

AN UNDERGRADUATE THESIS

**THE USE OF PACE (PRESENTATION, ATTENTION, CO-CONSTRUCTION AND
EXTENSION) STRATEGY TO IMPROVE THE MASTERY OF COMPLEX
SENTENCE AMONG THE TENTH GRADERS
OF SMA NEGERI 1 RUMBIA
CENTRAL LAMPUNG**

BY:

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Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2019 M

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CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

BY:

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ABSTRACT

**By:
KIKI ALAISYA**

The purposes of this research are to show that the use of PACE (Presentation, Attention, Co-construction, and Extension) strategy can improve the students' mastery of complex sentence and their learning activities among the tenth grade of SMA Negeri 1 Rumbia in the academic year 2019/2020. The researcher had limited the problems in this research that focused on complex sentence mastery. To improve complex sentence mastery, the researcher used PACE strategy.

Furthermore, the research method of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planing, acting, observing and reflecting. Object of this research is the students' mastery of complex sentence. In collecting the data, the researcher used test, observation, documentation, and field note. This research was conducted in a collaborative study with an English teacher of the tenth graders at SMA Negeri 1 Rumbia that is Mrs. Naimah, S.Pd.

Finally, the result of this research proves that the use of PACE strategy can improve the students' complex sentence mastery. It is because based on the result of post-test II, 75% of the students can achieve the minimum mastery criteria (MMC). In addition, the result of post-test II proves that the percentage of students' learning activity is 81%. It means that PACE strategy can improve the students' learning activity. Therefore, it is concluded that the use of PACE strategy can improve students' complex sentence mastery and their learning activity.

Keywords: *Complex Sentence Mastery, PACE (Presentation, Attention, Co-construction, and Extension) Strategy.*

**PENGGUNAAN STRATEGI *PACE* (*PRESENTATION, ATTENTION, CO-CONSTRUCTION, AND EXTENSION*) UNTUK MENINGKATKAN
PENGUASAAN *COMPLEX SENTENCE* PADA SISWA
KELAS SEPULUH SMA NEGERI 1 RUMBIA
LAMPUNG TENGAH**

ABSTRAK

Oleh:

KIKI ALAISYA

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan strategi PACE (Presentation, Attention, Co-construction, dan Extension) dapat meningkatkan penguasaan siswa terhadap complex sentence dan aktifitas pembelajaran pada siswa kelas sepuluh SMA Negeri 1 Rumbia pada tahun pelajaran 2019/2020. Peneliti telah membatasi masalah dalam penelitian ini yang berfokus pada penguasaan complex sentence. Untuk meningkatkan penguasaan complex sentence, peneliti menggunakan strategi PACE.

Selanjutnya, metode penelitian dalam penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek penelitian ini adalah penguasaan complex sentence siswa. Dalam mengumpulkan data, peneliti menggunakan tes, observasi, dokumentasi, dan catatan lapangan. Penelitian ini dilakukan dalam studi kolaboratif dengan guru bahasa Inggris siswa kelas sepuluh di SMA Negeri 1 Rumbia yaitu ibu Naimah, S.Pd.

Akhirnya, hasil penelitian ini membuktikan bahwa penggunaan strategi PACE dapat meningkatkan penguasaan complex sentence siswa. Karena berdasarkan hasil post-test II, 75% siswa dapat mencapai kriteria ketuntasan minimum (KKM). Selain itu, hasil post-test II membuktikan bahwa persentase aktivitas belajar siswa adalah 81%. Ini berarti bahwa strategi PACE dapat meningkatkan aktivitas belajar siswa. Oleh karena itu, disimpulkan bahwa penggunaan strategi PACE dapat meningkatkan penguasaan complex sentence siswa dan aktivitas belajar mereka.

Kata Kunci : *Kemampuan Complex Sentence, Strategi PACE (Presentation, Attention, Co-construction, and Extension).*



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

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

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE USE OF PACE (PRESENTATION, ATTENTION, CO-CONSTRUCTION, AND EXTENSION) STRATEGY TO IMPROVE THE MASTERY OF COMPLEX SENTENCE AMONG THE TENTH GRADERS OF SMA NEGERI 1 RUMBIA CENTRAL LAMPUNG, written by Kiki Alaisya, student number 1501070263, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, November 25th 2019 at 13.00 – 15.00 WIB.

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Penulis



MOTTO

حَسْبُنَا اللَّهُ وَنِعْمَ الْوَكِيلُ ﴿١٧٣﴾

**It is enough for God to be our Helper
and Allah is the Best Protector.
(Al-imron, 173)**

نِعْمَ الْمَوْلَىٰ وَنِعْمَ النَّصِيرُ ﴿٤٠﴾

**He is the Best Protector and the Best Helper.
(Al-Anfal, 40)**

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

*My beloved parents,
Mr. Ahmad Thobari and Mrs. Sumi Arsih who always
support me by their endless love*

*My lovely sister,
Latifa Nova Safitri who have given wonderful motivation for
me*

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for Islamic of Metro, Lampung*

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This undergraduate thesis is entitled "The Use of Pace (Presentation, Attention, Co-Construction and Extension) Strategy to Improve the Mastery of Complex Sentence among the Tenth Graders of SMA Negeri 1 Rumbia Central Lampung".

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Metro, November 25th, 2019
The Researcher



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CHAPTER I

INTRODUCTION

A. Background of the Study

English language teaching is a beneficial effort that has purpose not only to transfer knowledge of English but also to naturalize the language learners in order to be able to communicate using English in the daily life both written and oral. That means that English language teaching has the important role in guiding the language learners to master English as an international language. In Indonesia, English is a foreign language that is not obtained since the beginning of birth. Therefore, in Indonesia, English language teaching plays a very important role in formal and non-formal institutions. English language teaching includes of four language skills consisting of listening, speaking, reading, and writing.

Furthermore, grammar instruction is very important in teaching English process. Grammar is the system of a language or collection of rules governing the language. Furthermore, grammar is an important aspect for forming words and building English sentences. Moreover, grammar is a systemic description of linguistic mastery of native speaker of a language which enable them to speak. Grammar is the important aspect to communicate with other people because grammar can show the meaning in communication. In addition, grammar is central to the teaching and learning of language that also becomes one of the meaningful aspects of language to teach as well as to learn well.

In addition, grammar has many great benefits. Grammar improves the language learners' listening and speaking skills. Knowing Grammar helps the language learners to be easier in communication process. When the language learners meet a new person, the language learners apply the present simple tense to talk about facts and regular habits. Meanwhile, grammar rules help the language learners to make the communication to appear coherent and more logic. English speakers tend to speak very fast with a lot of short forms and silent sounds. Knowing grammar helps the language learners to catch these short forms and silent sounds by guessing the idea what the speaker want to say.

Furthermore, grammar improves the language learners reading and writing skills. Knowing basic grammar is important in order to be able to analyze and to improve the language learners' language performance. Understanding the use of noun, verbs, adverb, adjective, phrase or clause helps the language learners to write English better. Furthermore, writing requires a lot of mental effort. Most English learners do their writing tend to make mistake and misuse of grammar rules, which are very easy to recognize.

Moreover, English grammar mastery is influenced by several aspects that can be categorized into linguistic aspects and non-linguistic aspects. The aspects that affect grammar include of vocabulary mastery, writing mastery, reading mastery, comprehension of the context, punctuation and writing mechanic. Mastery of high English vocabulary makes language learners

effectively to extract the sentences using the right word diction. Good writing mastery sharpens one's grammar mastery because the writing process increases the intensity of grammar learning. Good reading mastery provides input to the language learners in the form of vocabulary and grammar input so that the quality of the writing is better. The right use of punctuation and writing mechanic produce quality writing that has quality coherence and cohesiveness. Comprehension of the context strengthens the results of writing by using the right grammar.

Moreover, English grammar mastery is also influenced by non-linguistic aspects which cover learning media, teaching strategy, intensity of grammar drill, environment support, and psychological aspects. Interesting learning media in the process of learning grammar increases the motivation and interest of the language learners. The appropriate teaching strategy in the process of improving the mastery to learn grammar creates an effective learning process. Intensity of grammar drill greatly affect the quality of understanding and application of the concept of grammar material because more often someone practices grammar, the quality of the result is better. Environment significantly supports English grammar capabilities that can be obtained from parents, society, classmate, and learning community. Psychological aspects also contribute to improve English grammar skills so the language learners have high motivation, interest, self esteem, and self confidence.

However, grammar is not an easy thing to be mastered by language learners. There are many problems got by language learners in the process of understanding grammar in English. Problems in learning grammar are caused by limitations of the linguistic and nonlinguistic aspects. The linguistic limitations that become the causes of low grammar mastery include of limited English vocabulary makes the learners difficult to express the message that is written. The low writing skills cause the language learners to be unable to compile the main message correctly. The low reading mastery in English causes the language learners to have various comprehensive inputs so that they have limited knowledge. The language learners' inability to interpret the context of the situation to be compiled causes them to use the wrong grammar. The weak mastery to apply the concept of punctuation and writing mechanic makes the results of the writing to be difficult to understand and untidy.

The problems in learning grammar are also caused by various nonlinguistic aspects which include lack of suitable grammar teaching strategies, less interesting learning media used in learning grammar, lack of support from the environment, lack of motivation and interest in learning grammar. The strategies for teaching grammar which are less precise with the goal become cause the learning process to be ineffective and boring so that students become less motivated in learning grammar. The less attractive and monotonous media to learn grammar creates a saturating and difficult grammar learning process. The limited support from the environment that is

parents, classmate, and the community to learn grammar causes low motivation and interest in the process of learning grammar.

Moreover, the researcher has conducted a pre-survey to find out the students' grammar problems of X IPA 1 at SMA Negeri 1 Rumbia on March 4th, 2019. The researcher conducted a pre-survey by asking the archive of students' grammar assignments to the English teacher of the class. The form of student assignment is in the form of complex sentence mastery assignments. students' complex sentence mastery of X IPA 1 in SMA Negeri 1 Rumbia classified into two criteria namely complete and incomplete based on the minimum mastery criteria (MMC) for English subjects in that class which is 70. The results of the classification of students' complex sentence mastery of X IPA 1 in SMA Negeri 1 Rumbia shown in the following table:

Table 1

The Data of Pre-Survey of Complex Sentence Mastery at X IPA 1
in SMA Negeri 1 Rumbia

NO	GRADE	FREQUENCY	PERCENTAGE	CRITERIA
1.	≥ 70	3 STUDENTS	9 %	COMPLETE
2.	< 70	29 STUDENTS	91 %	INCOMPLETE

Source: Archived from the students' assignment of complex sentence mastery given by the English teacher on March 4th, 2019

Based on the pre-survey results above, it is known that the number of students who did not reach MMC were 29 students (91%). While the number of students who can reach MMC is only 3 students (9%). It means that the

percentage of students who can reach MMC is less than the number of students who cannot reach MMC. Thus it can be concluded that the students' complex sentence mastery of X IPA 1 in SMA Negeri 1 Rumbia is low.

Students' complex sentence problems of X IPA 1 in SMA Negeri 1 Rumbia are caused by limited English vocabulary they have, poor mastery of writing, low reading mastery, difficulty in determining the context of the situation to be written in the right grammar in particular complex sentence. Besides that the weak students' complex sentence mastery of X IPA 1 in SMA Negeri 1 Rumbia are also caused by their low motivation and interest in learning complex sentence.

In line with the students' complex sentence problems of X IPA 1 in SMA Negeri 1 Rumbia efforts are needed to improve their complex sentence mastery. One of the efforts to improve complex sentence mastery is by applying the appropriate teaching strategy. A teaching strategy that is suitable for improving complex sentence mastery is PACE strategy. The PACE strategy is an effective strategy that stands for Presentation, Attention, Co-construction, Extension to teach complex sentence at a high school level because high school teenagers still need to be taught complex sentence rules explicitly. The PACE strategy is a story based strategy to meaning and form for standards based language learning. PACE (Presentation, Attention, Co-construction and Extension) strategy is the most effective strategy to teach complex sentence at a high school level.

In addition, PACE strategy has great benefits in guiding the students not only to learn complex sentence rules explicitly, but also to have the opportunity in applying the rules of certain complex sentence material practically. Using PACE strategy for teaching complex sentence allows teachers to explore their students' innate and provide direct and accurate scaffolding to meet their specific needs. Through these complex sentence conversations, dialogues, and interactions, students are more involved in the learning process and more responsible for their own language learning. Rather than presenting the complex sentence to the students (didactic strategy) or requiring them to figure out the concept on their own (inductive strategy), PACE allows students to engage in an analysis of the language which requires higher order thinking skills and to understand the logic behind the construction of the language. In this way, students are no longer memorizing rules that they do not understand, but rather constructing and deconstructing the building blocks of the language itself to be able to construct their own output of the language correctly.

Furthermore, a beneficial effort to improve the students' complex sentence mastery of X IPA 1 at SMA Negeri 1 Rumbia is carry out by implementing classroom action research using PACE strategy. It is expected that PACE strategy is very effective in improving students' complex sentence mastery of X IPA 1 at SMA Negeri 1 Rumbia. Therefore, the researcher conducted a study entitled: "The Use of PACE (Presentation, Attention, Co-Construction and Extension) Strategy to Improve the Mastery of Complex

Sentence among the Tenth Graders of SMA Negeri 1 Rumbia Central Lampung”.

B. Identification of the Problem

Based on the pre-survey results listed on the background of the problem, research problems identified as follows:

1. The students have limited English vocabulary.
2. The students have poor writing skill.
3. The students have inadequate reading skill.
4. The students have insufficient complex sentence mastery.
5. The students have low motivation.
6. The students have low interest in learning complex sentence.

C. Limitation of the Problem

Based on the problems that have been identified, the researcher limits the research problem by focusing on the students' low complex sentence mastery. This research is in the form of classroom action research by implementing PACE strategies in improving students' complex sentence mastery. Therefore, the title of this research is “The Use of PACE (Presentation, Attention, Co-Construction and Extension) Strategy to Improve the Mastery of Complex Sentence among the Tenth Graders of SMA Negeri 1 Rumbia Central Lampung.”

D. Formulation of the Problem

After limiting the research problem, the researcher formulated the research problem as follows:

1. “Can PACE (Presentation, Attention, Co-Construction and Extension) strategy improve complex sentence mastery among the tenth graders of SMA Negeri 1 Rumbia Central Lampung?”
2. “Can PACE (Presentation, Attention, Co-Construction and Extension) strategy improve learning activities among the tenth graders of SMA Negeri 1 Rumbia Central Lampung?”

E. Objective and Benefits of the Study

1. Objective of the Study

- a. This study aims to determine whether the use of PACE strategy can improve students’ complex sentence mastery of X IPA 1 at SMA Negeri 1 Rumbia Central Lampung.
- b. This study aims to investigate whether the use of PACE strategy can improve students’ learning activities of X IPA 1 at SMA Negeri 1 Rumbia Central Lampung.

2. Benefits of the Study

This research has many benefits not only for researcher, but also for the students, for the English teachers, and for the school.

- a. For the students

This research is expected to contribute significantly to improving students' complex sentence mastery. Through the implementation of PACE strategy, students are expected to be helped in the process of learning complex sentence effectively. Besides that, through this research students' motivation and interest in learning complex sentence is expected to improve.

b. For the English teachers

This research is expected to be an inspiration for the English teachers in choosing and applying the right strategy in complex sentence teaching. The implementation of PACE strategy is expected to help English teachers in guiding students in the process of learning complex sentence effectively. In addition, the teacher is more creative in creating a learning atmosphere that is not monotonous.

c. For the other researcher

This research is expected to be useful for other researchers who will improve students' grammar skills, especially regarding complex sentence mastery. Through the results of this study, other researchers can take information not only related to the concept of PACE strategy but also about practical steps in improving complex sentence mastery by using PACE strategy. Therefore, this research can be a reference for other researchers to improve students' grammar mastery.

F. Prior Research

This research is carry out by considering some prior researches related to the use of PACE strategies in grammar teaching. The title of the first prior research is “Investigating Classroom Instruction in Grammar Class using Inductive strategy” which was conducted by Muhammad Faisal and Misdi.¹ Their research use inductive strategy combined characteristics of both the guided inductive model and the PACE (Presentation, Attention, Co-construction, and Extension) strategy in grammar teaching. Their research sample is the seventh grade students of SMP N 16 Cirebon. Their research method is quantitative perspective. The results of the first prior research improved significantly after the treatment.

