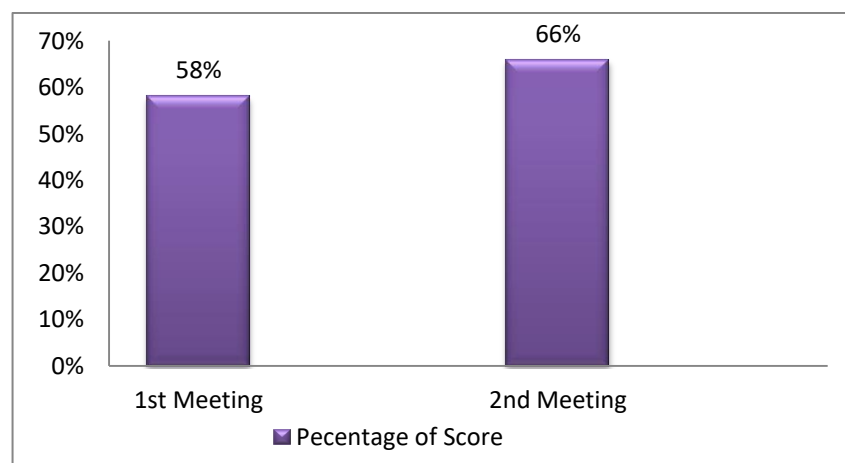
**Table 14**  
**The Result of the Students Activity in the Teaching and Learning Process in Cycle I**

No	Aspect	Score	
		1st	2 <sup>nd</sup>
1	<b>The teachers' preparation</b>	2	3
	- The materials are ready		
	- There is structure of the lesson		
2	<b>The teachers' mastery in the subject content</b>	2	2
	- The teacher shows good command and knowledge of subject content		
	- Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	<b>The teachers teaching methods</b>	4	4
	- The teacher uses the relevant teaching method, strategy, technique or activity		
	- The teacher uses the appropriate media in teaching.		
4	<b>The teachers' performance</b>	2	3
	- Clearness of the teacher's sound		
	- Establishes classroom environment conducive to learning		

	- Establishes the communication between teacher and students		
5	<b>The ability of closing the meeting:</b>	2	2
	- Making conclusion made by the students and teacher together.		
	- Conducting evaluation		
6	<b>The ability of managing class</b>	2	2
	- All the students are treated fairly		
	- Used the time wisely		
Total		14	16
Percentage		58 %	66 %

Furthermore, to see the comparison of the teacher' activities in cycle I :

**Chart 4**  
**The Result of the Teacher Activity in the Teaching and Learning Process in Cycle I**



Based on the table above, it can be seen that the teacher activities during learning process achieved 58% in the first meeting, 66% in second meeting in cycle I.



#### **d. Reflecting**

In this step, the writer concluded that cycle 1 did not run well because most of the students did not achieve the minimum mastery criteria (MMC). It could be seen from the result of pre test and post test 1 score. However, most of the students score had increased.

From the result of observation in cycle 1 there were some problems that found, such as: most of the students got difficulties to write summarizing narrative text, and express their ideas.

Cycle 1 was only 7 students or 38,89% who completed in post test 1. It can be concluded that cycle 1 was not successful yet because the indicator of success was not achieved, and the writer had to revise the teaching and learning process in nest cycle. Therefore, this research would be continued in the nest cycle.

## **2. Cycle II**

Cycle II are similar to cycle I, it was divided into planning, acting, observing and reflecting. It would be explained more detail as followed:

### **a. Planning**

In this step, the researcher and collaborator would like made and discussed about the lesson plan. Based on the students' result in cycle I, the researcher and collaborator concluded that the problems are some students are not confident. They difficult to answer the question, the students afraid if they make a mistake.

Therefore, the researcher and collaborator tried to revised the several problems that appeared in cycle I and arranged lesson plan for continuing to cycle II.

b. Acting

**3) The first meeting**

The first meeting was conducted on Wednesday, Nov 29<sup>st</sup> 2017. At the beginning of the class, the writer greeted the students. The learning process in the cycle 2 was focused on the weakness of cycle 1. The writer found the students the students problems were in content, organization, language use, and also mechanic. The writer explained more about it. Then the writer gave an example of descriptive text that would be summarizing by the students and the teacher together.

**1) The second meeting**

The second meeting was conducted on Wednesday, Nov 30<sup>th</sup> 2017. The writer began the class by greeted the students. After that the writer asked about their condition and checked the attendance list. Next, the teaching and learning process was for Post Test II. The result of the students' writing score could be seen in the following table:

**Table 15**  
**The result of the students' writing score (post test II)**

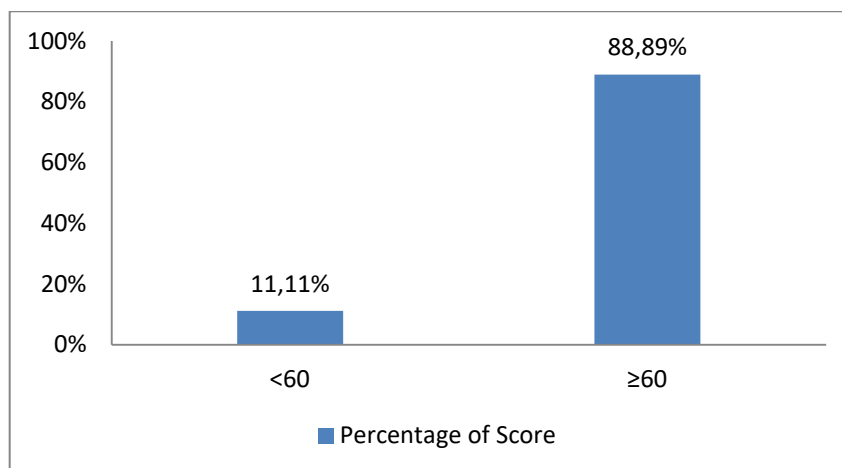
No	Name	Score	Category
1	AS	73	Complete
2	BS	73	Complete
3	DI	74	Complete
4	DLS	59	Incomplete
5	DS	82	Complete
6	FUA	75	Complete
7	FNI	59	Complete
8	IF	62	Incomplete
9	MAR	67	Complete
10	MMI	64	Complete
11	RI	71	Complete
12	RRW	71	Complete
13	RE	60	Complete
14	RWS	74	Complete
15	SA	68	Complete
16	Su	70	Complete
17	TA	70	Complete
18	TSV	71	Complete
Total		1243	
Average		69,06	
Highest Score		82	
Lowest Score		59	

**Table 16**  
**The Frequency of the Students' Score in Post Test II**

No	Students' Score	Percentage	Frequency	Explanation
1	$\geq 60$	88,89%	16	Complete
2	$< 60$	11,11%	2	Incomplete
<b>Total</b>		<b>100%</b>	<b>18</b>	

Source: the result of pre-test on September 29<sup>th</sup> 2016

**Chart 5**  
**Result of the Students writing Score in the Post Test II**  
**Cycle II**



Based on the result of post test 2, there were 16 students (88,89%) success to complete the minimum mastery (60) and 2 students (11.11%) could not complete it. The numbers of students who passed was 16 or 88,89%. It reached the indicator of success were 75% the students could get the score  $\geq 60$ . It means that the use self regulated strategy development was success to improve the students writing ability.

### 3. Observing

The observation was conducted when the learning process happened (Cycle II) by using the observation sheet for students activities in class and the observation sheet for teacher activity.

**a. The Observation of Students' Activities in Teaching and Learning Process**

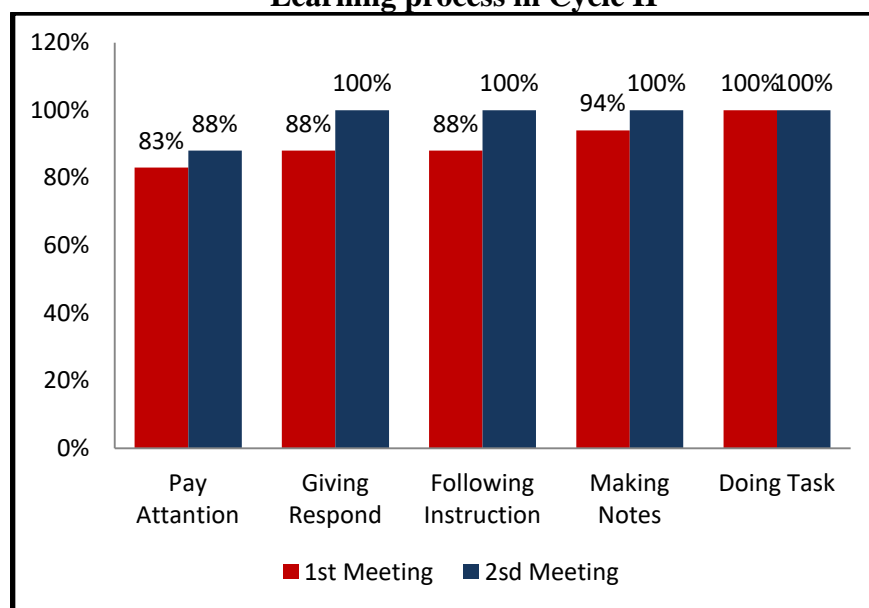
Based on the observation sheet, the students more enthusiasm to pay attention learning process. Then, most of them following the teacher instruction. Now, some students make a note and all of students do the task. The data of the students' activity can be seen in the following table:

**Table 17**  
**The Result of the students Activity in the teaching and learning process in Cycle II**

No	Students Activity	Cycle II		Average	Increasing
		1 <sup>st</sup> meeting	2 <sup>nd</sup> meeting		1 <sup>st</sup> - 2 <sup>nd</sup> meeting
1	Giving attention to the teacher explanation	15	16	85,5%	5%
		83%	88%		
2	Giving respond to the teacher's explanation.	16	18	94%	12%
		88%	100%		
3	Following the teacher instruction	16	18	94%	12%
		88%	100%		
4	Making note from the material	17	18	97%	6%
		94%	100%		
5	Doing the task	18	18	100%	0%
		100%	100%		
Average		89,5%	97,6%	97,6%	7%

Furthermore, to see the comparison of the students' activities in cycle I :

**Chart 6**  
**The Result of the students Activity in the teaching and Learning process in Cycle II**



Based on the table and the chart above, it reveals that 81% of the students are active in the teaching and learning process. From the table, it can be conclude that the students' activity were always increase from the first meeting until the second in the cycle II by using self regulated strategy development.

#### **b. The Observation of Teacher's Activities in Teaching and Learning Process**

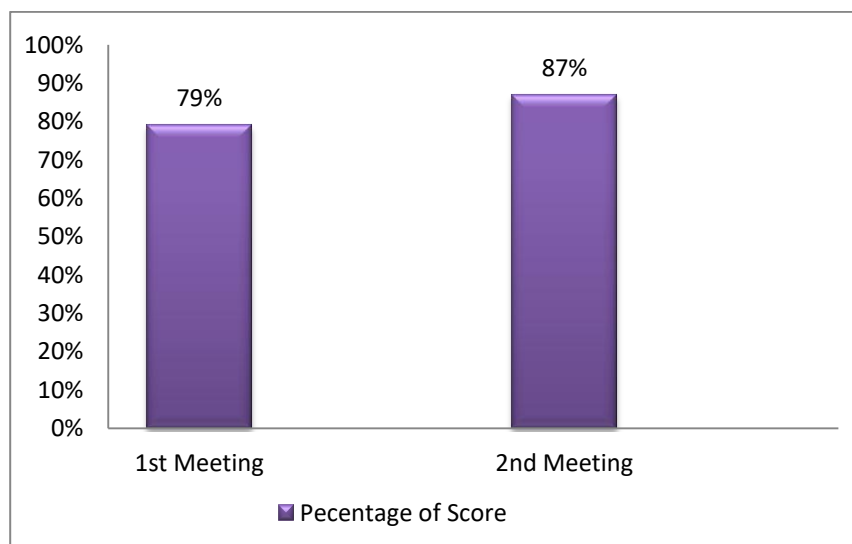
The result of teacher's activities in observation sheet could be seen on table below:

**Table 18**  
**The Result of the Teacher Activity in the Teaching and Learning Process in Cycle II**

No	Aspect	Score	
		1st	2 <sup>nd</sup>
1	<b>The teachers' preparation</b>	3	4
	- The materials are ready		
	- There is structure of the lesson		
2	<b>The teachers' mastery in the subject content</b>	3	3
	- The teacher shows good command and knowledge of subject content		
	- Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	<b>The teachers teaching methods</b>	4	4
	- The teacher uses the relevant teaching method, strategy, technique or activity		
	- The teacher uses the appropriate media in teaching.		
4	<b>The teachers' performance</b>	3	3
	- Clearness of the teacher's sound		
	- Establishes classroom environment conducive to learning		
	- Establishes the communication between teacher and students		
5	<b>The ability of closing the meeting:</b>	3	3
	- Making conclusion made by the students and teacher together.		
	- Conducting evaluation		
6	<b>The ability of managing class</b>	3	4
	- All the students are treated fairly		
	- Used the time wisely		
Total		19	21
Percentage		79 %	87 %

Furthermore, to see the comparison of the teacher' activities in cycle I :

**Chart 7**  
**The Result of the Teacher Activity in the Teaching and Learning Process in Cycle II**



Based on the table above, it can be seen that that the teacher activities during learning process achieved 79% in the first meeting, 87% in the second meeting in cycle 2.

#### **4. Reflecting**

Based on the result of the first meeting, it can be seen that most of the students had not difficulty to express their idea into the sentence, and made a good paragraph. In this meeting, most of the students got good score. It happened caused the teacher and the writer has revised and increased the teaching and learning process in cycle 1.

In the second cycle the students were also active to do the assignment and test than before. It means that the précis writing strategy is effective to increase the students writing ability. The percentage of the students writing score in the post test 1 was 38,89% while in the post test 2 was



88,89%. It achieved the indicator of success. It can be concluded that the research did not continue to the next cycle.

## **A. Discussion**

### **1. Interpretation the Result of Students' Writing Score In Cycle I And Cycle II**

#### **a. The Result of the Students' Writing Score in Cycle I**

The use of précis writing strategy makes the students writing score better than the pre-test. The comparison of the students writing score in pre test and post test 1 could be seen in the following table:

**Table 19**  
**The result of students writing score in pre test and post test I**

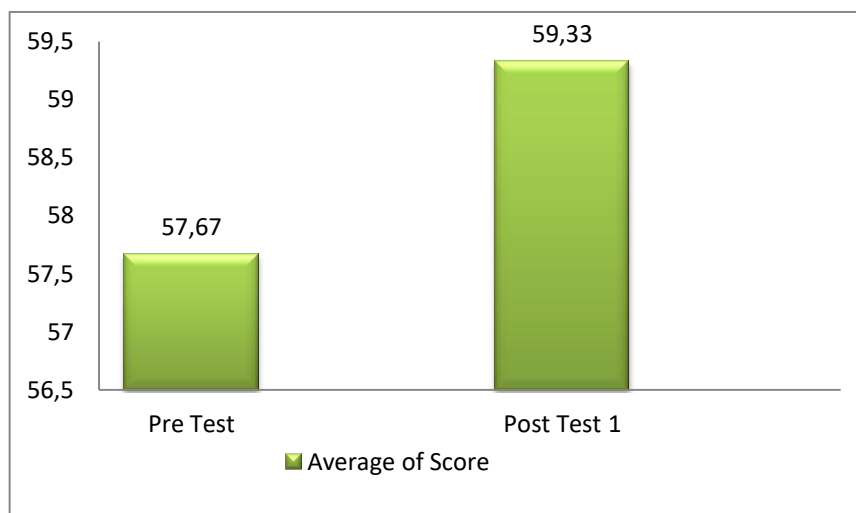
<b>No</b>	<b>Name</b>	<b>Pre-Test Score</b>	<b>Post-Test 1</b>	<b>Explanation</b>
1	AS	51	54	Improved
2	BS	50	59	Improved
3	DI	58	62	Improved
4	DLS	61	61	Constant
5	DS	58	57	Impaired
6	FUA	72	74	Improved
7	FNI	59	59	Constant
8	IF	60	60	Constant
9	MAR	50	59	Improved
10	MMI	50	58	Improved
11	RI	71	64	Impaired
12	RRW	58	57	Impaired
13	RE	59	65	Improved
14	RWS	55	57	Improved
15	SA	51	55	Improved
16	Su	64	59	Impaired

17	TA	51	53	Improved
18	TSV	60	64	Improved
Total		1038	1077	
Average		57,67	59,33	

Furthermore, the chart of the comparison of the students writing score in the pre-test and post test I was presented below:

**Chart 8**

**The Result of Students Writing Score in Pre Test and Post Test 1**



From the explanation above, it could be concluded that there was an increase in the students writing score from pre test to post test 1. In pre test, the average was 57,67 and in post test 1 was 59,33. Increase was 1,66 from pre test to post test 1.

**b. The result of the students writing score in cycle II**

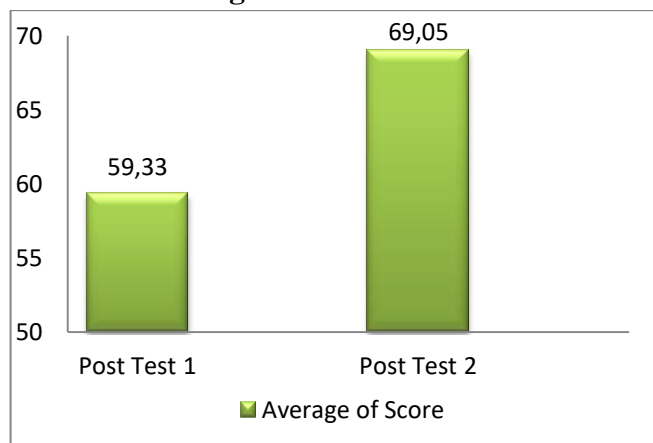
The result of the writing score in Cycle II as follow:

**Table 20**  
**The Result of Students writing Score in Post Test I and Post Test II**

No	Name	Post-Test I Score	Post-Test II Score	Explanation
1	AS	54	73	Improved
2	BS	59	73	Improved
3	DI	62	74	Improved
4	DLS	61	71	Improved
5	DS	57	59	Improved
6	FUA	74	82	Improved
7	FNI	59	75	Improved
8	IF	60	62	Improved
9	MAR	59	59	Constant
01	MMI	58	67	Improved
11	RI	64	64	Constant
12	RRW	57	71	Improved
13	RE	65	71	Improved
14	RWS	57	60	Improved
15	SA	55	74	Improved
16	Su	59	70	Improved
17	TA	53	68	Improved
18	TSV	64	70	Improved
	Total	1077	1243	
	Average	59,33	69,05	

Furthermore, the chart of the comparison of the students writing score in the post test I and post test II is presented below:

**Chart 9**  
**The Result of Students writing Score in Post Test I and Post Test II**



From the explanation above, it could be concluded that there was an increasing in the students writing score from post test 1 to post test 2. In post test 1, the average was 59,33 and in post test 2 was 69,05. The increasing post was 9,72 from post test 1 to post test 2.