The first prior research has similarities and differences with this research. The similarities between the first prior research and this research include of the language skills studied and the teaching strategies. The language skills studied is grammar; while, the teaching strategy is PACE strategy. The differences between the first prior research and this research are research samples and research methods. The sample from the first prior research is the seventh grade students of SMP N 16 Cirebon; while, this research sample is X IPA 1 in SMA Negeri 1 Rumbia. The research method of the first prior research is quantitative perspective; while, this research method is Classroom Action Research.

¹Muhammad Faisal and Misdi, “Investigating Classroom Instruction in Grammar Class using Inductive Approach”.*ELT Perspective*.4(1) May 2016.

In addition, the title of the second prior research is “The use of storytelling in online foreign language learning” which was conducted by Ha Ngo.² That research use PACE (Presentation, Attention, Co-construction, and Extension) strategy in grammar teaching. That research sample is the Vietnamese. That research method is qualitative research method in the type of case study. The result of the second prior research is appropriate use in teaching grammar.

The second prior research has similarities and differences with this research. The similarities between the first prior research and this research include the language skills studied and the teaching strategies. The language skills studied is grammar; while, the teaching strategy is PACE strategy. The differences between the second prior research and this research are research samples and research methods. The sample from the second prior research is the Vietnamese; while, this research sample is X IPA 1 in SMA Negeri 1 Rumbia. That research method is qualitative research method in the type of case study, while this research method is Classroom Action Research.

²Ha Ngo, “The Use of Storytelling in Online Foreign Language Learning”. *Master Thesis*. 2018.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Complex Sentence

Sentence is a sequence of words, starting with a capital letter, and ending with a full stop.³ It means that a sentence is a sequence of words that has the beginning and ending part. The sentence is a grammatically self-contained speech unit consisting of a word, or a syntactically related group of words that expresses an assertion, a question, a command, a wish, or an exclamation, which in writing usually begins with a capital letter and ends with period, question mark, or exclamation mark.⁴ In the other words, sentence construction is not simple because it requires many features.

Moreover, the sentence is a fundamental unit of language; text sentences can be relatively easily identified if the text is marked with clear signals of sentence-ending, such as punctuation marks in the case of English written text.⁵ It means that sentence has important function so it must contain the appropriate content.

³ Nigel Fabb, *Sentence Structure*, (New York:Routledge, 2005), 1.

⁴MarjolijnVerspoor and Kim Sauter, *English Sentence Analysis*, (Amsterdam: John Benjamins Publishing Company, 2000).

⁵Joan Bybee and Michael Noonan, *Complex Sentences in Grammar and Discourse*, (Amsterdam: John Benjamins Publishing Company, 2002).

In addition, complex sentence is a type of sentence that consists of two clauses (independent clause and dependent clause) at the same time units of information in their own right and elements of a higher unit of information.⁶ It means that complex sentence can be information if the sentence in own right. Complex sentence is defined as grammatical constructions that express a specific relationship between two (or more) situations in two (or more) clauses.⁷ It means that complex sentence can have more than two clauses.

Therefore, it is concluded that a complex sentence is a sentence that has one independent clause (a complete thought that can stand alone) and one or more dependent clause (a group of words that does not express a complete thought and cannot stand alone). It contains similar elements: subject, verb, adverbial, object, and complement. In a simple sentence these elements may be single words or phrases. In a complex sentence, these elements may also be clauses.

1. The Forms of Complex Sentence

Every complex sentence is built on the backbone of an idea that can stand alone. It is called *independent clause*. All the other information, like ribs or leg bones, attaches by way of *dependent* or *subordinate* clauses.⁸ A complex sentence contains an independent clause that can

⁶Rik Van Gijn et al., *Information Structure and Reference Tracking in Complex Sentence* (Amsterdam: John Benjamins Publishing Company, 2014), 10.

⁷Hogler Diessel, *The Acquisition of Complex Sentences* (New York: Cambridge University Press, 2004), 41.

⁸*Ibid.*, 72.

stand alone, the dependent clause that cannot stand alone, and the subordinating conjunction that connects clause together.

Moreover, the subordinating clause can be in the beginning, end, or middle of the complex sentence.⁹ It means that a complex sentence is a sentence that has one independent clause (a complete thought that can stand alone) and one or more dependent clause (a group of words that does not express a complete thought and cannot stand alone). The two clauses are joined together by conjunctions that are used to connect the pieces have been borrowed from adverbs and pronouns, and often they do double duty in a sentence as conjunction + adverb or conjunction + pronoun. An easy way to recognize these words and the subordinate clauses they introduce is to remember that they all answer the question *who, which, when, where, how, and why* (but not *what*) such words as; although, after, before, because, as, unless, if, since, until, while, when.

Furthermore, if the dependent clause introduces the sentence, a comma is used after the dependent clause.¹⁰ In grammatical terms, one clause in complex sentence is more important than the others and is described as the main clause.¹¹ The other clauses, the subordinate clause are grammatically less important and are nearly always introduced by subordinating conjunction. A complex sentence works in much the same way as a simple sentence. It contains similar elements: subject, verb,

⁹Ibid., 129.

¹⁰St. Louis and Missouri, *Punctuation Style Grammar Proofing Editing Sentence Structure*, 15.

¹¹Ibid.

adverbial, object, and complement. In a simple sentence these elements may be single words or phrases. In a complex sentence these elements may also be clauses.

2. The Elements of Complex Sentence

Complex sentence contains an independent clause, dependent clause, and subordinating conjunction. The example of complex sentence is as follows:¹²

I go to the theater every Saturday night since I enjoy the movies.

The example above contains three elements of complex sentence, as follows:

- a. Independent clause is complete sentence because independent clause has subject, verb, and express a complete thought. It means that independent clause is a sentence that can stand alone.

For example:

I go to the theater every Saturday night since I enjoy the movie.

Hasan managed to smile although he was hurt.

Siti went to the gym after she had finished her homework.

Tomi grabbed a pencil and notepad before he answered the phone.

Toni was absent because he was sick.

She told me that you sent her an email.

She took her cat wherever she went away.

¹²Laurie Rozakis, Ph.D., *English Grammar for the Utterly Confused* (New York: McGraw-Hill Companies, 2003)

I went to a market where I saw an artist.

The museum was very interesting as I expected.

They were classmate when they were in senior high school.

He was listening to the music while his mother was watering the plants.

I will come to your party unless it's not rain.

I will tell you if I come early to school.

I prefer to eat this rather than drink the milk.

My father drives more carefully than my older sister.

She won the games eventhough she was much younger than me.

My handphone was broken so I borrowed her handphone.

They played basketball until they were tired.

- b. Dependent clause is part of a sentence, so it cannot stand alone because dependent clause do not express a complete thought, even though dependent clause have a subject and a verb. Dependent clause adds additional information to the main clause (independent clause), but it is not necessary to complete the thought.

For example:

I go to the theater every Saturday night since I enjoy the movie.

Hasan managed to smile although he was hurt.

Siti went to the gym after she had finished her homework.

Tomi grabbed a pencil and notepad before he answered the phone.

Toni was absent because he was sick.

She told me that you sent her an email.

She took her cat wherever she went away.

I went to a market where I saw an artist.

The museum was very interesting as I expected.

They were classmate when they were in senior high school.

He was listening to the music while his mother was watering the plants.

I will come to your party unless it's not rain.

I will tell you if I come early to school.

I prefer to eat this rather than drink the milk.

My father drives more carefully than my older sister.

She won the games eventhough she was much younger than me.

My handphone was broken so I borrowed her handphone.

They played basketball until they were tired.

- c. Subordinating conjunctions link an independent clause to a dependent clause. Each subordinating conjunction expresses a relationship between the dependent clause and the independent clause.

The following chart lists the subordinating conjunctions used most often and the relationships they express:¹³

¹³Ibid.

Table 2

Subordinate Conjunctions

Subordinate Conjunctions	Relationship
Unless, if	Condition
Because, as, since	Reason
Rather than, than	Choice
Although, even though	Contrast
Where, wherever	Location
So, that	Result, effect
While, when, since, after, before, until	Time

For example:

I go to the theater every Saturday night since I enjoy the movie.

Hasan managed to smile although he was hurt.

Siti went to the gym after she had finished her homework.

Tomi grabbed a pencil and notepad before he answered the phone.

Toni was absent because he was sick.

She told me that you sent her an email.

She took her cat wherever she went away.

I went to a market where I saw an artist.

The museum was very interesting as I expected.

They were classmate when they were in senior high school.

He was listening to the music while his mother was watering the plants.

I will come to your party unless it's not rain.

I will tell you if I come early to school.

I prefer to eat this rather than drink the milk.

My father drives more carefully than my older sister.

She won the games eventhough she was much younger than me.

My handphone was broken so I borrowed her handphone.

They played basketball until they were tired.

3. The Measurement of Grammar

According to J.B. Heaton the criteria of each grammar score are: grammar (0-100). Therefore, the total of the score of grammar students is 100. Here is the writing measurement rubric according to J.B. Heaton:¹⁴

Table 3

The Measurement Rubrics of Writing

Writing Component Specification	Details	Criteria	Score
	Being able to have effective language use in complex construction of sentence	Excellent to Very Good	88-100
	Being able to have few errors of agreement		
	Being able to have few errors of tense		
	Being able to have few errors of word order/function		
	Being able to have few errors of articles		
	Being able to have few errors of pronouns		
	Being able to have few errors of prepositions. Being able to have effective language use in simple constructions of sentence		
	Being able to have minor problems in complex construction		

¹⁴J.B. Heaton, *Writing English Language Tests* (London: Longman Group UK Limited, 1988), 146.

<p>Language Use of Conjunctions: although, after, before, because, as, unless, if, since, until, while, when, where, wherever, even though, than, rather than, so, that.</p>	Being able to have several errors of agreement	Fair to Poor	44-70
	Being able to have several errors of tense		
	Being able to have several errors of word order/function		
	Being able to have several errors of articles		
	Being able to have several errors of pronouns		
	Being able to have several errors of prepositions		
	Having major problems in simple/complex constructions		
	Having frequent errors of agreement		
	Having frequent errors of tense		
	Having frequent errors of word order/function		
	Having frequent errors of articles		
	Having frequent errors of pronouns		
	Having frequent errors of prepositions and/or fragments,		
	Having frequent errors of deletions		
	Having frequent errors of meaning confused or obscured.		
	Having no mastery of syntax rule	Very Poor	≥0-44
	There are many mistakes and uncommunicative.		

B. The Concept of PACE Strategy

1. The Definition of PACE Strategy

PACE strategy is a teaching strategy that is consistent with theories that underscore the importance of meaning-making, authentic context, and connected discourse in L2 development.¹⁵ It means that meaning making occurs in PACE strategy because a series of the strategy is implemented based on learning goals that are developed with creativity so that the learning is more meaningful. Authentic context in the PACE strategy still pays attention to the authenticity of the learning material so that the learning context is accurate. PACE strategy is connected with discourse because the main purpose of the strategy is related with the content of discourse in a language.

In addition, PACE strategy furthers sociocognitive principles through its focus on interaction and discourse between teacher-students or between students themselves, thereby assigning students an active role in the learning process.¹⁶ It means that the students should be more active in the learning process.

Moreover, PACE strategy for grammar instruction is a way for learners to develop concepts about target language structures that includes form and focus.¹⁷ It means that this strategy also challenges

¹⁵Paul Bruthiaux, et al., *Directions in Applied Linguistics (Essays in Honor)*(Toronto: Multilingual Matters Ltd, 2005), 61.

¹⁶Carlos Perinan Pascual, *Revisiting Language Learning Resources*(Newcastle: Cambridge Scholars Publishing, 2007).

¹⁷Judith L. Shrum and Eileen W. Glisan, *Teacher's Handbook, Contextualized Language Instruction (Fourth Edition)* (Boston: Beth Kramer, 2010), 223-229.

teachers to reflect upon their own grammatical understandings and learn new ways of viewing grammar functionally beyond rules of word formation.

PACE strategy is a strategy for contextualizing lessons with learners about language form in the context of interesting cultural texts.¹⁸ PACE strategy should be viewed as the framework for a unit of study that is carried out in multiple lessons over several days. In addition to the opportunities for developing cultural understandings and rich vocabulary, PACE strategy also allows for learners to construct understandings of relevant and meaningful form in collaboration with the teacher and each other.

It means that PACE strategy for grammar instruction is a teacher's way to develop concepts about target language structure that strengthen socio cognitive principles through its focus on interaction and discourse between the teachers and the students. Therefore, the students should be active in the learning process.

2. The Principles of Using PACE Strategy

The Principles of Using PACE Strategy are as follows:¹⁹

- a. PACE leads the learner to use higher-level thinking skills and language before moving to procedural skills. It means that learners should use thinking skills and language at high level before the learners moving to procedural skills.

¹⁸Ibid.

¹⁹Ibid.

- b. Instructional interaction between Teacher (expert) and Learners (novices). It means that the teacher as the expert should have interaction that gives an instruction to the learners which is as novices.
- c. PACE contains dialogic co-constructed explanation. It means that the teacher should construct the explanation in a dialogical manner.
- d. Learners participate in problem-solving process and higher-order thinking skills (opportunity for learners' actions to be made meaningful).
- e. Language and especially questions must be suitably turned to a level at which performance requires assistance. It means that the teacher should give questions which is suitable to a level at which performance requires assistance.

3. The Benefits of PACE Strategy

The Benefits of PACE Strategy are as follows:²⁰

- a. PACE is consistent with latest findings in the research on foreign language teaching. It means that PACE strategy is relevant with the current condition of foreign language teaching.
- b. The strategy promotes literacy development. In the other words, the use of PACE strategy supports the students' ability progress in foreign language mastery.

²⁰Ibid.

- c. PACE strategy encourages students to use language communicatively from the very beginning of the lesson. It can be said that PACE strategy can attract students' interest in communicating by using the foreign language both in written language and in speaking.
- d. With PACE, the teacher may also focus on literacy development by engaging students in creative writing activities or in grammar activities. It means that the students' writing skill that covers grammar can be developed by the use of PACE strategy.
- e. This strategy acknowledges the role of the teacher in negotiating new language vocabulary, forms, and explanations. In other words PACE strategy is effective in helping the teacher to enrich the students' vocabulary and the use of vocabulary based on context.
- f. PACE strategy helps the students to put together sentences and remarked that most of the students were able to compare sentences easily. It can be said that the use of PACE strategy is appropriate used to teach complex sentence by combining dependent and independent clauses.

C. The Use of PACE Strategy to Improve the Mastery of Complex Sentence

1. The Procedures of PACE Strategy to Improve the Mastery of Complex Sentence

The Procedures of PACE Strategy to Improve the Mastery of Complex Sentence are as follows:²¹

a. Presentation

This first procedure of PACE represents the “whole” language being presented in a thematic way. It can be an interesting story. In the Presentation phase, the teacher presents the story orally, which facilitates aural comprehension and the acquisition of meaning and form; students do not see the written script of the story in this phase.

b. Attention

This second PACE procedure focuses learners’ attention on some aspect of the language used during the Presentation. The attention phase takes place after the class has understood the story and is ready to move to a conversation about an important grammatical feature of the story.

c. Co-Construct

Co-construction involves collaborative talk between the teacher and the students to reflect on, hypothesize about, and create understandings about the form, meaning, and function of the new structure in question.

²¹Ibid.

d. Extension

The Extension activity phase of PACE provides learners with the opportunity to use their new grammar skill related to the theme of the lesson in some way.

2. The Step of PACE Strategy to Improve the Mastery of Complex Sentence

The Step of PACE Strategy to Improve the Mastery of Complex Sentence are as follows:²²

- a. The teacher presents the story that contains of complex sentence.
- b. In the attention step, the teacher highlights the grammatical feature of the language to be discussed by asking questions about sentence which found in the text that contains of complex sentence.
- c. The students and teachers co-construct of grammatical explanations by doing collaborative talk between the teacher and the students to reflect on, hypothesizing about, and creating understandings about the form, meaning, and function of the new structure in question.
- d. The students do extension activities in the form of grammar assignment by asking them to make some complex sentence.