#### c. Result of the Research

The recapitulation of the students' increase in the writing score from pre test, post test I, post test II could be seen in the following table :

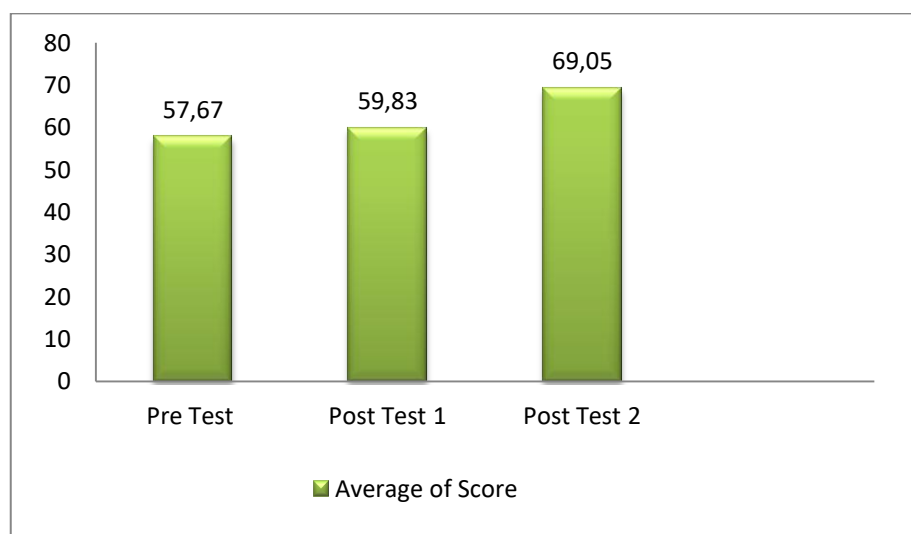
**Table 21**  
**The Recapitulation of Students' increase in writing Score**

No	Name	Pre-Test Score	Post Test I Score	Post-Test II Score	Explanation
1	AS	51	54	73	Improved
2	BS	50	59	73	Improved
3	DI	58	62	74	Improved
4	DLS	61	61	71	Improved
5	DS	58	57	59	Improved
6	FUA	72	74	82	Improved
7	FNI	59	59	75	Improved
8	IF	60	60	62	Improved
9	MAR	50	59	59	Constant
10	MMI	50	58	67	Improved

11	RI	71	64	64	Constant
12	RRW	58	57	71	Improved
13	RE	59	65	71	Improved
14	RWS	55	57	60	Improved
15	SA	51	55	74	Improved
16	Su	64	59	70	Improved
17	TA	51	53	68	Improved
18	TSV	60	64	70	Improved
<b>Total</b>		1038	1077	1243	
<b>Average</b>		57.67	59.83	69,05	

Furthermore, the chart of the comparison of the students writing score in the pre-test, post test I and post test II is presented below:

**Chart 10**  
**The Result of Students writing Score in Pre Test Post Test I and Post Test II**



From the explanation above, there was an increasing the students writing score from pre test, post test 1 and post test 2. In pre test, the average was 57,67 in post test 1 the average was 59,83 and in the post test 2,16 was 69,05. The increasing was 2,1 from pre test to post test 1 then the increasing was 9,72 from post test 1 to post test 2.

In conclusion, the use of self regulated strategy development could improve the students writing ability.

## **B. Discussion**

### **2. Interpretation the Result of Students' and Teacher's Activity in Cycle I and Cycle II**

#### **a. The Result of the Observation on Students' Activity**

This observation result got when the teaching and learning process happened. The comparison of the students' activity in cycle I and cycle II could be seen in the following table:

**Table 21**  
**The result of the Students' Activity in Cycle I and Cycle II**

	1st Meeting	2nd Meeting	Total	Average	Note
Cycle I	50,8%	64,6%	115,4	57,7%	Improved
Cycle II	89,5%	97,6%	187,1	93,5%	Improved

From the table above, it showed that there was increasing in students activity from the cycle 1 to cycle 2. The average in cycle 1 was 57,7% and in cycle 2 was 93,5%. means that the use of précis writing strategy also increased the students activity in writing class.

#### **b. The Result of the Observation in Teacher's Activity**

This observation result got when the teaching and learning process happened. The comparison of the teacher's activity in Cycle I and Cycle II could be seen in the following table:

**Table 22**  
**The result of the Teacher's Activity in Cycle I and Cycle II**

	1st Meeting	2nd Meeting	Total	Average	Note
Cycle I	58%	66%	124	62%	Improved
Cycle II	79%	87%	168	83%	Improved

From the table above, it showed that there was increasing in teacher activity from the cycle 1 to cycle 2. The average in cycle 1 was 62% and in cycle 2 was 83%.

### C. Interpretation

After analyze the result of post test 1 and post test 2 the writer concludes that there is increasing score of the students ability in writing. there is increasing score from post test 1 to post test 2. It can be seen from the chart of average score. The students average score in post test 1 was 59,83 and average score in post test 2 was 69,05. It means that the students could achieve the target of this research that was 60.

Moreover, referring to the data of students activities result in cycle 1 and cycle 2, there was increasing in students activities during teaching and learning process. By applying the self regulated strategy development the students feel more enjoy in learning process. Therefore, the students activities were also increase. Because of the target of this research was 75% of the students had got score at least in writing and 75% of the students became more active in the class, so it can be concluded that the research was successful.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research conducted at the eighth grade of MTs Al Asror Sekampung. The writer concluded that there was improvement in students writing ability by using self regulated strategy development. It was supported by the improvement of the students writing result who got score 60 or more from 6 students (33,33%) at pre test, 7 students (38,89%) at cycle 1, and 16 students (88,89%) at cycle 2. It means that the result of cycle 2 reach the indicator that is 75% of the students get score 60 or more.

Furthermore, self regulated strategy development to improve students' activities in the classroom. It was proved by the result of observation sheet on students' activities. In cycle 1, there was 58,2% of the students were active in the class. In cycle 2, there were 97,6% of the students were active. It showed that self regulated strategy development also improve the students' activities in classroom.

Therefore, self regulated strategy development could be used as the alternative activity in teaching writing. Self regulated strategy development made the students be more confident to active in the classroom activity. Then, it gave opportunities to students to practice their writing in classroom. Next, the students interested in studying English, especially in writing.



## **B. Suggestion**

Referring to the result of the research and the conclusion stated previously, the researcher proposes some suggestions as follow:

### **1. For The Students**

The students are suggested to be more active in learning process in order to they can understand the material and increase their result especially in writing ability.

### **2. For The English Teacher**

The teachers are suggested choose a appropriate strategy in teaching English especially in writing in order that the student can improve their ideas in the class and understand the material that is delivered by the teacher, because by a great strategy in teaching and learning, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.

### **3. For The Headmaster**

The headmaster is suggested to facilitate learning process, especially in English subject.

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# APPENDICES

**SILABUS BAHASA INGGRIS****TAHUN AJARAN 2017/2018**

Satuan Pendidikan : MTs Al Asror Sekampung

Kelas : VIII

Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang					

Kompetensi Dasar	Materi Pembelajaran	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
diwujudkan dalam semangat belajar.					
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.  2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.  2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.					

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP) I**

<b>Sekolah</b>	<b>: MTs Al Asror Sekampung</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas</b>	<b>: VIII</b>
<b>Materi</b>	<b>: Descriptive Text</b>
<b>Alokasi Waktu</b>	<b>: 2 x 45 Menit</b>

### **A. KOMPETENSI INTI (KI)**

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

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

**B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN**  
**KOMPETENSI**

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	<p>1.1.1 Mengucapkan basmalah sebelum memulai pembelajaran Bahasa Inggris.</p> <p>1.1.1 Menunjukkan perilaku belajar dengan penuh semangat.</p>
2	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi fungsional.	<p>2.2.1 Menunjukkan sikap jujur dengan tidak menyontek dalam mengerjakan tugas.</p> <p>2.2.2 Menunjukkan perilaku bertanggung jawab dengan sikap melaksanakan tugas dengan baik.</p> <p>2.2.3 Menunjukkan sikap disiplin dengan melaksanakan tugas sesuai waktu yang ditentukan.</p>



		2.2.4 Menunjukkan perilaku percaya diri dan mampu mengungkapkan pendapat, tanpa rasa ragu.
3	<p>3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>3.10.1 Menentukan fungsi sosial dan struktur teks dan mengidentifikasi contoh teks deskriptif.</p> <p>3.10.2 Mengidentifikasi ciri-ciri teks deskriptive text sederhana sesuai konteks.</p> <p>4.11.1 Menemukan informasi berdasarkan teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.11.2 Menjawab pertanyaan mengenai descriptive text tentang animals, person, and place .</p> <p>4.12.1 Siswa mampu membuat descriptive melalui gambar yang disajikan.</p>

### C. MATERI PEMBELAJARAN

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs

from Report which describes things, animals, persons, or others in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing.

#### 1. GENERIC STRUCTURE

**Identification:** Identifies phenomenon to be described.

**Description:** Describes parts, qualities, characteristics, etc.

#### 2. LANGUAGE FEATURES

Below is the language features of descriptive text:

- Focus on specific participants (My English teacher, Andini's cat, My favourite place)
- Use of Simple Present Tense
- Verbs of being and having 'Relational Processes'. (My mum is really cool, She has long black hair)
- Use of descriptive adjectives (strong legs, white fangs)
- Use of detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur)
- Use of action verbs 'Material Processes' (It eats grass, It runs fast)
- Use of adverbials to give additional information about behaviour (fast, at tree house) - Use of Figurative language (John is as white as chalk.)

#### D. MEDIA, ALAT dan SUMBER PEMBELAJARAN

1. Marker
2. White board
3. Buku cetak

#### E. METHOD

- SRSD (Self Regulated Strategy Development)

## F. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Kegiatan Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Guru mengucapkan salam (<i>greeting</i>).</li> <li>2. Berdoa.</li> <li>3. Guru memeriksa kehadiran siswa.</li> <li>4. Guru memberikan brainstorming tentang descriptive melalui pertanyaan yang berhubungan dengan kehidupan sosial.</li> <li>5. Guru bertanya kepada siswa terkait dengan topic pembelajaran.</li> </ol>	<b>15 Menit</b>
<b>Kegiatan Inti</b>	<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>6. Siswa mendengarkan/membaca/menonton beberapa contoh teks deskriptif singkat dan sederhana tentang orang, benda dan binatang.</li> <li>7. Siswa mengikuti mengucapkan teks deskriptif singkat dan sederhana tentang orang, benda dan binatang.</li> <li>8. Siswa membaca untuk memahami berbagai informasi dan makna teks deskriptif singkat dan sederhana tentang orang, benda dan binatang.</li> <li>9. Siswa membaca untuk memahami berbagai informasi dan makna teks deskriptif singkat dan sederhana tentang orang, benda dan binatang dengan pengucapan dan intonasi yang baik.</li> </ol>	<b>60 Menit</b>

	<p><b>Mempertanyakan</b></p> <p>10. Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai teks deskriptif singkat dan sederhana tentang orang, benda dan binatang dalam berbagai konteks.</p> <p>11. Guru memberikan kesempatan kepada siswa untuk bertanya tentang kata-kata yang sulit dalam materi tersebut.</p> <p><b>Mengeksplorasi</b></p> <p>12. Siswa membaca contoh-contoh teks deskriptif singkat dan sederhana tentang orang, benda dan binatang dari berbagai sumber lain.</p> <p>13. Siswa mendeskripsikan dengan singkat dan sederhana tentang orang, benda dan binatang, menggunakan Bahasa Inggris dalam konteks simulasi, role play, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <p>14. Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</p> <p><b>Mengkomunikasikan</b></p> <p>15. Siswa menyimpulkan hasil analisisnya terkait fungsi sosial, struktur teks dan unsur kebahasaan dari teks deskriptif tentang orang, benda dan binatang.</p> <p>16. Guru bertanya kepada siswa tentang pemahaman materi pembelajaran.</p>	
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<b>Penutup</b>	<p>17. Siswa bersama guru menyimpulkan hasil pembelajaran terkait dengan apa yang telah dipelajari pada pertemuan ini.</p> <p>18. Siswa diberi tugas untuk membuat sebuah paragraf tentang descriptive text sesuai dengan topic masing-masing.</p> <p>19. Salam Penutup.</p>	<b>15 Menit</b>
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### G. Penilaian Proses dan Hasil Belajar

#### 1. Indikator, Teknik, Bentuk, dan Contoh.

NO	Indikator	Teknik	Bentuk	Contoh
1.	Siswa mampu membuat descriptive teks.	Tes tertulis	uraian	<i>Write a short Descriptive text based on the topic.</i>

#### 2. Instrumen Penilaian

- Write down a Descriptive Text based on the topic “Fruits”!

#### 3. Penilaian

##### The Standard Score

NO	Aspect	Score
1	Content	0-30
2	Organization	0-20
3	Language Use	0-25
4	Vocabulary	0-20
5	Mechanics	2-5
Total		100

Example:

Name	Score					Total Score
	Content	Organization	Language Use	Vocabulary	Mechanics	
AS	24	15	15	15	4	73
BB	25	20	20	15	3	83
HE	15	13	15	13	4	60

Sekampung, November 2017

Mengetahui;  
Guru Mata Pelajaran

Peneliti,

Ridwan, S.H.I

Pyngki Soraya  
NPM. 13108087

Kepala Sekolah  
MTs Al Asror Sekampung

Ridwan, S.H.I


4	Vocabulary	0-20
5	Mechanics	2-5
Total		100

Example:

Name	Score					Total Score
	Content	Organization	Language Use	Vocabulary	Mechanics	
AS	24	15	15	15	4	73
BB	25	20	20	15	3	83
HE	15	13	15	13	4	60

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Mengetahui;  
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NPM. 13108087

Kepala Sekolah  
MTs Al Asror Sekampung



Ridwan, S.H.I

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP) 2**

<b>Sekolah</b>	<b>: MTs Al Asror Sekampung</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas</b>	<b>: VIII</b>
<b>Materi</b>	<b>: Descriptive Text</b>
<b>Alokasi Waktu</b>	<b>: 2 x 45 Menit</b>

### **A. KOMPETENSI INTI (KI)**

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



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

**B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN**  
**KOMPETENSI**

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.2 Mengucapkan basmalah sebelum memulai pembelajaran Bahasa Inggris.
		1.1.2 Menunjukkan perilaku belajar dengan penuh semangat.
2	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi fungsional.	2.2.5 Menunjukkan sikap jujur dengan tidak menyontek dalam mengerjakan tugas.
		2.2.6 Menunjukkan perilaku bertanggung jawab dengan sikap melaksanakan tugas dengan baik.
		2.2.7 Menunjukkan sikap disiplin dengan melaksanakan tugas sesuai waktu yang ditentukan.
		2.2.8 Menunjukkan perilaku

		percaya diri dan mampu mengungkapkan pendapat, tanpa rasa ragu.
3	<p>3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.13 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.14 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>3.11.1 Menentukan fungsi sosial dan struktur teks dan mengidentifikasi contoh teks deskriptif.</p> <p>3.11.2 Mengidentifikasi ciri-ciri teks deskriptive text sederhana sesuai konteks.</p> <p>4.11.2 Menemukan informasi berdasarkan teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.11.2 Menjawab pertanyaan mengenai deskriptive text tentang animals, person, and place .</p> <p>4.12.1 Siswa mampu membuat descriptive melalui gambar yang disajikan.</p>

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<b>Kegiatan Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Guru mengucapkan salam (<i>greeting</i>).</li> <li>2. Berdoa.</li> <li>3. Guru memeriksa kehadiran siswa.</li> <li>4. Guru memberikan brainstorming tentang descriptive melalui pertanyaan yang berhubungan dengan kehidupan sosial.</li> <li>5. Guru bertanya kepada siswa terkait dengan topic pembelajaran.</li> </ol>	<b>15 Menit</b>
<b>Kegiatan Inti</b>	<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>6. Siswa mendengarkan/membaca/menonton beberapa contoh teks deskriptif singkat dan sederhana tentang orang, benda dan binatang.</li> <li>7. Siswa mengikuti mengucapkan teks deskriptif singkat dan sederhana tentang orang, benda dan binatang.</li> <li>8. Siswa membaca untuk memahami berbagai informasi dan makna teks deskriptif singkat dan sederhana tentang orang, benda dan binatang.</li> <li>9. Siswa membaca untuk memahami berbagai informasi dan makna teks deskriptif singkat dan sederhana tentang orang, benda dan binatang dengan pengucapan dan intonasi yang baik.</li> </ol>	<b>60 Menit</b>

	<p><b>Mempertanyakan</b></p> <p>10. Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai teks deskriptif singkat dan sederhana tentang orang, benda dan binatang dalam berbagai konteks.</p> <p>11. Guru memberikan kesempatan kepada siswa untuk bertanya tentang kata-kata yang sulit dalam materi tersebut.</p> <p><b>Mengeksplorasi</b></p> <p>12. Guru memberikan topic kepada siswa untuk mengecek pemahaman siswa dalam pelajaran deskriptif teks.</p> <p>13. Siswa mencoba untuk mengenal fungsi, tujuan, dan gambaran tentang teks deskriptif.</p> <p>14. Siswa mulai berdiskusi tentang topic yang telah diberikan, lalu mengerjakannya di lembar kerja siswa.</p> <p><b>Mengasosiasi</b></p> <p>15. Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</p> <p><b>Mengkomunikasikan</b></p> <p>16. Siswa menyimpulkan hasil analisisnya terkait fungsi sosial, struktur teks dan unsur kebahasaan dari teks deskriptif tentang orang, benda dan binatang.</p> <p>17. Guru bertanya kepada siswa tentang pemahaman materi pembelajaran.</p>	
--	---	--

<b>Penutup</b>	<p>18. Siswa bersama guru menyimpulkan hasil pembelajaran terkait dengan apa yang telah dipelajari pada pertemuan ini.</p> <p>19. Siswa diberi tugas untuk membuat sebuah paragraf tentang descriptive text sesuai dengan topic masing-masing.</p> <p>20. Salam Penutup.</p>	<b>15 Menit</b>
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### G. Penilaian Proses dan Hasil Belajar

#### 1. Indikator, Teknik, Bentuk, dan Contoh.

NO	Indikator	Tehnik	Bentuk	Contoh
1.	Siswa mampu membuat descriptive teks.	Tes tertulis	uraian	<i>Write a short Descriptive text based on the topic.</i>

#### 2. Instrumen Penilaian

- Write down a Descriptive Text based on the topic “Animal”!

#### 2. Penilaian

##### The Standard Score

NO	Aspect	Score
1	Content	0-30
2	Organization	0-20
3	Language Use	0-25
4	Vocabulary	0-20
5	Mechanics	2-5
Total		100

Example:

Name	Score					Total Score
	Content	Organization	Language Use	Vocabulary	Mechanics	
AS	24	15	15	15	4	73
BB	25	20	20	15	3	83
HE	15	13	15	13	4	60

Sekampung, November 2017

Mengetahui;  
Guru Mata Pelajaran

Peneliti,

Ridwan, S.H.I

Pyngki Soraya  
NPM. 13108087

Kepala Sekolah  
MTs Al Asror Sekampung

Ridwan, S.H.I


4	Vocabulary	0-20
5	Mechanics	2-5
Total		100

Example:

Name	Score					Total Score
	Content	Organization	Language Use	Vocabulary	Mechanics	
AS	24	15	15	15	4	73
BB	25	20	20	15	3	83
HE	15	13	15	13	4	60

Sekampung, November 2017


Mengetahui;  
Guru Mata Pelajaran

  
Ridwan, S.H.I

Peneliti,

  
Pyngki Sorava  
 NPM. 13108087

Kepala Sekolah  
MTs Al Asror Sekampung

  
Ridwan, S.H.I



## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP) 2**

<b>Sekolah</b>	<b>: MTs Al Asror Sekampung</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas</b>	<b>: VIII</b>
<b>Materi</b>	<b>: Descriptive Text</b>
<b>Alokasi Waktu</b>	<b>: 2 x 45 Menit</b>

### **A. KOMPETENSI INTI (KI)**

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

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

**B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN**  
**KOMPETENSI**

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.3 Mengucapkan basmalah sebelum memulai pembelajaran Bahasa Inggris.
		1.1.3 Menunjukkan perilaku belajar dengan penuh semangat.
2	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi fungsional.	2.2.9 Menunjukkan sikap jujur dengan tidak menyontek dalam mengerjakan tugas.
		2.2.10 Menunjukkan perilaku bertanggung jawab dengan sikap melaksanakan tugas dengan baik.
		2.2.11 Menunjukkan sikap disiplin dengan melaksanakan tugas sesuai waktu yang ditentukan.
		2.2.12 Menunjukkan perilaku

		percaya diri dan mampu mengungkapkan pendapat, tanpa rasa ragu.
3	<p>3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.15 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.16 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>3.12.1 Menentukan fungsi sosial dan struktur teks dan mengidentifikasi contoh teks deskriptif.</p> <p>3.12.2 Mengidentifikasi ciri-ciri teks deskriptive text sederhana sesuai konteks.</p> <p>4.11.3 Menemukan informasi berdasarkan teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.11.2 Menjawab pertanyaan mengenai deskriptive text tentang animals, person, and place .</p> <p>4.12.1 Siswa mampu membuat descriptive melalui gambar yang disajikan.</p>

### C. MATERI PEMBELAJARAN

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general.

The Social Function of Descriptive Text is to describe a particular person, place, or thing.