²²Ibid.

D. Action Hypothesis

The action hypothesis of this research is stated, as follows:

“Using PACE strategy can improve the mastery of complex sentence among the tenth graders at SMA NEGERI 1 RUMBIA Central Lampung.”

CHAPTER III
RESEARCH METHOD

A. Research Location

The researcher conducted the research at SMA NEGERI 1 RUMBIA located in Restu Baru, Rumbia, Central Lampung, Lampung.

B. Research Subject

The subjects of this research are the students of the tenth grade of SMA Negeri 1 Rumbia especially the students of X IPA 1. The students consist of 11 males and 21 females, so the total is 32 students. Furthermore, the object of this research is students' complex sentence mastery.

Table 4

Total Students of the Tenth Grade SMA Negeri 1 Rumbia

Class	Gender		Total
	Male	Female	
X IPA 1	11	21	32

C. Research Procedures

The method of this research is Classroom Action Research (CAR). The design applied in this research is a collaborative classroom action research. In conducting the research, the researcher collaborated with the real English teacher of SMA Negeri 1 Rumbia as an observer and collaborator. The name of the observer is Mrs. Naimah, S.Pd. who helped the researcher to observe the students' learning activities. Anne Burns states that classroom action research is kind of research which is done by the teacher as a researcher in

order to bring improvement on the result of teaching learning process.²³ Therefore, the main purposes in classroom action research are to solve the problems in teaching learning process and to improve the students' learning result. In addition, Kemmis and McTaggart in Anne Burns explain that CAR typically involves four steps in a cycle of classroom action research. They are planning, acting, observing, and reflecting. The first cycle has a possibility to be continued to the next cycle until the implementation of research increases outcome of learning. Accordingly, the cycle of this research is spiral process. The cyclical classroom action research is presented as follow:²⁴

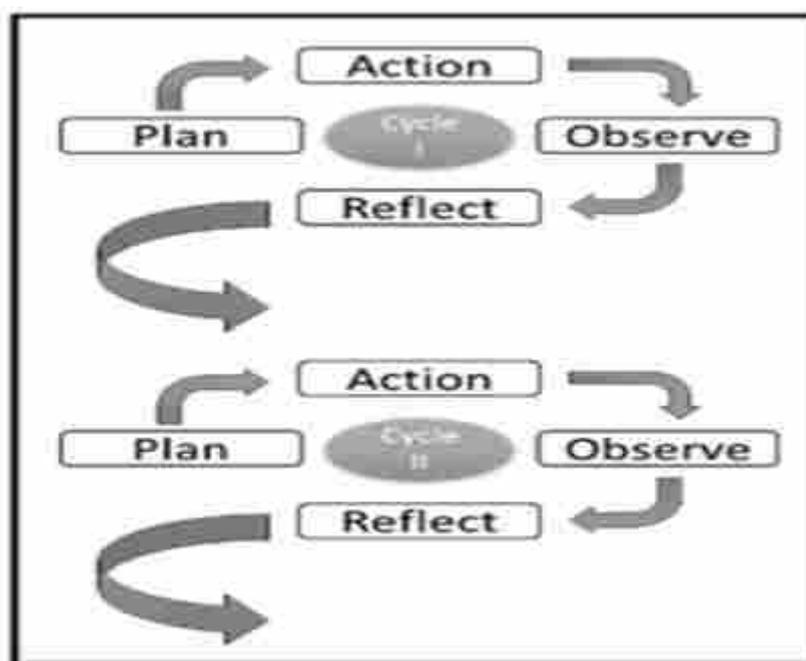


Figure 1: Cyclical Classroom Action Research by Kemmis and McTaggart

From the design above, here are the explanations about procedures that conducted by the researcher in classroom action research.

²³Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), 2.

²⁴Ibid., 8-9.

1. Cycle I

a. Planning

Planning is the first step in each activity. Without planning, the learning activity does not achieve the main goal. Here are the steps that the researcher does in planning:

- 1) The researcher prepared the material, source, and media of learning.
- 2) The researcher prepared the type of the learning.
- 3) The researcher prepared the instrument of observation.

b. Acting

The second step in the action research is acting. It is the implementation of the planning. The general steps conducted by the researcher are pointed as follows:

- 1) Pre Teaching Activities
 - a) The researcher greeted the students and asked them to pray.
 - b) The researcher checked the attendance list.
 - c) The researcher chose the appropriate material.
- 2) While Teaching Process
 - a) The researcher presented the story that contains of Complex Sentence.
 - b) The researcher highlighted the grammatical feature of the language to be discussed by asking questions about sentence which found in the text that contains of complex sentence.

- c) The researcher did collaborative talk between the teacher and the students to reflect on, hypothesized about, and created understandings about the form, meaning, and function of the new structure in question.
- d) The researcher conducted extension activities; in this research, the researcher asked the students to do extension activities in the form of grammar assignment by asking them to make some complex sentences.

3) Post Teaching Activities

- a) The researcher asked the students to ask the questions related to unclear material mastery.
- b) The researcher answered the students' questions.
- c) The researcher gave the feedback.

c. Observing

The third step is observing. In observing the researcher analyzed the learning process, the students' activities, the material and the result of acting. The important things in teaching learning process are noted by the observer.

d. Reflecting

Reflecting is the last step in this process. The researcher analyzed the observation result during the teaching process. The researcher used data from the evaluation to make improvement for the second cycle.

The researcher decided that the next cycle focus to solve the problems and weakness in previous cycle.

2. Cycle II

a. Planning

Planning is the first step in each activity. In cycle II, the researcher focuses on repair the weakness in the cycle 1. Here are the steps that the researcher does in planning:

- 1) The researcher continued the activities that have done in the first cycle.
- 2) The researcher prepared the lesson plan, media of learning, and material.
- 3) The researcher prepared the instrument of observation
- 4) The researcher determined the evaluation instrument of the test (pre-test and post-test).

b. Acting

The second step in the classroom action research is acting. It is the implementation of the planning. The general steps that doing by the researcher are pointed as follows:

- 1) Pre Teaching Activities
 - a) The researcher greeted the students and asked them to pray.
 - b) The researcher checked the attendance list.
 - c) The researcher chose the appropriate material.

2) While Teaching process

- a) The researcher presented the story that contains of Complex Sentence.
- b) The researcher highlighted the grammatical feature of the language to be discussed by asking questions about sentence which found in the text that contains of complex sentence.
- c) The researcher did collaborative talk between the teacher and the students to reflect on, hypothesized about, and created understandings about the form, meaning, and function of the new structure in question.
- d) The researcher conducted extension activities; in this research, the researcher asked the students to do extension activities in the form of grammar assignment by asking them to make some complex sentences.

3) Post Teaching activities

- a) The researcher asked the students to ask the questions related to unclear material mastery.
- b) The researcher answered the students' questions.
- c) The researcher gave the feedback.

c. Observing

In this step, the researcher observed the process of teaching learning by using instrument of observation. The researcher conducted

the activities in this step, such as: the students' activities, vocabulary, grammar, and content of the students' complex sentence result.

d. Reflecting

The researcher corrected and analyzed the result of the action. The researcher knew the weakness and strength of the action by reflecting. In the step the researcher compared the score distribution of pre-test and post-test. The researcher reviewed and reflected on the students' attitude whether it is positive or negative. This research was done in multiple cycles.

D. Data Collecting Technique

The researcher used many techniques to collect the data in this research. They are observation, test, documentation, and field note. Each technique is explained below, as follows:

1. Observation

The researcher used this technique to get the data about students' activities such as students' grammar activity and students' participation in learning process. The learning activities were observed and noted by the observer.

2. Test

The researcher used pre-test and post-test form to see their mastery before and after give the treatment. Each test includes of two parts. Each part consists of ten questions. The first part of the test instructs the students to write ten complex sentences based on ten provided

conjunction. The second part of the test instructs the students to write ten complex sentences using past tense.

a. Pre-test

Pre-test was given in the first meeting before implementing the strategy, in order to know the level and mastery of students' complex sentence mastery before doing the action research.

b. Post-test

Post-test was given in the last meeting after implementing the technique, in order to know whether the technique gives good contribution to the students' complex sentence mastery at the tenth graders of SMA Negeri 1 Rumbia. The improvement is known if the score of post-test is higher than pre-test and the score achieve the minimum mastery criteria.

3. Documentation

Documentation is needed to get the information from complex sentence source or documents such as book, regulation, notes or meeting and daily report. The researcher used this technique to get data about students' complex sentence daily score, history of the school, the sum of the teachers, official employed and the students of SMA Negeri 1 Rumbia.

4. Field Note

Field note refers to qualitative note recorded by the researcher in the field research, during or after their observation of a

specific phenomenon they are studying. The notes are intended to be read as evidence that gives meaning and aids in the understanding of the phenomenon. It was used by the researcher to observe the students in identifying all condition happened during the teaching learning process.

E. Data Collecting Instrument

1. Grammar Test

To identify the students' complex sentence mastery of the tenth grade of SMA Negeri 1 Rumbia, the researcher applied an essay writing test. The test measured the students' grammar about complex sentence.

The test consists of pre-test and post-test form to see their mastery before and after give the treatment. Each test includes of two parts. Each part consists of ten questions. The first part of the test instructs the students to write ten complex sentences based on ten provided conjunction. The second part of the test instructs the students to write ten complex sentences using past tense. The table of test specification of essay writing test is provided as follows:

Table 5

The Table of Test Specification of Grammar Test

Outcomes to Assess		Item Types (with Item numbers)	
Content Standard	Indicator	Essay Test	Total Points
4.6 Compose transactional, oral and written interaction texts,	- Make sentences with Past Simple and Present Perfect	- Write ten complex sentences based on ten provided	0-100

short and simple, which involve the act of giving and requesting information related to circumstances / actions / activities / events carried out / occurring in the past that refer to the time of its occurrence and end, with due regard to social functions, text structure, and the correct and contextual linguistic element	Tense patterns - Make a short dialogue about the situation / action / activity / event that was done / happened in the past which refers to the end (containing Past Simple and Present Perfect Tense) - Demonstrating short and simple dialogs containing Past Simple and Present Perfect Tense	conjunction - Write ten complex sentences using past tense	
Total Point			100

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at the Tenth Grade of SMA Negeri 1 Rumbia Central Lampung.

2. Observation Sheet

In order to observe the learning activity and each cycle, the researcher used an observation sheet. It was used to observe the following items:

- a. The students' attention on the teacher's explanation.
- b. The students' activeness in asking and answering the question.
- c. The students' activeness in whole class activity.
- d. The students' ability in doing the task from the teacher.

3. Documentation Sheet

The researcher used the documentation sheet to complete the research information about:

- a. The history of SMA Negeri 1 Rumbia Central Lampung.
- b. The vision and mission of SMA Negeri 1 Rumbia Central Lampung.
- c. The condition teachers and officials employes in SMA Negeri 1 Rumbia Central Lampung.
- d. The quantity of the students of SMA Negeri 1 Rumbia Central Lampung.
- e. The condition of building and the sketch of SMA Negeri 1 Rumbia Central Lampung.
- f. The organization structure of SMA Negeri 1 Rumbia Central Lampung.
- g. The grammar worksheet and classroom materials of the students at SMA Negeri 1 Rumbia Central Lampung.

4. Field Note Table

The field note supports the data from the research. It was aimed at recording the process of teaching and learning. The field note consisted of some notes on students' behavior during the teaching learning process and the weaknesses and obstacles founded in this research. Therefore, the researcher was able to see the students' progress on their grammar skills. Then, it details on the teaching and learning process such as: classroom

situation, classroom management, classroom interaction, classroom interaction between teacher and students, classroom interaction between students and students.

F. Data Analysis Technique

The data analysis in classroom action research can be done by the qualitative and quantitative analysis. The analysis of learning result is taken from the average score of pre-test and post-test in cycle I and cycle II. Furthermore, the researcher compared the score of pre-test and post-test after giving implementation treatment. Then, the result was compared by the minimum standard in this semester that is 70. In cycle I, there were many students who are not successful, so the researcher conducted the next cycle, cycle II.

This research was conducted in multiple cycles by focusing on the indicator of success.

Furthermore, Donald Ary states that the average score or mean of pre-test and post-test are calculated by using the following formula:²⁵

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

Note: M = Mean

$\sum x$ = Sum of Total Number of Students' Score

N = Number of Students

²⁵Donald Ary, *Introduction to Research in Education*, (Boston: Wadsworth Cengage Learning, 2006), 108-109.

To calculate the percentage of the students' score, the researcher used the formula as follows:²⁶

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

Note: P : Class Percentage

F : Frequency of the Correct Answer

N : The Total Number of Students

G. Indicator of Success

The indicator of success is needed to know the success of the process and learning result. This research is categorized successful if 75% of the students get minimum mastery criteria (MMC) that is 70 and 75% of the students are active in learning activities.

²⁶Neil A Weiss, *Introductory Statistics* (Boston, MA.: Addison-Wesley, 2012), 41.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. RESEARCH RESULT

1. Description of Research Location

a. The History of SMA Negeri 1 Rumbia

SMA Negeri 1 Rumbia is one of the favorite schools in the eastern region of Lampung province that is located at Jl. SMA Negeri 1 Rumbia, Restu Baru, Rumbia, Lampung Tengah, Lampung. It was built in November 17th, 2000. The development of SMA Negeri 1 Rumbia is very rapid, this development can be seen both physically and non-physically or in the academic field. Physically, there are many new buildings to support the learning process in SMA Negeri 1 Rumbia. Currently there are 23 classes (study group). Even the latest, SMA Negeri 1 Rumbia has the largest multipurpose building (GSG) in Lampung. Meanwhile, in terms of academics there are many students of SMA Negeri 1 Rumbia have been accepted at well-known universities in Lampung both from the test lane or SNMPTN (without test). The name of the principles of SMA Negeri 1 Rumbia in academic year 2019/2020 is I Wayan Wirya Guna, S.Pd.

b. Vision and Mission of SMA Negeri 1 Rumbia

1) Vision of School

“Realizing all school citizens as learners who are **Faithful, Achieving, Cultured and Working**”.

Indicator of vision that is:

- a) Carrying out worship according to their respective religion.
- b) Being excellent in achievements in the field of intracurricular and extracurricular.
- c) Being excellent and highly competitive in continuing to State Universities.
- d) Being excellent and have high discipline and honesty, as well as noble character.
- e) Being clean, neat, beautiful, safe, comfortable, peaceful and harmonious school environment.
- f) Having skills in accordance with the times.

2) Mission of School

Mission is a statement that determines what should be done by the school so that the school's vision can be achieved and succeeded well, while the objectives of this mission formulation are: First as a milestone of strategic planning, second as the foundation of organizational work and the third as a statement of ideals - school ideals.

The mission of SMA Negeri 1 Rumbia are as follows:

- a) Increasing religious practice, in accordance with their respective religions.
- b) Improving teacher competence in active, innovative, creative, effective and fun learning strategies (PAIKEM).
- c) Increasing student academic achievement
- d) Developing student achievement in non-academic fields.
- e) Increasing the work ethic of school personnel by implementing participatory management.
- f) Developing a cultural attitude; work, study, polite, orderly, honest and clean.
- g) Developing a caring attitude towards the environment
- h) Developing Management Information System (SIM) and completing teaching and learning support facilities and student skills.

3) Purpose of School

- a) Situational Objectives (one year):
 - (1) Improving the implementation of worship according to his religion.
 - (2) Increasing the achievement of pure test grades on average + 0.50.
 - (3) Compiling a complete and good learning curriculum for SMA Negeri 1 Rumbia.

- (4) At least 85% of teachers are able to operate computers and implement ICT (Information Communication and Technology) based learning.
 - (5) The formation of three guided PAISIS classes in an integrated and sustainable manner.
 - (6) The structure of the self-development program is structured
 - (7) Fulfillment of ICT-based learning facilities and internet network development.
 - (8) Building 1 complete and representative study room.
 - (9) Development of school SIMs gradually towards ICT-based management.
 - (10) Holding student skills development facilities
 - (11) Realizing sustainable learning schools and effective schools.
- b) Middle-term (five-year) School Destinations 2009 - 2014:
- (1) Having the certified and professional teacher.
 - (2) Maximizing use of school facilities as a place to study.
 - (3) Having students accepted into state universities up to 45%.
 - (4) Having complete and good school facilities and infrastructure.
 - (5) Having a science olympic team that can compete at the provincial and national levels.

- (6) Having a self-development team that is able to compete at the district, provincial and national levels.
 - (7) Pioneering the implementation of ISO (International Organization for Standardization) management.
 - (8) Becoming a high-quality national standard school and preparing as RSBI (Rintisan Sekolah Bertaraf Internasional).
- c) Long-term school goals (ten years) 2009 - 2019:
- (1) Increasing the quality of learning so that students who are accepted at state universities at least become 65%
 - (2) Guiding the students that have a sense of pleasure, and a sense of ownership is high because all learning activities can be carried out in the school environment
 - (3) Realizing as a high-quality school learning and effective school.
 - (4) Guiding all teachers to be able to form a curriculum syllabus well with innovative and varied methods and strategies.
 - (5) Implementing the credit and bilingual learning.
 - (6) Being able to meet the implementation of ISO 9001 management.
 - (7) Becoming a qualified RSBI in 2014 and SBI in 2019.

c. The Condition of Teacher and Official Employers at SMA Negeri 1 Rumbia.

Condition of teachers and official employers in SMA Negeri 1 Rumbia is included in appendix 19. The condition of teachers and the official employers is illustrated in a table. The table consists of the teachers in each subject and their educational background.

d. The Quantity of the Students of SMA Negeri 1 Rumbia.

There are 718 students of SMA Negeri 1 Rumbia. The tenth graders consist of eight classes with 260 students. The eleventh graders consist of seven classes with 225 students, and the twelfth graders consist of eight classes with 233 students. The quantity of the students in SMA Negeri 1 Rumbia is included in appendix 20.

e. The Structure Organization and the Sketch Location of SMA Negeri 1 Rumbia

The structure organization of SMA Negeri 1 Rumbia is included in appendix 21. The organization structure is illustrated in a figure. It consists of headmaster, school committee, deputy head of curriculum, deputy head of student affairs, deputy head of infrastructure, deputy head of public relations, head of chemistry laboratory, head of biology laboratory, head of physics laboratory, head of language laboratory, head of library, salary treasure, assistant treasure of the school committee, treasure of BOS, teachers.

To support teaching and learning process, SMA Negeri 1 Rumbia has many buildings and other supporting facilities. The information about the condition of building and the sketch is stated in appendix 22. The facilities and infrastructure consist of 22 classrooms, teachers' room, principle's room, the unit of students' health, physics laboratory, chemistry laboratory, computer laboratory, library, biology laboratory, language laboratory, counseling guidance room, OSIS room, multipurpose building, living room, kitchen, administration room, guard house, mosque, pura, security post, canteen, toilet, teachers' parking area, and students' parking area.

2. Description of Research Data

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class the researcher made lesson plan. The action of this research was using PACE (Presentation, Attention, Co-Construction, And Extension) strategy to improve the students' mastery of complex sentence.

a. Pre-test Activity

The researcher conducted pre-test on Thursday, July 25th, 2019 at 10.30 until 12.00. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the

research in their class in order to know their mastery of complex sentence before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was essay consisted of two parts; each part consisted of 10 items. Then, the students' pre-test result can be seen on the table below:

Table 6
Students' Pre-test Grade

No.	Students' Name	Grade	Category
1.	AFS	20	INCOMPLETE
2.	ANA	20	INCOMPLETE
3.	AS	7	INCOMPLETE
4.	BDP	27	INCOMPLETE
5.	CM	25	INCOMPLETE
6.	DS	7	INCOMPLETE
7.	DGEW	20	INCOMPLETE
8.	DRN	54	INCOMPLETE
9.	FFY	78	COMPLETE
10.	GPM	36	INCOMPLETE
11.	HA	28	INCOMPLETE
12.	H	16	INCOMPLETE
13.	IGYA	88	COMPLETE
14.	IP	27	INCOMPLETE
15.	IGP	14	INCOMPLETE
16.	KYMS	20	INCOMPLETE
17.	KEW	72	COMPLETE
18.	LH	49	INCOMPLETE
19.	MNS	36	INCOMPLETE
20.	MR	20	INCOMPLETE
21.	MWM	14	INCOMPLETE
22.	NKDMSW	20	INCOMPLETE
23.	NKAM	20	INCOMPLETE
24.	NSMDAM	17	INCOMPLETE
25.	NA	20	INCOMPLETE
26.	RTS	12	INCOMPLETE
27.	RP	38	INCOMPLETE
28.	RDS	5	INCOMPLETE

29.	SM	76	COMPLETE
30.	SW	10	INCOMPLETE
31.	WNSD	20	INCOMPLETE
32.	WW	35	INCOMPLETE
Total		951	
Average		30	

Source: The pre-test result of complex sentence mastery at X IPA 1 of SMA Negeri 1 Rumbia July 25th 2019.

Table 7

Frequency of students' Grade in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	4	12 %	Complete
2	< 70	28	88 %	Incomplete
	Total	32	100 %	

Source: The pre-test result of complex sentence mastery at X IPA 1 of SMA Negeri 1 Rumbia July 25th, 2019.

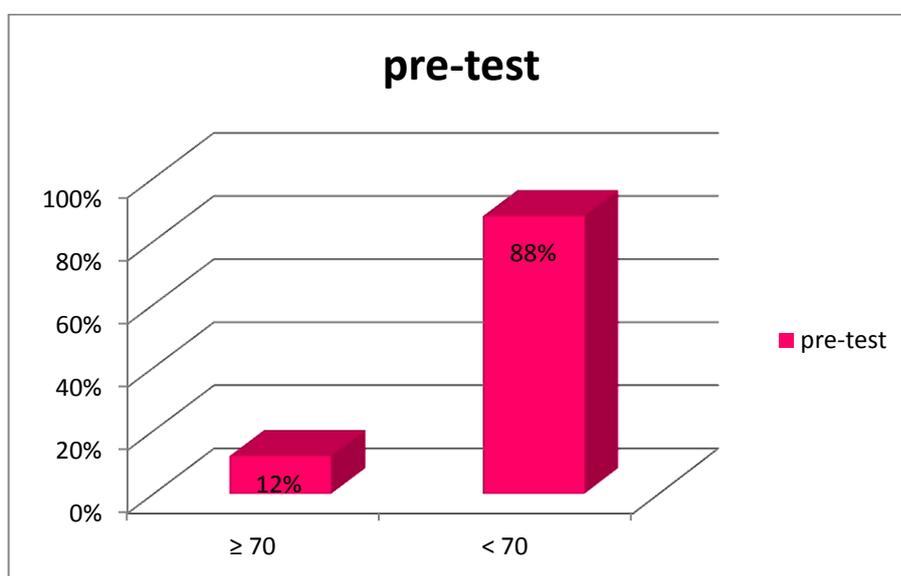


Figure 2: The Percentage of the Students' Grade on Pre-test

Based on the data above, it could be inferred that 28 students (88%) were not successful and 4 students (12%) were successful. The

successful students were those who achieved the minimum mastery criteria at SMA Negeri 1 Rumbia at least 70. The successful students were fewer than the unsuccessful students. From the pre-test result, the researcher investigated that students' average grade is 30, so the result was unsatisfied. Therefore, the researcher used PACE (Presentation, Attention, Co-construction, and Extension) strategy to improve the students' mastery of complex sentence.

b. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' learning activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on Thursday, August 1st, 2019 at 10.30 until 12.00 and followed by 32 students. The

meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

For the beginning, the researcher started to introduce the procedure of method that was used in the learning process, then started to deliver the material. The researcher presented the story that contain about complex sentence. Then, the researcher said "Well class, now I want to ask you. What is the type of the text?" Some students answered "recount text". The researcher said "Good! The type is recount text. But today we will not discuss about recount text. We will learn about complex sentence which contained in the recount text". Next, the researcher explained about complex sentence. The generic structure of complex sentence is an independent clause, dependent clause, and subordinating conjunction. The purpose of complex sentence is to give information or to entertain the reader with sentence variety.

Then, a student asked "Ms, what is independent clause?" The researcher answered "Independent clause is complete

sentences because independent clause has subject, verb, and express a complete thought. It means that independent clause is a sentence that can stand alone”.

Next, the researcher asked the students to pay attention while the researcher presented the story. Then, the researcher highlights the grammatical feature of the language to be discussed by asking questions about sentence which found in the story that contains of complex sentence.

After that, the students and researcher co-construct of grammatical explanations by doing collaborative talk to reflect on, hypothesizing about, and creating understandings about the form, meaning, and function of the new structure in question.

The last, the researcher ask to students do extension activities in the form of complex sentence assignment by asking them to make some complex sentence.

In this stage, the students were actively following the teaching learning process, because they worked it on one by one, so they would think when found the difficulties. However, there were still trouble faced to the students. Such as, some of the students were not confidence to make sentence because they are confused that their result true or false.

b) The second meeting

The second meeting was conducted on Thursday, August 8th 2019 at 10.30 until 12.00 for 2x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity is continued by giving some explanation more about complex sentence, how to apply PACE strategy. Next the researcher asked the students do the extension activities in the form of complex sentence assignment by asking them to make some complex sentence.

c. **Post-Test I Activity**

Post-Test I was conducted on Thursday, August 15th, 2019 at 10.30 until 12.00. The researcher gave post-test I with similar task on pre-test before. The post-test I was administrated to the students to be finished individually. Kind of the test was essay consisted of two parts; each part consisted of 10 items. The students' post-test I result can be seen on the table below:

Table 8

The Students' Post-Test I Grade

No.	Students' Name	Grade	Category
1.	AFS	100	COMPLETE
2.	ANA	90	COMPLETE
3.	AS	60	INCOMPLETE
4.	BDP	77	COMPLETE
5.	CM	76	COMPLETE
6.	DS	73	COMPLETE
7.	DGEW	53	INCOMPLETE
8.	DRN	87	COMPLETE

9.	FFY	82	COMPLETE
10.	GPM	52	INCOMPLETE
11.	HA	28	INCOMPLETE
12.	H	50	INCOMPLETE
13.	IGYA	98	COMPLETE
14.	IP	75	COMPLETE
15.	IGP	19	INCOMPLETE
16.	KYMS	31	INCOMPLETE
17.	KEW	90	COMPLETE
18.	LH	64	INCOMPLETE
19.	MNS	39	INCOMPLETE
20.	MR	31	INCOMPLETE
21.	MWM	32	INCOMPLETE
22.	NKDMSW	90	COMPLETE
23.	NKAM	63	INCOMPLETE
24.	NSMDAM	28	INCOMPLETE
25.	NA	37	INCOMPLETE
26.	RTS	81	COMPLETE
27.	RP	66	INCOMPLETE
28.	RDS	51	INCOMPLETE
29.	SM	95	COMPLETE
30.	SW	41	INCOMPLETE
31.	WNSD	26	INCOMPLETE
32.	WW	89	COMPLETE
Total		1974	
Average		62	

Source: The result of post-test I at X IPA 1 of SMA Negeri 1 Rumbia on August 15th, 2019.

Table 9

The Frequency of Students' Grade in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	14	44 %	Complete
2	< 70	18	56 %	Incomplete
	Total	32	100 %	

Source: The result of post-test I at X IPA 1 of SMA Negeri 1 Rumbia on August 15th, 2019.

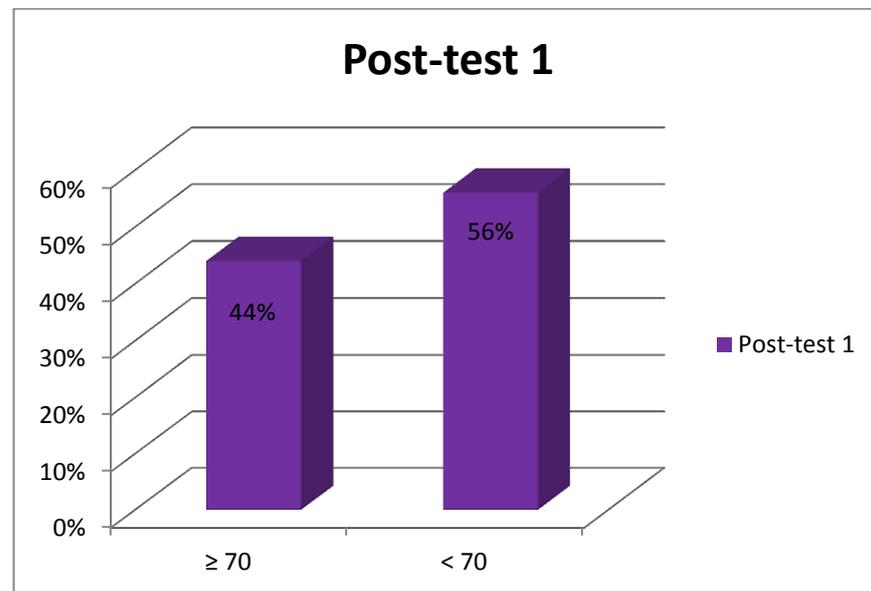


Figure 3: The Percentage of the Students' Grade on Post-test I

Based on the result above, it could be seen that 14 students (44%) achieved Minimum Mastery Criteria (MMC) and 18 students (56%) are not able to achieve MMC. The result of post-test I was higher than the result of pre-test. Based on the indicator of success, learning process was categorized success if 75% students achieved grade of MMC that is ≥ 70 . The fact showed that the result was unsatisfied.

3) Observing

In observation, the collaborator observed the students' learning activities. The researcher as a teacher gave material about complex sentence by using PACE strategy.

While the treatment was being executed, the students' learning activities during the learning process were also being observed by the observer. The students who were active in

discussion would get the point by ticking it on the observation sheet for every cycle. The indicators of the students' learning activities were:

- a) Some students paying attention to the teacher's explanation.
- b) Some students asking and answering question from the teacher.
- c) Some students being active in the class.
- d) Some students being able to do the task.

The result of the students' learning activities could be seen as follow:

Table 10

The Students' Learning Activities Result in Cycle I

No.	Name	The Indicator of Students' Learning Activities			
		Paying attention to the teacher's explanation	Asking / answering question from the teacher	Being active in the class	Being able to do the task
1.	AFS	√	√	√	√
2.	ANA	√	-	-	-
3.	AS	-	-	-	-
4.	BDP	√	√	√	-
5.	CM	√	-	-	-
6.	DS	-	-	-	-
7.	DGEW	-	-	-	-
8.	DRN	√	-	√	√
9.	FFY	√	√	√	√
10.	GPM	√	-	-	-
11.	HA	-	-	-	-
12.	H	-	-	-	-
13.	IGYA	√	√	√	√
14.	IP	-	-	-	-
15.	IGP	-	-	-	-
16.	KYMS	-	√	√	-
17.	KEW	√	√	√	√
18.	LH	√	-	-	√

19.	MNS	√	-	-	-
20.	MR	-	-	-	-
21.	MWM	-	-	-	-
22.	NKDMSW	-	-	-	-
23.	NKAM	√	-	-	-
24.	NSMDAM	√	-	-	-
25.	NA	√	-	-	-
26.	RTS	-	-	-	-
27.	RP	√	√	√	-
28.	RDS	-	-	-	-
29.	SM	√	-	-	√
30.	SW	√	-	-	-
31.	WNSD	-	-	-	-
32.	WW	-	-	-	-
→	TOTAL	17	9	8	7

Source: The result of students' learning activity at X IPA 1 of SMA Negeri 1 Rumbia on August 1st, 2019.

Table 11

The Frequency of Students' Learning Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation	17	53%
2	Asking/answering question from the teacher	9	28 %
3	Being active in the class	8	25%
4	Being able to do the task	7	22%
Total of Students		32	

Source: The result of students' learning activity at X IPA 1 of SMA Negeri 1 Rumbia on August 1st, 2019.