#### 1. GENERIC STRUCTURE

**Identification:** Identifies phenomenon to be described.

**Description:** Describes parts, qualities, characteristics, etc.

#### 2. LANGUAGE FEATURES

Below is the language features of descriptive text:

- Focus on specific participants (My English teacher, Andini's cat, My favourite place)
- Use of Simple Present Tense
- Verbs of being and having 'Relational Processes'. (My mum is really cool, She has long black hair)
- Use of descriptive adjectives (strong legs, white fangs)
- Use of detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur)
- Use of action verbs 'Material Processes' (It eats grass, It runs fast)
- Use of adverbials to give additional information about behaviour (fast, at tree house) - Use of Figurative language (John is as white as chalk.)

#### D. MEDIA, ALAT dan SUMBER PEMBELAJARAN

1. Marker
2. White board
3. Buku cetak

#### E. METHOD

- SRSD (Self Regulated Strategy Development)

## F. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
<b>Kegiatan Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Guru mengucapkan salam (<i>greeting</i>).</li> <li>2. Berdoa.</li> <li>3. Guru memeriksa kehadiran siswa.</li> <li>4. Guru memberikan brainstorming tentang descriptive melalui pertanyaan yang berhubungan dengan kehidupan sosial.</li> <li>5. Guru bertanya kepada siswa terkait dengan topic pembelajaran.</li> </ol>	<b>15 Menit</b>
<b>Kegiatan Inti</b>	<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>6. Siswa mendengarkan/membaca/menonton beberapa contoh teks deskriptif singkat dan sederhana tentang orang, benda dan binatang.</li> <li>7. Siswa mengikuti mengucapkan teks deskriptif singkat dan sederhana tentang orang, benda dan binatang.</li> <li>8. Siswa membaca untuk memahami berbagai informasi dan makna teks deskriptif singkat dan sederhana tentang orang, benda dan binatang.</li> <li>9. Siswa membaca untuk memahami berbagai informasi dan makna teks deskriptif singkat dan sederhana tentang orang, benda dan binatang dengan pengucapan dan intonasi yang baik.</li> </ol>	<b>60 Menit</b>

	<p><b>Mempertanyakan</b></p> <p>10. Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai teks deskriptif singkat dan sederhana tentang orang, benda dan binatang dalam berbagai konteks.</p> <p>11. Guru memberikan kesempatan kepada siswa untuk bertanya tentang kata-kata yang sulit dalam materi tersebut.</p> <p><b>Mengeksplorasi</b></p> <p>12. Guru memberikan topic kepada siswa untuk mengecek pemahaman siswa dalam pelajaran deskriptif teks.</p> <p>13. Siswa mencoba untuk mengenal fungsi, tujuan, dan gambaran tentang teks deskriptif.</p> <p>14. Siswa mulai berdiskusi tentang topic yang telah diberikan, lalu mengerjakannya di lembar kerja siswa.</p> <p><b>Mengasosiasi</b></p> <p>15. Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</p> <p><b>Mengkomunikasikan</b></p> <p>16. Siswa menyimpulkan hasil analisisnya terkait fungsi sosial, struktur teks dan unsur kebahasaan dari teks deskriptif tentang orang, benda dan binatang.</p> <p>17. Guru bertanya kepada siswa tentang pemahaman materi pembelajaran.</p>	
--	---	--

<b>Penutup</b>	<p>18. Siswa bersama guru menyimpulkan hasil pembelajaran terkait dengan apa yang telah dipelajari pada pertemuan ini.</p> <p>19. Siswa diberi tugas untuk membuat sebuah paragraf tentang descriptive text sesuai dengan topic masing-masing.</p> <p>20. Salam Penutup.</p>	<b>15 Menit</b>
----------------	--	-----------------

### G. Penilaian Proses dan Hasil Belajar

#### 1. Indikator, Teknik, Bentuk, dan Contoh.

NO	Indikator	Tehnik	Bentuk	Contoh
1.	Siswa mampu membuat descriptive teks.	Tes tertulis	uraian	<i>Write a short Descriptive text based on the topic.</i>

#### 2. Instrumen Penilaian

- Write down a Descriptive Text based on the topic “Animal”!

#### 3. Penilaian

##### The Standard Score

NO	Aspect	Score
1	Content	0-30
2	Organization	0-20
3	Language Use	0-25
4	Vocabulary	0-20
5	Mechanics	2-5
Total		100

Example:

Name	Score					Total Score
	Content	Organization	Language Use	Vocabulary	Mechanics	
AS	24	15	15	15	4	73
BB	25	20	20	15	3	83
HE	15	13	15	13	4	60

Sekampung, November 2017

Mengetahui;  
Guru Mata Pelajaran

Peneliti,

Ridwan, S.H.I

Pyngki Soraya  
NPM. 13108087

Kepala Sekolah  
MTs Al Asror Sekampung

Ridwan, S.H.I




4	Vocabulary	0-20
5	Mechanics	2-5
Total		100

Example:


Name	Score					Total Score
	Content	Organization	Language Use	Vocabulary	Mechanics	
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BB	25	20	20	15	3	83
HE	15	13	15	13	4	60

Sekampung, November 2017


Mengetahui;  
Guru Mata Pelajaran

  
Ridwan, S.H.I

Peneliti,

  
Pyngki Soraya  
NPM. 13108087

Kepala Sekolah  
MTs Al Asror Sekampung

  
Ridwan, S.H.I







## Pre-Test

### Direction

- Write your name on your answer sheet!
- Write descriptive paragraphs consisting of 5 sentences!
- You may use your dictionary!

Name

: Bagas Setiawan

Class

: VIII - B

50

Answer :

<sup>teks distripsi</sup>  
I have my pet. My pet is cat the name  
fikki the colour fur is black I always give  
my rice. ~~the~~ cat the good, and he handsome.

C = 21

O = 11

V = 9

L = 6

M = 3

## Pre-Test

### Direction

- Write your name on your answer sheet!
- Write descriptive paragraphs consisting of 5 sentences!
- You may use your dictionary!

Name

: TAMURA UJIL ALBAB

Class

: VIII-B

Answer :

72

My favorite goat

The goat has hard to butt the goat white fur long. Ear the goat from Brazil the name of the goat is Paton. Paton always sleep on knel he is smart goat.

Paton like eat grass if I go looking for grass I always eply? my. When he is sick I gave him a medicine.

C = 18

O = 17

V = 17

L = 18

M = 2



## Pos-Test Cycle 1

### Direction

- Write your name on your answer sheet!
- Write down a Descriptive text based on the topic "Fruits (Apple, Orange, Mango, Banana and Papaya)"!
- You may use your dictionary!

Name

: Taufiq Aditya

Class

: VIII B

Answer :

One day I and my family go to the market.  
I buy some fruit brange.  
So many orange and still fresh and mandarin. ?  
My mother buy tree, apple, and grape.

C = 17

O = 11

V = 12

L = 11

m = 2

## Pos-Test Cycle 1

### Direction

- Write your name on your answer sheet!
- Write down a Descriptive text based on the topic "Fruits (Apple, Orange, Mango, Banana and Papaya)"!
- You may use your dictionary!

Name

: Famura Ulil Albab

Class

: VIII B

(74)

Answer :

orange

In holiday I'm go to market together with my sister. In the market I'm look orange fruit who still fresh. Past so I buy it. I reason buy orange fruit, because orange fruit feeling it candy. and orange fruit have so many vitamin C. Orange fruit colour it orange. Form it round. I'm so very like orange.

C = 22

D = 17

V = 16

L = 16

M = 3



## Pos-Test Cycle 2

### Direction

- Write your name on your answer sheet!
- Write down a Descriptive text based on the topic "Animals (Rabbit, Cow, Cat, Elephant and Goat)"!
- You may use your dictionary!

Name

: M. Alfarezi Ridwan

Class

: VIII B

Answer :

2

(19)

My pet is a cat. my cat's name is Ndut.  
He has soft brown, and white fur. His eyes  
are brown, he has a round head and whiskers.  
His four legs. He likes eating fish and special  
snakes for cats. He usually sleep in his tiny  
house. Ndut is a friendly cat.

C = 11

D = 12

V = 15

L = 13

M = 2

## Pos-Test Cycle 2

### Direction

- Write your name on your answer sheet!
- Write down a Descriptive text based on the topic "Animals (Rabbit, Cow, Cat, Elephant and Goat)"!
- You may use your dictionary!

Name

: Famurza Uul Altab

Class

: VIII B

Answer :

Cow

82

I'm so very like cow, when I visited the house my uncle, I see a cow, and so many cow in his house. Cow is friendly animal with environment, cow has four legs, and has two horns, my uncle is so very like his cow. The cow has a unique color, black, white, and brown. Every morning, my uncle always gives fresh greens for the cow.

$c = 25$

$D = 20$

$V = R$

$L = R$

$M = 3$

**The Students Scoring Sheet**  
**Pre-Test**

No.	Name	Component of Writing					Total
		C	O	V	LU	M	
1	Ajiz Setiawan	51	11	10	11	2	51
2	Bagas Setiawan	21	11	9	6	3	50
3	Dani Irawan	22	13	11	9	3	58
4	Dini Lionita Septiani	22	11	10	11	3	61
5	Doni Saputra	20	14	12	9	3	58
6	Famura Ulil Albab	18	17	17	18	2	72
7	Febri Nurul Irawan	20	14	11	12	2	59
8	Ikhsan Fuadi	18	14	14	12	2	60
9	M. Alfahrezi Ridwan	20	11	10	7	2	50
10	M.Maulana Ilham	17	11	10	9	3	50
11	Rafi Ramadhana W	25	16	15	12	3	71
12	Rafida Istiqomah	20	12	13	10	3	58
13	Rio Efendi	21	13	13	10	2	59
14	Riska Widia Sari	20	13	10	10	2	55
15	Siska Agustina	15	11	12	10	2	51
16	Sulis Tiyawati	20	15	15	12	2	64
17	Taufik Aditya	17	11	11	10	2	51
18	Tri Sukron Vaka	20	15	13	10	2	60

Note:

C : Content  
 O : Organization  
 V : Vocabulary  
 LU :Language Use  
 M : Mechanic

**The Students Scoring Sheet**  
**Post Test 1**

No.	Name	Component of Writing					Total
		C	O	V	LU	M	
1	Ajiz Setiawan	17	15	10	10	2	54
2	Bagas Setiawan	22	15	10	10	2	59
3	Dani Irawan	20	13	15	12	2	62
4	Dini Lionita Septiani	20	12	12	15	2	61
5	Doni Saputra	17	15	12	11	2	57
6	Famura Ulil Albab	22	17	16	16	3	74
7	Febri Nurul Irawan	20	12	13	12	2	59
8	Ikhsan Fuadi	20	13	13	12	2	60
9	M. Alfahrezi Ridwan	18	15	12	12	2	59
10	M.Maulana Ilham	17	12	12	15	2	58
11	Rafi Ramadhana W	20	15	15	12	2	64
12	Rafida Istiqomah	20	12	12	11	2	57
13	Rio Efendi	20	15	12	15	3	65
14	Riska Widia Sari	17	12	11	15	2	57
15	Siska Agustina	16	12	12	13	2	55
16	Sulis Tiyawati	17	11	12	11	2	53
17	Taufik Aditya	17	15	15	15	2	64
18	Tri Sukron Vaka	20	15	11	11	2	59

Note:

C : Content  
 O : Organization  
 V : Vocabulary  
 LU :Language Use  
 M : Mechanic

**The Students Scoring Sheet**  
**Post Test 2**

No.	Name	Component of Writing					Total
		C	O	V	LU	M	
1	Ajiz Setiawan	20	17	17	16	3	73
2	Bagas Setiawan	20	20	15	16	2	73
3	Dani Irawan	20	20	17	15	2	74
4	Dini Lionita Septiani	20	16	18	15	2	71
5	Doni Saputra	17	15	11	14	2	59
6	Famura Ulil Albab	25	20	17	17	3	82
7	Febri Nurul Irawan	20	17	20	15	3	75
8	Ikhsan Fuadi	20	14	13	13	2	62
9	M. Alfahrezi Ridwan	17	12	15	13	2	59
10	M.Maulana Ilham	20	15	16	13	3	67
11	Rafi Ramadhana W	16	15	15	16	2	64
12	Rafida Istiqomah	20	16	17	15	3	71
13	Rio Efendi	22	15	16	15	3	71
14	Riska Widia Sari	18	14	13	13	2	60
15	Siska Agustina	23	18	15	15	3	74
16	Sulis Tiyawati	19	18	15	16	2	70
17	Taufik Aditya	19	15	16	16	2	68
18	Tri Sukron Vaka	20	17	16	15	2	70

Note:

C : Content  
 O : Organization  
 V : Vocabulary  
 LU :Language Use  
 M : Mechanic

### The Result of Students Writing Score

No	Name	Score		
		Pre-Test	Post test 1	Post Test 2
1	AS	51	54	73
2	BS	50	59	73
3	DI	58	62	74
4	DLS	61	61	71
5	DS	58	57	59
6	FUA	72	74	82
7	FNI	59	59	75
8	IF	60	60	62
9	MAR	50	59	59
10	MMI	50	58	67
11	RI	71	64	64
12	RRW	58	57	71
13	RE	59	65	71
14	RWS	55	57	60
15	SA	51	55	74
16	Su	64	59	70
17	TA	51	53	68
18	TSV	60	64	70

Sekampung, November 2017

English Teacher,



Ridwan, S.H.I

Researcher



Pyngki Soraya  
NPM.13108087



**ATTENDANT LIST**  
(Pre-Test)

**Class : VIII B**

**School : MTs Al-Asror Sekampung**

No	Student's Name	Signature
1	Ajiz Setiawan	1. <i>Ajiz</i>
2	Bagas Setiawan	2. <i>Bagas</i>
3	Dani Irawan	3. <i>Dani</i>
4	Dini Lionita Septiani	4. <i>Dini</i>
5	Doni Saputra	5. <i>Doni</i>
6	Famura Ulil Albab	6. <i>Famura</i>
7	Febri Nurul Irawan	7. <i>Febri</i>
8	Ikhsan Fuadi	8. <i>Ikhsan</i>
9	M. Alfahrezi Ridwan	9. <i>M. Alfahrezi</i>
10	M. Maulana Ilham	10. <i>M. Maulana</i>
11	Rafi Ramadhana W	11. <i>Rafi</i>
12	Rafida Istiqomah	12. <i>Rafida</i>
13	Rio Efendi	13. <i>Rio</i>
14	Riska Widia Sari	14. <i>Riska</i>
15	Siska Agustina	15. <i>Siska</i>
16	Sulis Tiyawati	16. <i>Sulis</i>
17	Taufik Aditya	17. <i>Taufik</i>
18	Tri Sukron Vaka	18. <i>Tri</i>

Sekampung, November 2017  
English Teacher,

  
Ridwan, S.H.I

# ATTENDANT LIST

Class : VIII B

School : MTs Al-Asror Sekampung

No	Student's Name	Cycle II	
		Treatment I	Post test II
1	Ajiz Setiawan	Ajiz	Ajiz
2	Bagas Setiawan	Bagas	Bagas
3	Dani Irawan	Dani	Dani
4	Dini Lionita Septiani	Dini	Dini
5	Doni Saputra	Doni	Doni
6	Famura Ulil Albab	Famura	Famura
7	Febri Nurul Irawan	Febri	Febri
8	Ikhsan Fuadi	Ikhsan	Ikhsan
9	M. Alfahrezi Ridwan	M. Alfahrezi	M. Alfahrezi
10	M.Maulana Ilham	M. Maulana	M. Maulana
11	Rafi Ramadhana W	Rafi	Rafi
12	Rafida Istiqomah	Rafida	Rafida
13	Rio Efendi	Rio	Rio
14	Riska Widia Sari	Riska	Riska
15	Siska Agustina	Siska	Siska
16	Sulis Tiyawati	Sulis	Sulis
17	Taufik Aditya	Taufik	Taufik
18	Tri Sukron Vaka	Tri	Tri

Sekampung, November 2017

English Teacher,

Ridwan, S.H.I



## ATTENDANT LIST

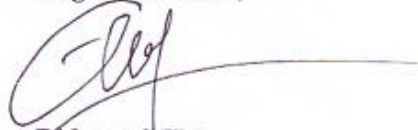
**Class : VIII B**

**School : MTs Al-Asror Sekampung**

No	Student's Name	Cycle 1	
		Treatment 1	Post test 1
1	Ajiz Setiawan	Ajiz	Ajiz
2	Bagas Setiawan	Bagas	Bagas
3	Dani Irawan	Dani	Dani
4	Dini Lionita Septiani	Dini	Dini
5	Doni Saputra	Doni	Doni
6	Famura Ulil Albab	Famur	Famur
7	Febri Nurul Irawan	Febri	Febri
8	Ikhsan Fuadi	Ikhsan	Ikhsan
9	M. Alfahrezi Ridwan	M. Alfahrezi	M. Alfahrezi
10	M. Maulana Ilham	M. Maulana	M. Maulana
11	Rafi Ramadhana W	Rafi	Rafi
12	Rafida Istiqomah	Rafida	Rafida
13	Rio Efendi	Rio	Rio
14	Riska Widia Sari	Riska	Riska
15	Siska Agustina	Siska	Siska
16	Sulis Tiyawati	Sulis	Sulis
17	Taufik Aditya	Taufik	Taufik
18	Tri Sukron Vaka	Tri	Tri

Sekampung, November 2017

English Teacher,

  
Ridwan, S.H.I

## OBSERVATION SHEET THE STUDENTS' ACTIVITY

Day/Date : Cycle :  
Class : Meeting :

No	Name	The Students activity				
		1	2	3	4	5
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						

Notes:

1. Attention to teacher explanation
2. Giving respond
3. Participating in learning process
4. Following teacher instruction
5. Making notes

### THE STUDENTS SCORING SHEET

Day/date : ..... meeting : .....  
 Class : ..... Cycle : .....

NO	Name	Component of Writing					Total
		Content	Organization	Language Use	Vocabulary	Mechanics	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							

25							
total							

NO	Aspect	Score
1	Content	0-30
2	Organization	0-20
3	Language Use	0-25
4	Vocabulary	0-20
5	Mechanics	2-5
Total		100

Example:

Name	Score					Total Score
	Content	Organization	Language Use	Vocabulary	Mechanics	
AS	24	15	15	15	4	73
BB	25	20	20	15	3	83
HE	15	13	15	13	4	60

Sekampung, November 2017

Mengetahui;  
Guru Mata Pelajaran

Peneliti,

Ridwan, S.H.I

Pyngki Soraya  
NPM. 13108087

Kepala Sekolah  
MTs Al Asror Sekampung

Ridwan, S.H.I

### The Result of The Students Activity in the Teaching And Learning Process

**Day/Date** : Wednesday, 22 November 2017      **Cycle** : 1  
**Class** : VIII B      **Meeting** : 1

No	Name	The Students activity				
		1	2	3	4	5
1.	Ajiz Setiawan	✓	✓		✓	✓
2.	Bagas Setiawan		✓	✓	✓	✓
3.	Dani Irawan	✓		✓		✓
4.	Dini Lionita Septiani	✓	✓	✓	✓	✓
5.	Doni Saputra	✓		✓	✓	
6.	Famura Ulil Albab		✓	✓	✓	✓
7.	Febri Nurul Irawan	✓			✓	✓
8.	Ikhsan Fuadi	✓		✓		
9.	M. Alfahrezi Ridwan	✓	✓	✓	✓	✓
10.	M.Maulana Ilham	✓	✓	✓	✓	✓
11.	Rafi Ramadhana W	✓	✓	✓	✓	✓
12.	Rafida Istiqomah	✓	✓	✓	✓	✓
13.	Rio Efendi	✓	✓	✓	✓	✓
14.	Riska Widia Sari	✓	✓	✓	✓	✓
15.	Siska Agustina	✓	✓	✓	✓	✓
16.	Sulis Tiyawati	✓	✓		✓	✓
17.	Taufik Aditya	✓	✓	✓	✓	✓
18.	Tri Sukron Vaka	✓	✓	✓	✓	
Total		16	14	15	16	15

Notes:

6. Attention to teacher explanation
7. Giving respond
8. Participating in learning process
9. Following teacher instruction
10. Making notes