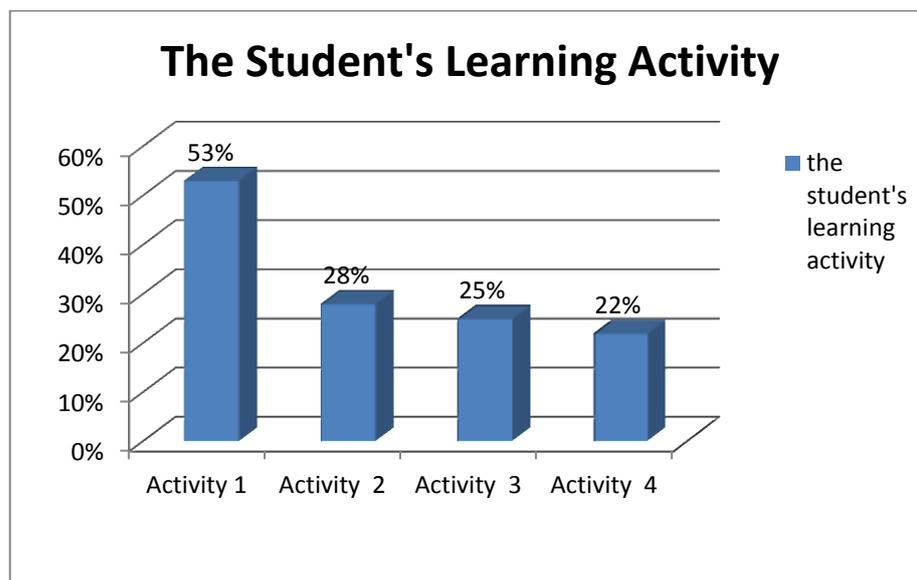


Figure 4: The Percentage of Students' Learning Activities in Cycle I

The figure showed that the students' learning activity did not achieved the percentage that is 75%. There were 17 students (53%) who gave attention to the teacher explanation, 9 students (28%) who understood the materials, 8 students (25%) who were active in the class, and 7 students (22%) who were able to do the task.

4) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows:

Table 12

The Comparison between Pre-Test and Post-Test I Grade in Cycle I

NO	Name Initial	Pre Test	Post Test I	Improving	Explanation
1.	AFS	20	100	80	Improved
2.	ANA	20	90	70	Improved
3.	AS	7	60	53	Improved
4.	BDP	27	77	50	Improved
5.	CM	25	76	51	Improved
6.	DS	7	73	66	Improved
7.	DGEW	20	53	33	Improved
8.	DRN	54	87	33	Improved
9.	FFY	78	82	4	Improved
10.	GPM	36	52	16	Improved
11.	HA	28	28	0	Constant
12.	H	16	50	34	Improved
13.	IGYA	88	98	10	Improved
14.	IP	27	75	48	Improved
15.	IGP	14	19	5	Improved
16.	KYMS	20	31	11	Improved
17.	KEW	72	90	18	Improved
18.	LH	49	64	15	Improved
19.	MNS	36	39	3	Improved
20.	MR	20	31	11	Improved
21.	MWM	14	32	18	Improved
22.	NKDMSW	20	90	70	Improved
23.	NKAM	20	63	43	Improved
24.	NSMDAM	17	28	11	Improved
25.	NA	20	37	17	Improved
26.	RTS	12	81	69	Improved
27.	RP	38	66	28	Improved
28.	RDS	5	51	46	Improved
29.	SM	76	95	19	Improved
30.	SW	10	41	31	Improved
31.	WNSD	20	26	6	Improved
32.	WW	35	89	54	Improved
Total		951	1974		
Average		30	62		
High Grade		88	100		
Low Grade		5	19		

Table 13

The Comparison of Students' Pre-Test and Post-Test I

Interval	Explanation	Pre-Test	Percentage	Post-Test I	Percentage
≥ 70	Complete	4	12 %	14	44 %
< 70	Incomplete	28	88 %	18	56 %
Total		32	100 %	32	100 %

Then, the figure of comparison students' mastery of complex sentence based on the result of pre-test and post-test I in cycle I could be seen as follow:

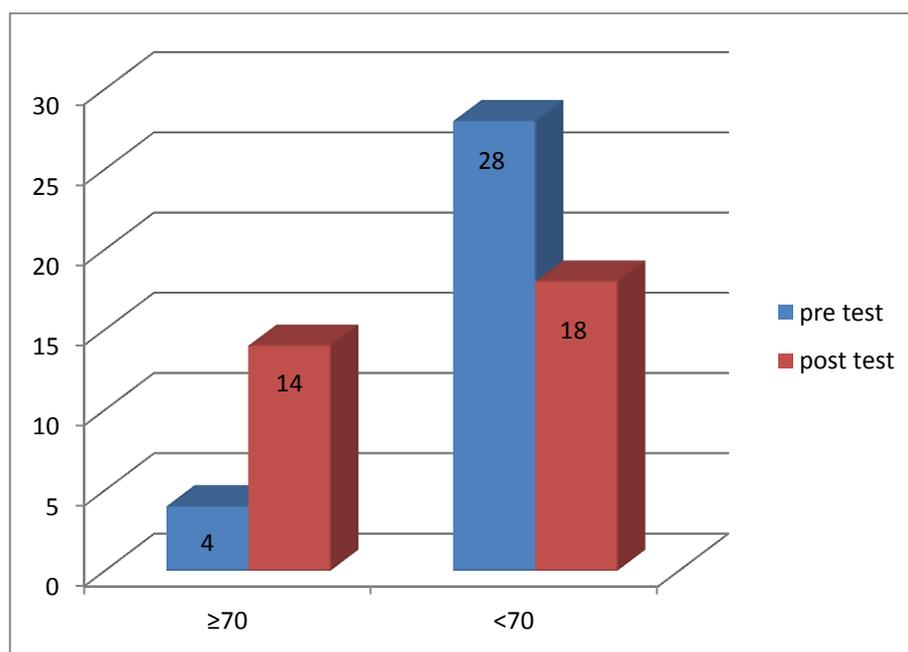


Figure 5: The Comparison of Students' Pre-test and Post-test I Grade in Cycle I

Based on the data above, in pre-test it could be seen that total from 32 students, it could be concluded that 12% or 4 students were able to achieve the minimum mastery criteria that is ≥ 70 . Then the students

who did not achieve the minimum mastery criteria were 88% or 28 students among interval < 70 . In post-test I, it could be concluded that 44% or 14 students among the interval ≥ 70 students, was complete the minimum mastery criteria. Then those who were not able to achieve the minimum mastery criteria were 56% or 18 students among interval < 70 . The average grade of pre-test was 30 and average grade of post-test I was 62. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful. Because of the indicator of success could not be achieved yet that was 75% of the total students must pass the criteria.

Regarding to the result of student's post-test I grade and the observation of student's learning activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they get difficulties to answer the question and some students achieved failure in test of cycle I. Therefore, the researcher had to continue in cycle II which consists of planning, acting, observing, and reflecting.

d. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in complex sentence mastery with PACE strategy.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' learning activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on Thursday, August 22nd, 2019 at 10.30 until 12.00 followed by 32 students. The researcher began the lesson by greeting, praying, checking attendance list and asking the students' condition. The researcher presented the story by giving the students a text that

contain of complex sentence. Next the researcher continued the material in the last meeting, explained the generic structure of complex sentence and tenses in the text. Then, the researcher asked the students to underline the sentence in the text that contain of complex sentence. After that, the students and researcher co-construct of grammatical explanations by doing collaborative talk to reflect on, hypothesizing about, and creating understandings about the form, meaning, and function of the new structure in question.

After that, the researcher asks to students do the extension activities in the form of complex sentence assignment by asking them to make some complex sentence. When the time was up, the researcher asks the students to submit their answer sheet. In this stage, the students were very active in following the lesson. It might be caused they could adapt the condition of the class. The students looked getting more spirit and enthusiasm in following learning process. It looked from their activeness in the class. The good condition of the environment of the class was very helpful in teaching learning process.

Then, the researcher gave the explanation to all of the students about the problem of complex sentence mastery that often faced by the students through PACE strategy.

b) The second meeting

The second meeting was conducted on Thursday, August 29th, 2019 at 10.30 until 12.00 for 2x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by giving some explanation more about complex sentence, how to apply PACE strategy. Next the researcher asks the students to do the extension activities in the form of complex sentence assignment by asking them to make some complex sentence.

e. **Post-Test II Activity**

Post-Test II was conducted on Thursday, September 5th, 2019 at 10.30 until 12.00 for 2x45 minutes. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave post test II to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post test II. There were only 8 of 32 students achieved the grade under the minimum mastery criteria (MMC) in SMA Negeri 1 Rumbia that is 70.

Table 14

The Students' Post Test II Grade

No.	Students' Name	Grade	Category
1.	AFS	100	COMPLETE
2.	ANA	91	COMPLETE
3.	AS	75	COMPLETE
4.	BDP	87	COMPLETE
5.	CM	75	COMPLETE
6.	DS	90	COMPLETE
7.	DGEW	35	INCOMPLETE
8.	DRN	88	COMPLETE
9.	FFY	88	COMPLETE
10.	GPM	71	COMPLETE
11.	HA	72	COMPLETE
12.	H	59	INCOMPLETE
13.	IGYA	100	COMPLETE
14.	IP	75	COMPLETE
15.	IGP	27	INCOMPLETE
16.	KYMS	50	INCOMPLETE
17.	KEW	98	COMPLETE
18.	LH	74	COMPLETE
19.	MNS	76	COMPLETE
20.	MR	39	INCOMPLETE
21.	MWM	32	INCOMPLETE
22.	NKDMSW	91	COMPLETE
23.	NKAM	80	COMPLETE
24.	NSMDAM	31	INCOMPLETE
25.	NA	72	COMPLETE
26.	RTS	97	COMPLETE
27.	RP	77	COMPLETE
28.	RDS	76	COMPLETE
29.	SM	92	COMPLETE
30.	SW	76	COMPLETE
31.	WNSD	41	INCOMPLETE
32.	WW	98	COMPLETE
Total		2333	
Average		73	

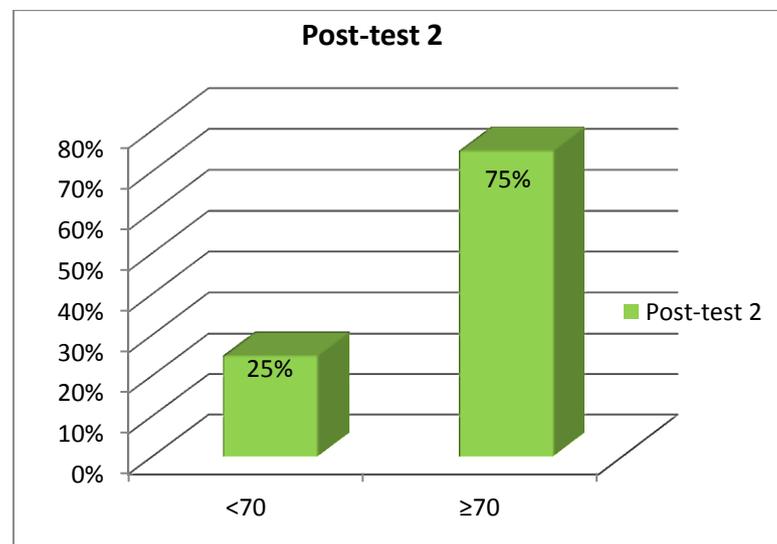
Source: The result of post test II at X IPA 1 of SMA Negeri 1 Rumbia on September 5th, 2019.

Table 15

The Frequency of students' Grade in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	24	75 %	Complete
2	< 70	8	25 %	Incomplete
	Total	32	100 %	

Source: The result of post-test II at X IPA 1 of SMA Negeri 1 Rumbia on September 5th, 2019.

**Figure 6:** The Percentage of the Students' Grade on Post-test II

Based on the result above, it could be inferred that 24 students (75%) were successful and 8 other students (25%) were not successful. Based on the post-test 2 results, the researcher calculated the average grade that is 73. It was higher than post test I in cycle I.

3) Observing

In this step, the researcher presented the material by PACE strategy. In learning process, there were also four indicators used to

know the students' learning activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful.

The result of students' learning activities observation, as follow:

Table 16

The Students' Learning Activities Result in Cycle II

No	Name	The Indicator of Students' Learning Activities			
		Paying attention to the teacher's explanation	Asking /answering question from the teacher	Being active in the class	Being able to do the task
1.	AFS	√	√	√	√
2.	ANA	√	√	√	√
3.	AS	√	√	√	√
4.	BDP	√	√	√	√
5.	CM	√	-	-	√
6.	DS	√	√	√	√
7.	DGEW	-	-	-	-
8.	DRN	√	√	√	√
9.	FFY	√	√	√	√
10.	GPM	√	√	√	√
11.	HA	√	-	-	√
12.	H	√	√	√	√
13.	IGYA	√	√	√	√
14.	IP	√	√	√	√
15.	IGP	√	-	-	-
16.	KYMS	√	√	√	-
17.	KEW	√	√	√	√
18.	LH	√	√	√	√
19.	MNS	√	√	√	√
20.	MR	√	-	-	-
21.	MWM	√	√	√	-
22.	NKDMSW	√	√	√	√
23.	NKAM	√	√	√	√
24.	NSMDAM	-	-	-	-

25.	NA	√	-	-	√
26.	RTS	√	√	√	√
27.	RP	√	√	√	√
28.	RDS	√	√	√	√
29.	SM	√	√	√	√
30.	SW	√	√	√	√
31.	WNSD	√	-	-	-
32.	WW	√	√	√	√
	TOTAL	30	24	24	25

Source: The result of students' learning activity at X IPA 1 of SMA Negeri 1 Rumbia on August 29th, 2019.

Table 17

The Frequency of Students' Learning Activities in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's explanation	30	94%
2	Asking/answering question from the teacher	24	75%
3	Being active in the class	24	75%
4	Being able to do the task	25	78%
Total Students		32	

Source: The result of students' learning activity at X IPA 1 of SMA Negeri 1 Rumbia on August 29th, 2019.

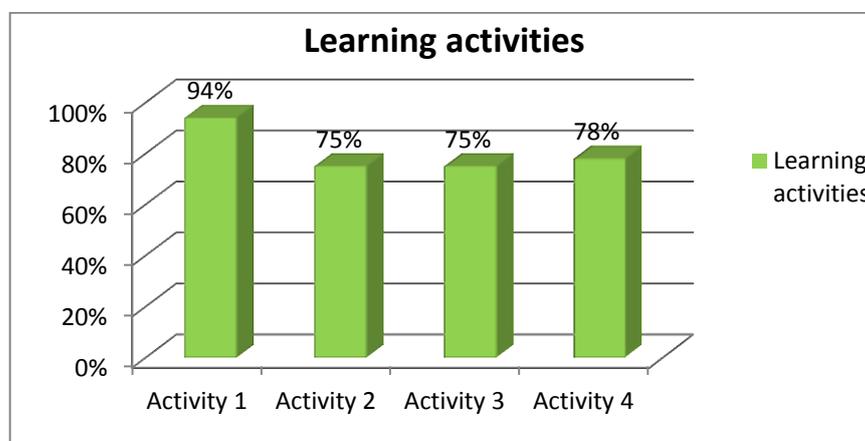


Figure 7: The Percentage of Students' Learning Activities in Cycle II

The figure above showed that the students' learning activity in cycle II was improved. The students' learning activity that had high percentage were the students pay attention of the teacher explanation 94%, then, the students ask/answer the question from the teacher 75% and the students active in the class 75%, and the last the students able do the task 78%. Based on the result above, the researcher indicated that learning process in cycle II was success because the students' learning activity achieved percentage that is 75%.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using PACE strategy, the mastery of complex sentence was improved.