Sekampung, 22 November 2017  
 Guru Praktikan

Guru Mata Pelajaran

Ridwan, S.H.i

Pyngki soraya

4. Following teacher instruction
5. Making notes

Sekampung, 22 November 2017

Guru Mata Pelajaran



Ridwan, S.H.i

Guru Praktikan



Pyngki soraya



### The Result of The Students Activity in the Teaching And Learning Process

**Day/Date : Thursday ,23 November 2017**  
**Class : VIII B**

**Cycle : I**  
**Meeting : II**

No	Name	The Students activity				
		1	2	3	4	5
1.	Ajiz Setiawan	✓	✓	✓	✓	✓
2.	Bagas Setiawan		✓	✓	✓	✓
3.	Dani Irawan	✓	✓	✓	✓	✓
4.	Dini Lionita Septiani	✓	✓	✓	✓	✓
5.	Doni Saputra	✓	✓	✓	✓	✓
6.	Famura Ulil Albab	✓	✓	✓	✓	✓
7.	Febri Nurul Irawan	✓	✓	✓	✓	✓
8.	Ikhsan Fuadi	✓	✓	✓	✓	
9.	M. Alfahrezi Ridwan	✓	✓	✓	✓	✓
10.	M.Maulana Ilham	✓		✓	✓	✓
11.	Rafi Ramadhana W	✓	✓	✓	✓	✓
12.	Rafida Istiqomah	✓	✓	✓		✓
13.	Rio Efendi	✓	✓	✓	✓	✓
14.	Riska Widia Sari	✓	✓	✓	✓	✓
15.	Siska Agustina	✓	✓	✓	✓	✓
16.	Sulis Tiyawati	✓		✓	✓	✓
17.	Taufik Aditya		✓	✓	✓	✓
18.	Tri Sukron Vaka	✓	✓	✓		✓
Total		16	16	18	16	17

Notes:

1. Attention to teacher explanation
2. Giving respond
3. Participating in learning process
4. Following teacher instruction
5. Making notes

Guru Mata Pelajaran

Sekampung, 23 November 2017  
Guru Praktikan

Ridwan, S.H.i

Pyngki soraya

4. Following teacher instruction
5. Making notes

Sekampung, 23 November 2017

Guru Mata Pelajaran



Ridwan, S.H.i

Guru Praktikan



Pyngki soraya

### The Result of The Students Activity in the Teaching And Learning Process

**Day/Date** : Wednesday ,29 November 2017      **Cycle** : II  
**Class** : VIII B      **Meeting** : I

No	Name	The Students activity				
		1	2	3	4	5
1.	Ajiz Setiawan	✓	✓	✓	✓	✓
2.	Bagas Setiawan	✓	✓	✓	✓	✓
3.	Dani Irawan	✓	✓	✓	✓	✓
4.	Dini Lionita Septiani	✓	✓	✓	✓	✓
5.	Doni Saputra	✓	✓	✓	✓	✓
6.	Famura Ulil Albab		✓	✓	✓	✓
7.	Febri Nurul Irawan	✓	✓	✓	✓	✓
8.	Ikhsan Fuadi	✓	✓	✓	✓	✓
9.	M. Alfahrezi Ridwan	✓	✓	✓	✓	✓
10.	M.Maulana Ilham	✓	✓	✓	✓	✓
11.	Rafi Ramadhana W	✓	✓	✓	✓	✓
12.	Rafida Istiqomah	✓	✓	✓	✓	✓
13.	Rio Efendi	✓	✓	✓	✓	✓
14.	Riska Widia Sari	✓	✓	✓	✓	✓
15.	Siska Agustina	✓	✓	✓	✓	✓
16.	Sulis Tiyawati	✓	✓	✓		✓
17.	Taufik Aditya	✓	✓	✓	✓	✓
18.	Tri Sukron Vaka	✓	✓	✓	✓	✓
Total		17	18	18	17	18

Notes:

1. Attention to teacher explanation
2. Giving respond
3. Participating in learning process
4. Following teacher instruction
5. Making notes

Guru Mata Pelajaran

Ridwan,S.H.i

Sekampung,29 November 2017  
Guru Praktikan

Pyngki soraya

4. Following teacher instruction
5. Making notes

Sekampung, 29 November 2017

Guru Mata Pelajaran



Ridwan, S.H.i

Guru Praktikan



Pyngki soraya

### The Result of The Students Activity in the Teaching And Learning Process

**Day/Date : Thursday,30 November 2017**  
**Class : VIII B**

**Cycle :II**  
**Meeting :II**

No	Name	The Students activity				
		1	2	3	4	5
1.	Ajiz Setiawan	✓	✓	✓	✓	✓
2.	Bagas Setiawan		✓	✓	✓	✓
3.	Dani Irawan	✓	✓		✓	✓
4.	Dini Lionita Septiani	✓	✓	✓		✓
5.	Doni Saputra	✓	✓	✓	✓	✓
6.	Famura Ulil Albab	✓	✓		✓	✓
7.	Febri Nurul Irawan	✓	✓	✓	✓	✓
8.	Ikhsan Fuadi	✓	✓	✓	✓	✓
9.	M. Alfahrezi Ridwan	✓	✓	✓	✓	✓
10.	M.Maulana Ilham	✓	✓	✓	✓	✓
11.	Rafi Ramadhana W	✓	✓	✓	✓	✓
12.	Rafida Istiqomah	✓	✓	✓	✓	✓
13.	Rio Efendi	✓	✓	✓	✓	✓
14.	Riska Widia Sari	✓	✓	✓	✓	✓
15.	Siska Agustina	✓	✓	✓	✓	✓
16.	Sulis Tiyawati	✓	✓	✓	✓	✓
17.	Taufik Aditya	✓	✓	✓	✓	✓
18.	Tri Sukron Vaka	✓	✓	✓	✓	✓
Total		17	18	16	17	18

Notes:

1. Attention to teacher explanation
2. Giving respond
3. Participating in learning process
4. Following teacher instruction
5. Making notes

Guru Mata Pelajaran

Sekampung,30 November 2017  
Guru Praktikan

Ridwan,S.H.i

Pyngki soraya

4. Following teacher instruction
5. Making notes

Sekampung, 30 November 2017

Guru Mata Pelajaran



Ridwan, S.H.i

Guru Praktikan




Pyngki soraya

**The Result of the Teacher Activity in the Teaching and Learning Process in Cycle I**

No	Aspect	Score	
		1st	2 <sup>nd</sup>
1	<b>The teachers' preparation</b>		
	- The materials are ready	2	3
	- There is structure of the lesson		
2	<b>The teachers' mastery in the subject content</b>		
	- The teacher shows good command and knowledge of subject content	2	2
	- Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	<b>The teachers teaching methods</b>		
	- The teacher uses the relevant teaching method, strategy, technique or activity	4	4
	- The teacher uses the appropriate media in teaching.		
4	<b>The teachers' performance</b>		
	- Clearness of the teacher's sound	2	3
	- Establishes classroom environment conducive to learning		
	- Establishes the communication between teacher and students		
5	<b>The ability of closing the meeting:</b>		
	- Making conclusion made by the students and teacher together.	2	2
	- Conducting evaluation		
6	<b>The ability of managing class</b>		
	- All the students are treated fairly	2	2
	- Used the time wisely		
Total			
Percentage			

Sekampung, 23 November 2017

Guru mata Pelajaran,

  
Ridwan, S.H.I

**The Result of the Teacher Activity in the Teaching and Learning Process in Cycle II**

No	Aspect	Score	
		1st	2 <sup>nd</sup>
1	<b>The teachers' preparation</b>	3	4
	- The materials are ready		
	- There is structure of the lesson		
2	<b>The teachers' mastery in the subject content</b>	3	3
	- The teacher shows good command and knowledge of subject content		
	- Relating with another knowledge		
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)		
3	<b>The teachers teaching methods</b>	4	4
	- The teacher uses the relevant teaching method, strategy, technique or activity		
	- The teacher uses the appropriate media in teaching.		
4	<b>The teachers' performance</b>	3	3
	- Clearness of the teacher's sound		
	- Establishes classroom environment conducive to learning		
	- Establishes the communication between teacher and students		
5	<b>The ability of closing the meeting:</b>	3	3
	- Making conclusion made by the students and teacher together.		
	- Conducting evaluation		
6	<b>The ability of managing class</b>	3	4
	- All the students are treated fairly		
	- Used the time wisely		
Total			
Percentage			

Sekampung, 29 November 2017

Guru mata Pelajaran,



Ridwan, S.H.I



## FIELD NOTE

### PRE TEST

Wednesday, November 15<sup>th</sup>, 2017

1. Give pre-test for the students.
2. Most students still confused.
3. Most students were gotten the score below the target of minimum standard criteria.

### CYCLE 2

Wednesday, November 22<sup>th</sup>, 2017

1. The teacher give explanation the material.
2. Most of students who noisy didn't pay attention the teacher explanation.
3. Some students didn't understand about the descriptive text.
4. The teacher gave the material how to write descriptive text.
5. The students memorized and understand with the explanation.
6. The teacher made the students to respond to others students.

Thursday, November 23<sup>th</sup>, 2017

1. Give post-test 1 to the students with the topic about "Fruit".
2. Some students passed the minimum standard criteria, but many students did not pass the score.

### CYCLE 2

Wednesday, November 29<sup>th</sup>, 2017

1. The teacher give the explanation the material.
2. There are students who were noisy didn't pay attention the teacher explanation.

3. The students have understood the way and the rule to follow the teacher instruction based on the material descriptive text.
4. Most of the students start to practice how to write descriptive text.

Thursday, November 30<sup>th</sup>, 2017

1. The teacher gave the post test 2.
2. The students were very enjoying doing the post-test 2. Because, the way easy after they are discuss with other friends and they got the treatment in every meeting.