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

Table 18
The Comparison between Post-Test I Grade and Post-Test II Grade

NO	Name Initial	Post-Test I Grade	Post-Test II Grade	Improving	Explanation
1.	AFS	100	100	0	Constant
2.	ANA	90	91	1	Improved
3.	AS	60	75	15	Improved
4.	BDP	77	87	10	Improved
5.	CM	76	75	-1	Declined
6.	DS	73	90	17	Improved
7.	DGEW	53	35	-18	Declined

8.	DRN	87	88	1	Improved
9.	FFY	82	88	6	Improved
10.	GPM	52	71	19	Improved
11.	HA	28	72	44	Improved
12.	H	50	59	9	Improved
13.	IGYA	98	100	2	Improved
14.	IP	75	75	0	Constant
15.	IGP	19	27	8	Improved
16.	KYMS	31	50	19	Improved
17.	KEW	90	98	8	Improved
18.	LH	64	74	10	Improved
19.	MNS	39	76	37	Improved
20.	MR	31	39	8	Improved
21.	MWM	32	32	0	Constant
22.	NKDMSW	90	91	1	Improved
23.	NKAM	63	80	17	Improved
24.	NSMDAM	28	31	3	Improved
25.	NA	37	72	35	Improved
26.	RTS	81	97	16	Improved
27.	RP	66	77	11	Improved
28.	RDS	51	76	25	Improved
29.	SM	95	92	-3	Declined
30.	SW	41	76	35	Improved
31.	WNSD	26	41	15	Improved
32.	WW	89	98	9	Improved
Total		1974	2333		
Average		62	73		
Lowest Grade		19	27		
Highest Grade		100	100		

Table 19

The Comparison of Students' Post-Test I and Post-Test II

Interval	Explanation	Post-Test I	Percentage	Post-Test II	Percentage
≥70	Complete	14	44 %	24	75 %
< 70	Incomplete	18	56 %	8	25 %
Total		32	100 %	32	100 %

Then, the figure of comparison students' complex sentence mastery post-test I grade and post-test II grade in cycle II could be seen as follow:

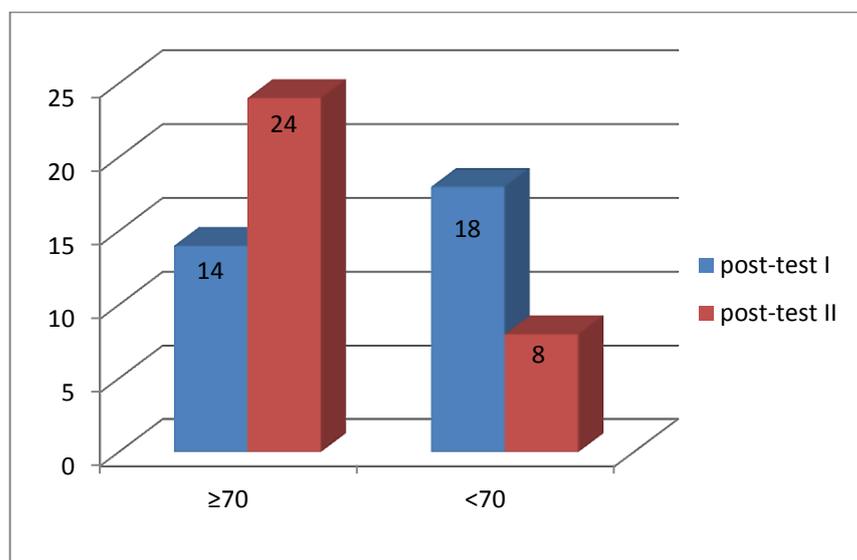


Figure 8: The Comparison of Students' Post-test I and Post-test II Grade in Cycle II

Based on the data above, it could be seen that the grade of the students in post-test II was various. The highest grade was 100 and the lowest grade is 27. The average grade of post-test II was 73. Besides, the percentage of students' success of post-test II grade was 75% or 24 students. 25% or 8 students did not pass the minimum mastery criteria. It means that the indicator of success of this research had been achieved because there was 75% students were able to achieve grade 70. It indicated that the students' mastery of complex sentence was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that PACE strategy improve students' mastery of complex sentence.

B. INTERPRETATION

Complex sentence would be easier to understanding when it supported by the right strategy or technique, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching complex sentence by PACE strategy can improve students' mastery of complex sentence. PACE is complex activity that requires comprehension and selection of information in written production process. When PACE is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. Therefore, it has proved that PACE strategy could be one the interesting strategy to teaching complex sentence.

1. Result of Students' Learning

a. Result of Students' Pre-Test Grade

In this phase, the researcher conducted the pre-test to measure the students' mastery before implementing the treatment. The researcher obtained the data through test in the form of essay which completed for

75 minutes. It was done on Thursday, July 25th, 2019. From the result of pre-test showed that most of the students achieved difficult for doing the test. Based on the table 6 the students average were 30, it showed that most of the students have not passed yet in achieving the Minimum Mastery Criteria (MMC) at least 70. In this phase, only 4 students out of 32 students passed of the MMC.

b. Result of Students' Post-Test I Grade

In this research, to know the students' mastery of complex sentence after implementing the treatment the researcher conducted the post-test I. It was done on Thursday, August 15th, 2019. Based on the table 8 the students average was 62 it shows that most of the students have not passed yet in achieved the MMC at least 70. In this stage there are 14 students out of 32 students passed of the minimum mastery criteria. It can be concluded that most of the students failed in achieving the material.

c. Result of Students' Post-Test II Grade

In this phase, the researcher continued to cycle II because the grade of post test I in cycle I did not achieve the MMC yet that was only 44% passed the MMC. The researcher conducted the post-test II to measure the students' mastery after implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 75 minutes. It was done on Thursday, September 5th, 2019. Based on the table 14 students average were 73, it showed that most of the

students have achieving the MMC at least 70. In this phase, 24 students out of 32 students of 75% students passed of the MMC and the research was successful.

2. Comparison of Grade in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I but the students' average grade was low. While, the grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. The following was the table of illustration grade in cycle I and cycle II:

Table 20
The Comparison of Complex Sentence Mastery of
Pre-Test, Post-Test I and Post-Test II

No	Grade		
	Pre-Test	Post-Test I	Post-Test II
1.	20	100	100
2.	20	90	91
3.	7	60	75
4.	27	77	87
5.	25	76	75
6.	7	73	90
7.	20	53	35
8.	54	87	88
9.	78	82	88
10.	36	52	71
11.	28	28	72
12.	16	50	59
13.	88	98	100
14.	27	75	75
15.	14	19	27
16.	20	31	50
17.	72	90	98
18.	49	64	74

19.	36	39	76
20.	20	31	39
21	14	32	32
22	20	90	91
23	20	63	80
24	17	28	31
25	20	37	72
26	12	81	97
27	38	66	77
28	5	51	76
29	76	95	92
30	10	41	76
31	20	26	41
32	35	89	98
Total	951	1974	2333
Average	30	62	73
Complete	4	14	24

Table 21

The Comparison of Complex Sentence Mastery of Pre-Test, Post-Test I
and Post-Test II

Interval	Criteria	Pre-Test		Post-Test I		Post-Test II	
		frequ ency	Perce ntage	frequ ency	perce ntage	frequ ency	Perce ntage
≥ 70	Complete	4	12 %	14	44 %	24	75 %
< 70	Incomplete	28	88 %	18	56 %	8	25 %
Total		32	100 %	32	100 %	32	100 %

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant increasing of the students' grade. It could be seen from the students get grade ≥ 70 from 4 to 14 became 24. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

The researcher shows the figure of the result of pre-test, post-test I and post-test II, as follow:

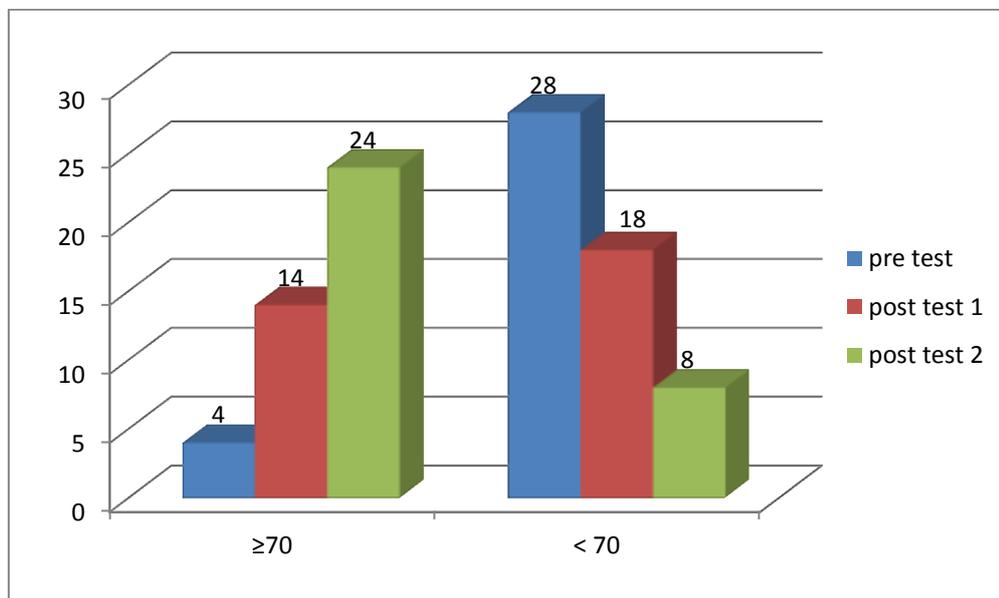


Figure 9: The Comparison Grade of Students' Mastery of Complex Sentence
in Pre-Test, Post-Test I, and Post-Test II

Based on the figure above, it could be inferred that PACE strategy could improving the students' mastery of complex sentence. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

3. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was achieved from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 22

The Percentage of Students' Learning Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Paying attention to the teacher's explanation	17	53%	30	94%	Improved
2	Asking/answering question from the teacher	9	28%	24	75%	Improved
3	Being active in the class	8	25%	24	75%	Improved
4	Being able to do the task	7	22%	25	78%	Improved
The average percentage		32 %		81 %		-

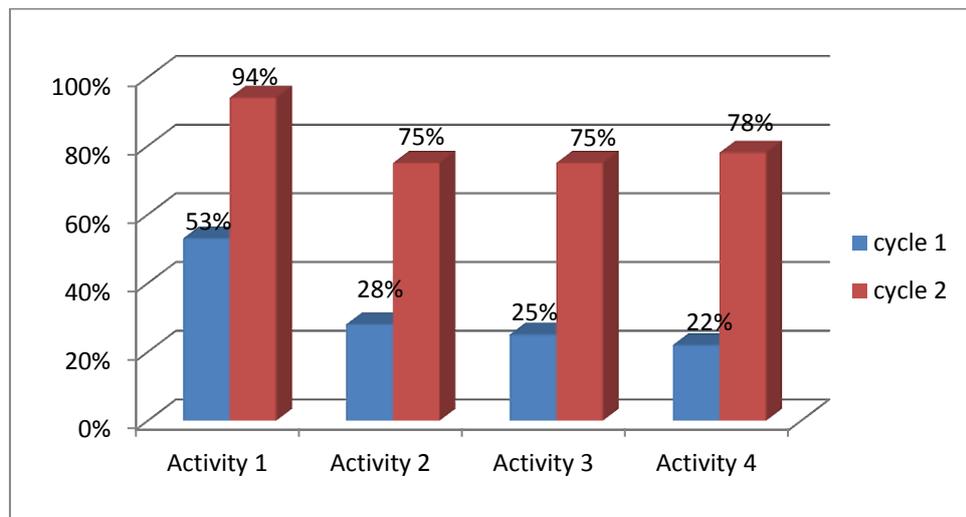


Figure 10: The Percentage of Students' Learning Activities in Cycle I and Cycle II

Based on the data had achieved, it can be explained as follow:

a) Paying attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 53% and in cycle II 94%, it was improved 41%.

b) Asking/answering question from the teacher

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 47%, from cycle I 28% and cycle II 75%.

c) Being active in the class

The active students in class were improved. It could be seen on the cycle I 25% and cycle II 75%, it was improved 50%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in learning activities when PACE was applied in learning process from cycle I up to cycle II.

d) Being able to do the task

The students who had done the task were increased. It could be seen on the cycle I 22% and cycle II 78%, it was improved 56%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of PACE strategy improve the students' mastery of complex sentence. There was progress average grade from 30 to 62 and to 73.

From the figure 9, we could be seen that there was an improving on the average grade and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average grade in the pre-test was 30 and only 4 students or (12%) passed the test.

Moreover, in the post-test I there was 14 students or (44%) passed the test the indicator students get grade ≥ 70 with average 62. In the post-test II there was 24 students or (75%) passed the test the indicator students get grade ≥ 70 with average 73. From the explanation, the researcher

concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 75% of students achieved grade 70 was reached.

C. DISCUSSION

In this research, it is proved that the use of PACE strategy improves the students' learning activities among the tenth graders at SMA Negeri 1 Rumbia Central Lampung. It is in line with one of the benefits of PACE strategy stated by Paul Bruthiaux. According to Paul Bruthiaux, with PACE strategy the teacher may also focus on literacy development by engaging students in grammar activities.²⁷ It means that the students' grammar learning activities can be developed by the use of PACE strategy. In the other words, PACE strategy improves the students' learning activities.

In addition, based on the result of this research it was also investigated that the use of PACE strategy improves complex sentence mastery among the tenth graders at SMA Negeri 1 Rumbia Central Lampung. It is in line with the main benefit of PACE strategy stated by Paul Bruthiaux. Paul Bruthiaux points out that PACE strategy helps the students to put together sentences and remarked that most of the students were able to compare sentences easily.²⁸ It can be said that the use of PACE strategy is appropriate used to teach complex sentence by combining dependent and independent clauses.

²⁷ Paul Bruthiaux, et al., *Directions in Applied Linguistics (Essays in Honor)*(Toronto: Multilingual Matters Ltd, 2005), 61.

²⁸ Ibid.

Moreover, the minimum mastery criteria (MMC) was 70 in this research, in the post-test I there is 14 students or 44% passed the test with the average 62 and the post-test II is 24 students or 75% who passed the test with average 73. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students achieved grade ≥ 70 .

The result of the students' learning activities in cycle I and cycle II are improve. Pay attention of the teachers' explanation from 53% become 94%, the students' ask/answer question from 28% become 75%, the students' activeness in the class from 25% become 75%, Being able to do the task from 22% become 78%. The result of students' activities in cycle I and cycle II, there are improvement in students' learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the mastery of complex sentence that was improved through PACE strategy at the tenth graders of SMA Negeri 1 Rumbia.

PACE strategy can improve learning activity at the tenth graders of SMA Negeri 1 Rumbia. the result of post-test II proves that the percentage of students' learning activity is 81%. It means that PACE strategy can improve the student's learning activity.

Moreover, PACE strategy can improve the complex sentence mastery at the tenth graders of SMA Negeri 1 Rumbia. The result of post-test II proves that percentage of students achieving minimum mastery criteria is 75%. It means that result of post-test II had already achieved the indicator of success that was 75 % students fulfill the minimum mastery criteria (MMC).

B. SUGGESTION

Based on the conclusion above, it can be delivered some suggestions to be shared more attention in teaching and learning process go to:

1. For English Teacher

- a. The teacher should prepare and select appropriate strategy and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the enjoyable teaching learning process, such as selecting text or new teaching media.
- b. It is better for the teacher to use PACE strategy in English learning especially in complex sentence because it can improve students' mastery of complex sentence.
- c. The teacher should give motivation to the students in order to be active in learning process.

2. For the Students

It is suggested to the students to be more active in learning process in the class and improve their mastery in mastery of complex sentence so they can success in English learning.

3. For Headmaster

It is advisable for the headmaster to support the English teacher to use PACE strategy in learning process because PACE strategy is so advantageous in the process of English learning.

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB

Kelas : X

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi	Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat <i>Past Simple</i> dan <i>Present perfect tense</i>, dalam berbagai konteks. Siswa berinteraksi menggunakan kalimat <i>Past</i> 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, 	2 x 2 JP	<ul style="list-style-type: none"> <u>Audio CD/VCD/DVD</u> <u>SUARA GURU</u> <u>Koran/majalah berbahasa Inggris</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi</p>	<p>merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)</p> <p><i>Fungsi sosial</i> Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p><i>Struktur teks</i> <i>I had plowed into a big green Buick. I hollered farewells to my</i></p>	<p><i>Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru.</p> <ul style="list-style-type: none"> Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p>Mengeksplorasi</p>	<p>ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian: Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan 		<ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>4.1.Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan</p>	<p><i>friends and poured myself into the car</i> <i>My friend has prepared everything before we left</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Past Simple, Present Perfect</p> <p>(2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i> Berbagai hal terkait dengan</p>	<ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur. Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat <i>Past Simple</i> dan 	<p>menulis teks</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p><i>Present Perfect tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya.</p> <ul style="list-style-type: none"> Siswa membandingkan antara kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas. 			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya. 			

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMA Negeri 1 Rumbia
Mata Pelajaran	: Bahasa Inggris/Wajib
Kelas/Semester	: X/Ganjil
Materi Pokok	: Simple Past Tense dan Present Perfect Tense
Alokasi Waktu	: 2 x 45 Menit (2 pertemuan)

A. Kompetensi Inti (KI)

- KI3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI4 : 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 (KD) dan Indikator

Kompetensi Dasar	Indikator
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple past tense vs present perfect</i>)	<ul style="list-style-type: none">- Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dari teks percakapan tentang keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya- Membedakan fungsi sosial, struktur teks dan unsur kebahasaan <i>simple past tense</i> dan <i>present perfect</i>
4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/	<ul style="list-style-type: none">- Membuat kalimat dengan pola Past Simple dan Present Perfect Tense- Membuat dialog pendek mengenai keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang

kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	merujuk kesudahannya (mengandung Past Simple dan Present Perfect Tense) - Mendemonstrasikan dialog pendek dan sederhana yang mengandung Past Simple dan Present Perfect Tense
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A. Tujuan Pembelajaran

- 1.1.1 Siswa dapat menunjukkan kesungguhan belajar bahasa Inggris dalam berkomunikasi dengan guru dan teman dalam penggunaan simple past tense.
- 2.2.1 Siswa dapat menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi dalam penggunaan simple past tense.
- 3.6. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, sesuai dengan konteks penggunaannya.
- 4.6. Siswa dapat menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

B. Materi

Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)

1. Fungsi sosial

Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya

Struktur teks

- *I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car*
- *My friend has prepared everything before we left*

2. *Unsur kebahasaan*

- a. Past Simple, Present Perfect Tense
- b. Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.

3. *Topik*

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.

C. **Strategi Pembelajaran:** PACE (Presentation, Attention, Co-construction, and Extension)

D. **Media, alat, dan sumber pembelajaran**

1. Media
2. Alat
3. Sumber Belajar

E. **Langkah-langkah kegiatan pembelajaran**

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	<ol style="list-style-type: none">1. memberi arahan kepada ketua kelas untuk memimpin do'a,2. Guru memberi salam kepada siswa,3. menanyakan kabar siswa,4. memeriksa kehadiran siswa.	5 menit
Inti	<p>Pertemuan 1</p> <p>Mengamati: Guru membimbing siswa untuk mengamati contoh kalimat simple past tense dalam cerita pada tahap <i>presentation</i> dari PACE strategy.</p> <p>Mempertanyakan: Guru membimbing siswa mempertanyakan fungsi kalimat simple past tense dalam bentuk complex sentence pada tahap <i>attention</i> dari PACE strategy</p> <p>Mengeksplorasi: Guru menjelaskan penggunaan kalimat simple past tense dalam bentuk complex sentence</p>	75 menit

	<p>pada tahap <i>co-construction</i> dari PACE strategy</p> <p>Mengasosiasi: Guru meminta siswa untuk membuat sebuah kalimat simple past tense dalam bentuk complex sentence pada tahap <i>extension</i> dari PACE strategy.</p> <p>Mengkomunikasikan: Guru meminta siswa untuk menyampaikan hasil tulisannya di depan kelas.</p> <p>Pertemuan 2</p> <p>Mengamati: Guru membimbing siswa mengamati contoh kalimat simple past tense dalam cerita pada tahap <i>presentation</i> dari PACE strategy.</p> <p>Mempertanyakan: Guru membimbing siswa mempertanyakan fungsi kalimat simple past tense dalam bentuk complex sentence pada tahap <i>attention</i> dari PACE strategy.</p> <p>Mengeksplorasi: Guru menjelaskan penggunaan kalimat simple past tense dalam bentuk complex sentence pada tahap <i>co-construction</i> dari PACE strategy.</p> <p>Mengasosiasi: Guru meminta siswa untuk membuat beberapa contoh kalimat simple past tense dalam bentuk complex sentence pada tahap <i>extension</i> dari PACE strategy.</p> <p>Mengkomunikasikan: Guru meminta siswa untuk menyampaikan hasil pekerjaan mereka.</p>	
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Penutup	1. Guru memberi arahan dan bimbingan siswa menyimpulkan materi yang telah dipelajari. 2. Guru memberikan tugas terstruktur individu 3. Guru menjelaskan rencana kegiatan pembelajaran pada pertemuan selanjutnya.	10 menit
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F. Penilaian

1. Jenis/teknik Penilaian : Penilaian Kognitif
2. Bentuk Instrumen : Tes Grammar (Essay) Tertulis
3. Pedoman Penskoran : (terlampir)

Rumbia, ~~August~~ ^{August} 22nd 2019

Mengetahui,
Guru Pamong



Naimah, S.Pd.
NIP. 196812111999032002

Mahasiswa Praktikan



Kiki Alaisya
NPM. 1501070263

The Measurement Rubrics of Writing

Writing Component Specification	Details	Criteria	Score
<p>Language Use of Conjunctions: although, after, before, because, as, unless, if, since, until, while, when, where, wherever, even though, than, rather than, so, that.</p>	Being able to have effective language use in complex construction of sentence	Excellent to Very Good	88-100
	Being able to have few errors of agreement		
	Being able to have few errors of tense		
	Being able to have few errors of word order/function		
	Being able to have few errors of articles		
	Being able to have few errors of pronouns		
	Being able to have few errors of prepositions.		
	Being able to have effective language use in simple constructions of sentence	Good to Average	70-88
	Being able to have minor problems in complex construction		
	Being able to have several errors of agreement		
	Being able to have several errors of tense		
	Being able to have several errors of word order/function		
	Being able to have several errors of articles		
	Being able to have several errors of pronouns		
	Being able to have several errors of prepositions	Fair to Poor	44-70
Having major problems in simple/complex constructions			
Having frequent errors of agreement			
Having frequent errors of tense			

Having frequent errors of word order/function				
Having frequent errors of articles				
Having frequent errors of pronouns				
Having frequent errors of prepositions and/or fragments,				
Having frequent errors of deletions				
Having frequent errors of meaning confused or obscured.				
Having no mastery of syntax rule			Very Poor	≥0-44
There are many mistakes and uncommunicative.				

$$\sum \text{Skor} = \frac{\text{Jumlah A} + \text{Jumlah B}}{20}$$

DAFTAR HADIR SISWA
KELAS X IPA 1
(PRE-TEST)

No.	NAMA	PARAF
1.	ADELA FAIZA SAISABILA	My
2.	AMANDA NURASIFA	Huyf
3.	ANGGA SETIAWAN	Angga
4.	CINDY MAGHFIROH	Vuyf
5.	DEDI SAPUTRA	Scog
6.	DINNY RAHMA NOVANDRI	Diny
7.	FAJAR FEBRIYANTI	Eny
8.	GALIH PUSPA MELATI	Galih
9.	HAFID ARDINATA	Hafid
10.	Herawati	Herawati
11.	INTANI PRATAMA	Intani
12.	IRVAN GUSTIAWAN P.	Irvan
13.	LUCIANA HIDAYAH	Luciana
14.	MERI NARDIANSARI	Meri
15.	MIA RISMIANA	Mia
16.	NIKEN APRILIA	Niken
17.	Reon Legar S	Reon
18.	Reza PATISTIAN	Reza
19.	RIFKI DWI.S	Rifki
20.	SERLY MAHARANI	Serly
21.	SRI WATTUNI	Sri
22.	WISNU WARPANA	Wisnu
23.	Desak Gede Eka Widayari	Desak
24.	NIKETUT DINA MAHA S. W.	Niketut
25.	KETUT YANI M.S.	Ketut
26.	Ni SAPU MADE DWI P.M.	Ni

DAFTAR HADIR SISWA
 KELAS X IPA 1
 CYCLE 1
 (TEACHING 1)

No.	NAMA	PARAF
1.	ADELA FAIZA SAISABILA	anj
2.	AMANDA NURASIFA	Huf
3.	ANGGA SETIAWAN	aa
4.	CINDY MAGHIROH	Vanf.
5.	DEDI SAPUTRA	Sesop
6.	DINNY RAHMA NOVANDRI	Diky
7.	FAJAR FEBRI YANTI	Banf.
8.	GALIH PUSPA MELATI	dah
9.	HAFID ARDINATA	Hf
10.	Herawati	Vanf
11.	INTARI PRATAMA	Hf.
12.	IRVAN GUSTAWAN P.	dah
13.	LUSIANA HIDAYAH	dij
14.	MERI NAEDIANISARI	Mari
15.	MIA RSMIANA	Ganf
16.	NIKEN APRILIA	Huf.
17.	Reoni Legar S	l
18.	REZA PARISTIANI	Reza
19.	RIFKI DWI. S.	Rf
20.	SERLY MAHARANI	Serly
21.	SPI WAFIYUNI	Spi
22.	WISNU WARDANA	Wisnu
23.	Dasak Gede Eka widiyati	Huf
24.	Nikotut Dina Maha S.w.	Nikotut
25.	Kekut Yani M.S.	Yani

DAFTAR HADIR SISWA
 KELAS X IPA 1
 CYCLE I
 (TEACHING 2)

No.	NAMA	PARAF
1.	Desak Gedo Eko widyari	
2	Niken Apriia	
3	NIFERU DINA MAHA S.W.	
4.	ADELA FAIZA SALSABILA	
5.	AMANDA NUR ASIFA	
6.	LUSIANA HIDMYAH	
7.	CINDY MAGHFIROH	
8	RIFKI DWI.S	
9	ANGGA SETIAWAN	
10	FAJAR FEBRIYANTI	
11	SERLY MAHARANI	
12	Kebue Yani Manda Sari	
13	MERI NORDIAN SARI	
14	MIA RISMIANA	
15.	INTAN PRATAMA	
16	GALIH PUSPA MELATI	
17	DINNY RAHMA NOVANDRI	
18	IRVAN GUSTAWAN -P.	
19.	SRI KATMUNI	
20.	Herawati	
21	Miko Willy M.	
22	Mi SANG MADE Dwi Ayu JANTIA	
23	WAYAN NELA SETIAMA DEWI	
24.	BASKORO DWI PRATOMO	
25.	REZA PARISTIANI	

DAFTAR HADIR SISWA
KELAS X IPA 4
(POST-TEST 1)

No.	NAMA	PARAF
1.	ADEIA FAIZA SAISABILA	<i>amy</i>
2.	AMANDA NURASIFA	<i>Hmp</i>
3.	ANGGA SETIAWAN	<i>Ang</i>
4.	BASKORO DWI PRATOMU	<i>bas</i>
5.	CINDY MAGHFIRAH	<i>Vanti</i>
6.	DEDI SAPUTRA	<i>Saputra</i>
7.	DESAK GEDE EKA W.	<i>Des</i>
8.	DINNY RAMMA NOVANDRI	<i>Dinny</i>
9.	FAJAR FEBRIYANTI	<i>Fajar</i>
10.	GAUH PUSPA MEWATI	<i>Gauh</i>
11.	HAFID ARDINATA	<i>Hafid</i>
12.	HERAWATI	<i>Herawati</i>
13.	I GEDE YUDA ARDIKE	<i>Yuda</i>
14.	INTAN PRATHMA	<i>Intan</i>
15.	IRVAN GUSTIANAN P.	<i>Irvan</i>
16.	KETUT YANI WANDA SARI	<i>Yani</i>
17.	KOWANG EKA W.	<i>Kowang</i>
18.	LUSIANA HIDAYAH	<i>Lusiana</i>
19.	MERI NARDIAN SARI	<i>Meri</i>
20.	MIA RISMIANA	<i>Mia</i>
21.	MIKO WILLY MAULANA	<i>Miko</i>
22.	MI KETUT DINA MAHA S.W	<i>Mi</i>
23.	NI KOWANG MAHA M	<i>Ni</i>
24.	NI SAYU MADE D.A.M	<i>Ni</i>
25.	NIKEN APRILIA	<i>Niken</i>
26.	PEON TEGAR SAPUTRA	<i>Peon</i>

DAFTAR HADIR SISWA
KELAS X IPA 4
CYCLE 2
(TEACHING 1)

No.	NAMA	PARAF
1.	ADELA FAIZA SAISABILA	<i>Am</i>
2.	AMANANDA NUR ASIFA	<i>Huf</i>
3.	ANGGA SETIAWAN	<i>AR</i>
4.	BASKORO DWI P.	<i>Am</i>
5.	CINDY MAGHFIRAH	<i>Vulst</i>
6.	DEDI SAPUTRA	<i>Senet</i>
7.	DESAK GEDE EKA W.	<i>Huf</i>
8.	DINNY RAHMA NOVANDRI	<i>Devi</i>
9.	FAJAR FEBRIYANTI	<i>Am</i>
10.	GALIH PUSPA MELATI	<i>Am</i>
11.	HAFID ARDINATA	<i>Am</i>
12.	HERAWATI	<i>Huf</i>
13.	GEDE XUDA A.	<i>Am</i>
14.	INTAN PRATAMA	<i>Am</i>
15.	IRVAN GUSTIAWAN P.	<i>Huf</i>
16.	KETUT YANI M.S	<i>Am</i>
17.	KOWANG EKA W.	<i>Am</i>
18.	LUSANA HIDAYAH	<i>Am</i>
19.	MERI NARDIANSARI	<i>Am</i>
20.	MIA RISMIANA	<i>Am</i>
21.	MIKO WILLY M.	<i>Am</i>
22.	NI KETUT DINA M.S.W	<i>Am</i>
23.	NI KOWANG ANGGI M.	<i>Am</i>
24.	NI SAYU MADE D.A.M	<i>Am</i>
25.	NIKEM APRILLA	<i>Huf</i>

DAFTAR HADIR SISWA
 KELAS X IPA 1
 CYCLE 2
 (TEACHING 2)

No.	NAMA	PARAF
1.	ADELA FAIZA SAISABILA	Amly
2.	AMANDA NURASIFA	Hwy
3.	ANGGA SETIAWAN	Amly
4.	BASKORO DWI P.	Amly
5.	CINDY MAGHFIROH	Vinny
6.	Desak Gele Eka W.	Jkt
7.	DEDI SAPUTRA	Sevny
8.	DINNY RAHMA NOVANDRI	Dmy
9.	FAJAR FEBRIYANTI	Amly
10.	GAMH PUSPA MELATI	Amly
11.	HAFID ARDINATA	Hs
12.	HERAWATI	Hwy
13.	I GEDE YUDA ARDIKE	Amly
14.	INTAN PRATAMA	Hwy
15.	IRVAN GUSTAWAN P.	Amly
16.	KETUT YANI MANDA SARI	Amly
17.	KOMANG EKA W	Amly
18.	LUSANA HIDAYAH	Jkt
19.	MERI NARDIANSARI	Amly
20.	MIA RISMIANA	Hwy
21.	MIKO WILLY MAULANA	Amly
22.	NI KETUT DINA MAHA S.W	Hwy
23.	NIKOMANG ANGGI MELANI	Hwy
24.	NISAYU MADE D.A.W	Amly
25.	NIKEN APRILIA	Jkt

DAFTAR HADIR SISWA
KELAS X IPA 4
(POST-TEST 2)

No.	NAMA	PARAF
1.	ADELA FAIZA SAISABILA	Mly
2.	AMANDA NURASIEA	Huf
3.	CINDY MALHEIROH	VHHS
4.	DEDI SAPUTRA	SDS
5.	ANGGA SETIAWAN	AS
6.	BASKORO DWI PRATOMO	BK
7.	DESAK LEDE EKA W	HL
8.	DINNY RAHMA NOVANDRI	DN
9.	FAJAR FEBRIYANTI	FF
10.	LAUH PUSPA MELATI	LP
11.	HAFID ABDINATA	HA
12.	HERAWATI	HR
13.	I GEDE YUDA ARDIKE	YG
14.	INTAN PRATAMA	IP
15.	IRVAN LUSIYANAN P.	IL
16.	KETUT YANI MANDA SARI	KY
17.	KOMANG EKA W.	KE
18.	LUSIANA HIDAYAH	LH
19.	MERI NARDIANSAE	MR
20.	MIA RISMIANA	MR
21.	MIKO WILLY MAULANA	MY
22.	MIKETUT DINA MAHA S.W	MD
23.	NI KOMANG ANGGI MELANI	NK
24.	NI SAHU MADE D.A.M	NS
25.	NIKEN APRILIA	NA
26.	PEON TEGAR SARUTRA	PT

Pre-Test

Name:

Class:

A. MAKE BEST COMPLEX SENTENCE BASED ON CONJUNCTION BELLOW!

1. Although

.....