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

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

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

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

Nama : Pyngki Soraya  
NPM : 13108087

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	24 Juli 2017/ Senin	✓		- Revisi chapter II	
2.	07 Agustus 2017/ Sabtu	✓		- Revisi chapter II	
3.	11 Agustus 2017/ Jumat	✓		- Revisi chapter I, II, III	
4.	15 September 2017/ Jumat	✓		- Revisi chapter I, II, III	
5.	19 Oktober 2017/ Senin	✓		- Revisi Skripsi : ke Ismail	

Mengetahui  
Ketua Jurusan TBI

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

Dosen Pembimbing I

**Dr. Mahrus As'ad, M.Ag**  
NIP. 19611221 199603 1 001



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

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

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

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

Nama : Pyngki Soraya  
NPM : 13108087

Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 08/06/17		✓	Revise Chapter I - III	
2	Wednesday 12/07/17		✓	Revise again Show reference	
3	Tuesday 26/09/17		✓	Revise again (Chapter II)	
4	Friday 29/09/17		✓	Show reference again (Chapter II.)	
5	Friday		✓	Acc and Continue to the first sponsor	

Mengetahui  
Ketua Jurusan TBI

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

Dosen Pembimbing II

**Syahreni Siregar, M.Hum.**  
NIP. 19760814 200912 2 004



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

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296, Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id) Email: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Pyngki Soraya

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

NPM : 13108087

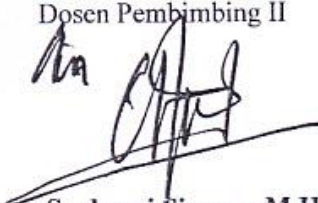
Semester/TA : X /2017

No	Hari/ Tanggal	Pembimbing		Materi yang di Konsultasikan	Tanda Tangan mahasiswa
		I	II		
1	Friday 12/01/18		✓	Revisi chapter IV-V	
2.	15 Januari 2018/ Senin		✓	di banyaranti.	

Mengetahui:  
Ketua Jurusan TBI

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

Dosen Pembimbing II

  
**Svahreni Siregar, M.Hum**  
NIP. 19760814 200912 2 004





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

Jalan Ki.Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296, Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id) Email: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Pyngki Soraya

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

NPM : 13108087

Semester/TA : X /2017

No	Hari/ Tanggal	Pembimbing		Materi yang di Konsultasikan	Tanda Tangan mahasiswa
		I	II		
1.	04 Januari 2018	✓		Revisi Chapter 1 2 3 4 5	
2.	15 Januari 2018 / Senin	✓		Revisi Bab 1 Ace Komagasaki	

Mengetahui:  
Ketua Jurusan TBI

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

Dosen Pembimbing I

**Dr. Mahrus As'ad, M.Ag**  
NIP. 19611221 199603 1 001



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) JURAI SIWO METRO  
JURUSAN TARBIYAH**

*Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507*

Nomor : Sti.06/JST/PP.00.9/2421/2016

Metro, 31 Oktober 2016

Lamp : -

Hal : IZIN PRA SURVEY

*Kepada Yth.,*

Kepala Sekolah MTs Al Asror Sekampung

Di --

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama	Pyngki Soraya
NPM	13108087
Jurusan	Tarbiyah
Prodi	PBI
Judul	Improving Students Writing Ability By Using SRSD (Self Regulated Strategy Development) Of MTs Al-Asror Sekampung

Untuk melakukan PRA SURVEY di MTs Al Asror Sekampung.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya diaturkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan



akla, M.Pd

19691008 200003 2005



**Yayasan PONDOK PESANTREN DARUL MA'ARIF**

Akta notaris :No. 06 Tgl 20 Oktober 2003

**MADRASAH TSANAWIYAH (MTs) AL-ASROR**

o.Piagam :Kd.08 .07/3/PP.00.1/762/2009 NNS:121218070079

**SUMBERSARI SEKAMPUNG LAMPUNG TIMUR**

Alamat :Jl.Pon-Pes Darul Ma'arif ds. Sumbersari Kec. Sekampung Kab. Lam-Tim Kode Pos 34182

### **SURAT BALASAN PRA-SURVEY**

Nomor : MTs.08.07/0030 /PP.00.5/82/ X1/ 2016

Berdasarkan surat ketua Sekolah Tinggi Agama Islam (STAI) Ma'arif Nomor: Sti.06/JST/PP.00.9/2421/2016, Kepala MTs Al-Asror Sekampung Menerangkan bahwa:

**Nama** : Pyngki Soraya  
**Npm** : 13108087  
**Jurusan** : Tarbiyah  
**Program Study** : PBI

Bahwa mahasiswa yang bersangkutan diperkenankan untuk melakukan penelitian di MTs Al-Asror dalam rangka penulisan Skripsi dengan Judul : "Improving Students' Writing Ability By Using (Self Regulated Strategy Development) of MTs Al-Asror Sumbersari Kec. Sekampung"

Demikian Surat Keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sekampung, 5 Nopember 2016  
 Kepala Madrasah

**RIDWAN, S.Hi**





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

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

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

Nomor : B-2627/In.28/D.1/TL.00/11/2017  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.  
KEPALA MTS AL ASROR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2627/In.28/D.1/TL.01/11/2017, tanggal 13 November 2017 atas nama saudara:

Nama	: PYNGKI SORAYA
NPM	: 13108087
Semester	: 9 (Sembilan)
Jurusan	: Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS AL ASROR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' WRITING ABILITY BY USING SRSD (SELF REGULATED STRATEGY DEVELOPMENT) AT THE EIGHTH GRADERS OF MTS AL ASROR SEKAMPUNG IN ACADEMIC YEAR 2017/2018".

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

*Wassalamu'alaikum Wr. Wb.*



Metro, 13 November 2017  
Kepada Yth. Dekan I,

*[Signature]*  
Nesti Fatonah MA  
19670531 199303 2 003



**YAYASAN PONDOK PESANTREN DARUL MA'ARIF**

Akta notaris :No. 06 Tgl 20 Oktober 2003

**MADRASAH TSANAWIYAH (MTs) AL-ASROR**

Jl. Piagam :Kd.08.07/3/PP.00.1/762/2009 NSM:121218070030

**SUMBERSARI SEKAMPUNG LAMPUNG TIMUR**

Alamat :Jl.Pon-Pes Darul Ma'arif ds. Sumbersari Kec. Sekampung Kab. Lam-Tim Kode Pos 34182

**SURAT BALASAN PENELITIAN**

Nomor : 024.3 / 002 / 015 / MTs / IX / 2017

Berdasarkan surat tugas Institut Agama Islam Negeri Metro Nomor: B-2627/In.28/D.1/TL.00/11/2017 tentang tugas pelaksanaan research di MTs Al Asror Subersari Kecamatan Sekampung maka dengan di keluarkanya surat balasan ini Kepala Sekolah MTs Al Asror Sumbersari Kecamatan Sekampung bahwa :

**Nama : PYNGKI SORAYA**  
**Npm : 13108087**  
**Jurusan : Pendidikan Bahasa Inggris**  
**Semeter : 9 (Sembilan)**  
**Judul Penellitian : "Improving Students' Writing Ability By Using SRSD (Self Regulated Strategy Development) At The Eight Graders Of MTs Al Asror Sekampung In Academic Year 2017/2018".**

Mahasiswa tersebut diatas melakukan penelitian di MTs Al Asror Sumbersari Kecamatan Sekampung dalam rangka menyelesaikan tugas akhir program S-1.

Demikian Surat Keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sumbersari, 13 Nopember 2017

Kepala Madrasah

**RIDWAN, S.H.I.**



**Yayasan PONDOK PESANTREN DARUL MA'ARIF**

Akta notaris :No. 06 Tgl 20 Oktober 2003

**MADRASAH TSANAWIYAH (MTs) Al-ASROR**

o.Piagam :Kd.08 .07/3/PP.00.1/762/2009 NNS:121218070079

**SUMBERSARI SEKAMPUNG LAMPUNG TIMUR**

Alamat :Jl.Pon-Pes Darul Ma'arif ds. Sumbarsari Kec. Sekampung Kab. Lam-Tim Kode Pos 34182

### **SURAT KETERANGAN PENELITIAN**

Nomor : 424 / 003 / 37 / MTs / XI / 2017

Berdasarkan surat Wakil Dekan I, Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Nomor: B-2627/In.28/D. 1/TL.01/11/2017, Kepala MTs Al-Asror Sekampung Menerangkan bahwa:

**Nama** : PYNGKI SORAYA  
**Npm** : 13108087  
**Jurusan** : Pendidikan Bahasa Inggris  
**Fakultas** : Tarbiyah

Bahwa mahasiswa yang bersangkutan telah melaksanakan observasi/survey sejak tanggal 15-30 November 2017 di MTs Al-Asror, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS WRITING ABILITY BY USING SRSD (SELF REGULATED STRATEGY DEVELOPMENT) AT THE EIGHTH GRADERS OF MTS AL-ASROR SEKAMPUNG IN ACADEMIC YEAR 2017/2018".

Demikian Surat Keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sekampung, 30 November 2017 M  
 Kepala Madrasah

**RIDWAN, S.Hi**





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

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

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

## **SURAT TUGAS**

Nomor: B-2627/In.28/D.1/TL.01/11/2017

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

Nama : PYNGKI SORAYA  
NPM : 13108087  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS AL 'ASROR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS' WRITING ABILITY BY USING SRSD (SELF REGULATED STRATEGY DEVELOPMENT) AT THE EIGHTH GRADERS OF MTS AL 'ASROR SEKAMPUNG IN ACADEMIC YEAR 2017/2018".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro  
Pada Tanggal : 13 November 2017

Mengetahui,  
Pejabat Setempat

*Ridwan, S.H.*



Wakil Dekan I,

*[Signature]*  
Dra. Isti Fatonah MA  
19670531 199303 2 003

## 1.1 THE STUDENTS DO THE TASK



The teacher give the explanation do the Pre test



The students do the task of pre test



The students do the task Post test 1





The students do the task Post test 2

## 1.2 TREATMENT



The teacher give explanation about the material descriptive text



The students read the the task in front of the class



## CURRICULUM VITAE



The name of the writer is Pyngki Soraya. She was born in Karangendah, on March 18, 1995. She is the second child of happy couple Mr. Suhardi and Mrs.Sugiyatmi.

She was enrolled her study in Kindergarten at TK Yonkav 5 Serbu, Palembang, on 2000-2001. She continued her study at SDN 1 Hargomulyo on 2001-2006. Then, she continued her study at SMP N1 Sekampung, on 2006-2009. She continued her study at SMA N 1 Sekampung, on 2010 -2013. It was long journey for her to find out her dream. Finally, at the same year, she was registered as a S1 student of English Education Study Program of Institute Islamic College of Metro .