2. After

.....

3. Before

.....

4. Because

.....

5. That

.....

6. Wherever

.....

7. Where

.....

8. As

.....

9. When

.....

10. While

.....

B. WRITE TEN COMPLEX SENTENCES USING PAST TENSE!

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

-GOOD LUCK-

Post-Test 1

Name:

Class:

A. MAKE BEST COMPLEX SENTENCE BASED ON CONJUNCTION BELLOW!

1. That

.....

2. When

.....

3. As

.....

4. Where

.....

5. Wherever

.....

6. While

.....

7. Because

.....

8. Before

.....

9. After

.....

10. Although

.....

B. WRITE TEN COMPLEX SENTENCES USING PAST TENSE!

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

-GOOD LUCK-

Post-Test 2

Name:

Class:

A. MAKE BEST COMPLEX SENTENCE BASED ON CONJUNCTION BELLOW!

1. When

.....

2. That

.....

3. Than

.....

4. Where

.....

5. Before

.....

6. After

.....

7. Because

.....

8. Although

.....

9. While

.....

10. Wherever

.....

B. WRITE TEN COMPLEX SENTENCES USING PAST TENSE!

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

-GOOD LUCK-

Pre-Test

Name: i gede gudha ardika

Class:

A. MAKE BEST COMPLEX SENTENCE BASED ON CONJUNCTION BELLOW!

- | | | |
|-------------|---|-----|
| 1. Although | he sleep although he studied | 84 |
| 2. After | he went to school after he ate | 100 |
| 3. Before | before you sleep you studied | 100 |
| 4. Because | you sleep because you studied | 84 |
| 5. That | Roni told that Roni ate | 100 |
| 6. Wherever | wherever she went you went | 100 |
| 7. Where | i forget where i put pen | 88 |
| 8. As | she was beautiful as princess | 100 |
| 9. When | she used uniform when she school | 84 |
| 10. While | she was beautiful while he was handsome | 100 |

B. WRITE TEN COMPLEX SENTENCES USING PAST TENSE!

- | | |
|--|-----|
| 1. i forget where i put pen | 88 |
| 2. Roni told that Roni ate | 100 |
| 3. he went to school after he ate | 100 |
| 4. she uniform when she school | 20 |
| 5. she was beautiful as mother | 100 |
| 6. wherever she went you went | 100 |
| 7. she was beautiful while he was handsome | 100 |
| 8. you sleep because you studied | 84 |
| 9. he sleep because he tired | 20 |
| 10. mother told that father went to office | 100 |

-GOOD LUCK-

$$\frac{940}{20} = 88$$

Pre-Test

Name: ANGG A SETIAWAN

Class: X MIPA 1

A. MAKE BEST COMPLEX SENTENCE BASED ON CONJUNCTION BELLOW!

1. Although
..... ⇒ Rani managed to play. Although she 20
2. After
Siti pergi ke pasar after she takabed 20
3. Before
wisnu had breakfast before he left for school 20
4. Because
Saya makan karena saya lapar 20
5. That
he told 20
6. Wherever
Dini always brings her book wherever she went 20
7. Where
I don't know benar bias 20
8. As
She was convinced as she was careful 20
9. When
..... 20
10. While
She sleep while i sweep 20

B. WRITE TEN COMPLEX SENTENCES USING PAST TENSE!

$$\frac{140}{20} = 7$$

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

-GOOD LUCK-

Pre-Test

Name: Falar Febri Yanti

Class: X MIPA 1

A. MAKE BEST COMPLEX SENTENCE BASED ON CONJUNCTION BELLOW!

1. Although
Para played basketball although She was sick 100
2. After
Nanda ^{was} Satisfied After she ate cake 100
3. Before
Pam Prayed Before Slept. 20
4. Because
Michael Cried Because ^{he} fell from tree. 84
5. That
Ganish told me that my father ^{was} Sick. 100
6. Wherever
Dina brought her Dictionary wherever she went 100
7. Where
Adel went to school where she saw an artist 100
8. As
Cindy Convidet As Beautiful 20
9. When
Amanda merangs ketika ~~di~~ jatuh 20
10. While
Adel kecil sementara dia suka makan 20

B. WRITE TEN COMPLEX SENTENCES USING PAST TENSE!

1. Hasan managed to smile although he was hurt 100
2. Pam Prayed Before Slept. 20
3. Ari went to a market where she saw an artist. 100
4. Rika ^{was} Satisfied After ^{she} ate cake 100
5. Angel brought her Dictionary wherever she went 100
6. Michael Cried Because ^{he} fell from tree. 84
7. Lusi told me that my father ^{was} Sick 100
8. Pitti Played although she was sick. 88
9. I went to school where I saw an artist. 100
10. Diny was cry when fell from tree. 100

-GOOD LUCK-

$$\frac{1556}{20} = 78$$

Post-Test 1

Name: IRVAN GUSTAWAN -P.

Class:

A. MAKE BEST COMPLEX SENTENCE BASED ON CONJUNCTION BELLOW!

1. That I said that he's my girl 68
2. When I swim when it's hot friend 68
3. As that parrot is like a cow 20
4. Where I don't where 20
5. Wherever I know where you are 20
6. While the word is only temporary 20
7. Because I know because I want to 20
8. Before wash your hands before 20
9. After prayer after fasting 20
10. Although I know though it is 20

296
80

376

B. WRITE TEN COMPLEX SENTENCES USING PAST TENSE!

1. swim when it's hot friend 20
2. that parrot is like a cow 20
3. I don't where 20
4. I know where you are 20
5.
6.
7.
8.
9.
10.

$\frac{376}{20} = 19$

-GOOD LUCK-

Post-Test 1

Name: WAYAN NEHA SETIAMI DEWI

Class: X MIPA 1

A. MAKE BEST COMPLEX SENTENCE BASED ON CONJUNCTION BELLOW!

1. That ^{did not know}
I don't know that he was my brother 84
2. When
When you return school? 20
3. As
As water milk repiled with water tuba 20
4. Where
Lani forget put where pencil Diah 20
5. Wherever
Wherever Mira always do task 20
6. While
Beni do task while Riko play 20
7. Because
Andi don't go school because sad 20
8. Before
Before go school I lock door 20
9. After
After eat I wash hand 20
10. Although
Lani go school although don't there is task 20

B. WRITE TEN COMPLEX SENTENCES USING PAST TENSE!

- | | | |
|--|-----|--|
| | 264 | |
| | 264 | |
| | 528 | |
1. Ninda don't knew that she was my sister 84
 2. When happen event it? 20
 3. ~~Wanda~~ AS water milk repiled with water tuba 20
 4. Wanda forget put where pen lin 20
 5. Wherever Diki always do task 20
 6. Lani do task while Nita play doll 20
 7. Rian don't go school because sad 20
 8. Before go school Tina lock door 20
 9. After eat dinda I wash plate 20
 10. Weni go school although don't there is task 20

-GOOD LUCK-

$$\frac{528}{20} = 26$$

Post-Test 1

Name: I gede yudha ardika

Class:

A. MAKE BEST COMPLEX SENTENCE BASED ON CONJUNCTION BELLOW!

1. That
Baskoro told that he ate 100
2. When
Dini used uniform when she went to school 100
3. As
she was beautiful as princess 100
4. Where
I forgot where I put pen 100
5. Wherever
wherever she went you went 100
6. While
she was beautiful while he was handsome 100
7. Because
you sleep because you were sleepy 88
8. Before
you studied before you slept 100
9. After
he went to school after he ate 100
10. Although
he slept although he studied 88

B. WRITE TEN COMPLEX SENTENCES USING PAST TENSE!

1. I forgot where I put pen 100
2. Roni told that he ate 100
3. he went to school after he ate 100
4. he used uniform when he went to school 100
5. She was beautiful as princess 100
6. Wherever she went you went 100
7. she was beautiful while he was handsome 100
8. you slept after studied 100
9. you slept because tired 88
10. mother told that he ate 100

-GOOD LUCK-

$\frac{1964}{20} = 98$

Post-Test 1

Name: ADELA FAIZA SAISABILA

Class: X MIPA 1

A. MAKE BEST COMPLEX SENTENCE BASED ON CONJUNCTION BELLOW!

1. That
Ety heard that she won the english olympiade 100
2. When
I was very happy when I got a sister 100
3. As
she was beautiful As I thought 100
4. Where
this room was the place where the accident took place 100
5. Wherever
father driven the car wherever he went 100
6. While
father went to ~~School~~ ^{Office} while I went to school 100
7. Because
I didn't go to school because it was rain 100
8. Before
I went to school before you came 100
9. After
you came after I went to school 100
10. Although
I went to school al-though it was rain 100

1000

1000

2000

B. WRITE TEN COMPLEX SENTENCES USING PAST TENSE!

1. I didn't go to school because it was rain 100
2. Ety heard that she won the english olympiade 100
3. I went to school before you came 100
4. I was very happy when I got a sister 100
5. you came after I went to school 100
6. this room was the place where the accident took place 100
7. I went to school al-though it was rain 100
8. father driven the car wherever he went. 100
9. she was beautiful as I thought 100
10. father went to Office while I went to school 100

-GOOD LUCK-

$\frac{2000}{20} = 100$

Post-Test 2

Name: IRVAN GUSTILWAN P

Class: X IPA

A. MAKE BEST COMPLEX SENTENCE BASED ON CONJUNCTION BELLOW!

1. When
... I took a bath when it's finished 20
2. That
... I said that he is ^{was} my 88
3. Than
... better to eat than ~~to~~ to sleep 20
4. Where
... I don't where 20
5. Before
... wash your hand before 20
6. After
... play after eating 20
7. Because
... I know because I want to 20
8. Although
... I know though he is 20
9. While
... the word is only temporary 20
10. Wherever
... I know where you are 20

B. WRITE TEN COMPLEX SENTENCES USING PAST TENSE!

1. I said that he is ^{was} my 88
2. Better to eat than to sleep 20
3. I don't where 20
4. Wash your hand before 20
5. Play after eating 20
6. I know because I want to 20
7. I know though he is 20
8. The word is only temporary 20
9. I took a bath when it's finished 20
10. I know where you are 20

268
268
536

-GOOD LUCK-

$\frac{536}{20} = 27$

Post-Test 2

Name: M. Sofya MADE DWI Ayu Mutia

Class: X MIPA 1

A. MAKE BEST COMPLEX SENTENCE BASED ON CONJUNCTION BELLOW!

1. When
Tia always pray when he wants to do something. 20
2. That
Iusi didn't know that she was being pranked. 100
3. Than
.....
4. Where
Deni wants to find out where warp was. 20
5. Before
think before you speak. 20
6. After
keep clean before eating. 20
7. Because
Deni always gets a grade because he studying hard. 20
8. Although
.....
9. While
.....
10. Wherever
I always follow activities wherever. 20

B. WRITE TEN COMPLEX SENTENCES USING PAST TENSE!

1. Karin was an artist, while her parents are both doctors. 100
2. I will ask Brian whether he wants to see me or not. 20
3. Leah does not like working out, whereas she wants to lose weight. 20
4. When Tommy was younger, he used to live with his father in Bali. 100
5. I will keep trying until I have no more chance. 20
6. You can't eat more chocolate unless you promise to drink more water. 20
7. Abdul Singh better than Ahmad does. 20
8. Riana had studied hard, so that she could get the highest. 100
9. highest.
10. highest.

-GOOD LUCK-

$$\frac{620}{20} = 31$$

Post-Test 2

Name: I gale yudha ardika

Class:

A. MAKE BEST COMPLEX SENTENCE BASED ON CONJUNCTION BELLOW!

1. When
Dwi used uniform when she went to school 100
2. That
Baskoro told that he ate 100
3. Than
I loved my cat than loved my cow 100
4. Where
I forgot where I put pen 100
5. Before
you studied before you slept 100
6. After
you went to school after ate 100
7. Because
you slept because you were sleepy 100
8. Although
he studied although he was sleepy 100
9. While
he studied while teacher was teach 100
10. Wherever
wherever she went you went 100

B. WRITE TEN COMPLEX SENTENCES USING PAST TENSE!

1. I forgot where I put pen 100
2. Baskoro told that he ate 100
3. I loved my cat than loved my cow 100
4. you studied before you slept 100
5. you went to school after ate 100
6. you slept because you were sleepy 100
7. he studied although he was sleepy 100
8. he studied while teacher was teach 100
9. wherever she went you went 100
10. Dwi used uniform when she went to school 100

-GOOD LUCK-

$\frac{2000}{20} = 100$

Post-Test 2

Name: Adela Faiza Salsabilla

Class: X MIPA 1

A. MAKE BEST COMPLEX SENTENCE BASED ON CONJUNCTION BELLOW!

1. When
the student were very happy when the teacher announced holiday 100
2. That
Rudi told me that you sent him an email 100
3. Than
I loved my mother than my boy friend 100
4. Where
this building was the place where the accident took place 100
5. Before
I arrived at school before the teacher came 100
6. After
Bisma danced after he sang two songs 100
7. Because
Puspa was absent because she was sick. 100
8. Although
she asked me although she was hate me 100
9. While
I slept while the stove was broken 100
10. Wherever
I brought money wherever I went 100

B. WRITE TEN COMPLEX SENTENCES USING PAST TENSE!

1. Bisma danced after he sang two songs 100
2. the student were very happy when the teacher announced holiday 100
3. Puspa was absent because she was sick 100
4. Rudi told me that you sent him an email 100
5. she asked me although she was hate me 100
6. I loved my mother than my boy friend 100
7. I slept while the stove was broken 100
8. this building was the place where the accident took place 100
9. I brought money wherever I went 100
10. I arrived at school before the teacher came 100

-GOOD LUCK-

2000 = 100
20

**STUDENTS' GRADE
PRE-TEST**

No.	Students' Name	Grade	Category
1.	AFS	20	INCOMPLETE
2.	ANA	20	INCOMPLETE
3.	AS	7	INCOMPLETE
4.	BDP	27	INCOMPLETE
5.	CM	25	INCOMPLETE
6.	DS	7	INCOMPLETE
7.	DGEW	20	INCOMPLETE
8.	DRN	54	INCOMPLETE
9.	FFY	78	COMPLETE
10.	GPM	36	INCOMPLETE
11.	HA	28	INCOMPLETE
12.	H	16	INCOMPLETE
13.	IGYA	88	COMPLETE
14.	IP	27	INCOMPLETE
15.	IGP	14	INCOMPLETE
16.	KYMS	20	INCOMPLETE
17.	KEW	72	COMPLETE
18.	LH	49	INCOMPLETE
19.	MNS	36	INCOMPLETE
20.	MR	20	INCOMPLETE
21.	MWM	14	INCOMPLETE
22.	NKDMSW	20	INCOMPLETE
23.	NKAM	20	INCOMPLETE
24.	NSMDAM	17	INCOMPLETE
25.	NA	20	INCOMPLETE
26.	RTS	12	INCOMPLETE
27.	RP	38	INCOMPLETE
28.	RDS	5	INCOMPLETE
29.	SM	76	COMPLETE
30.	SW	10	INCOMPLETE
31.	WNSD	20	INCOMPLETE
32.	WW	35	INCOMPLETE
Total		951	
Average		30	

Collaborator

NAIMAH, S.Pd.
NIP. 196812111999032002

Rumbia, July 25th, 2019
The Researcher,

KIKI ALAISYA
NPM. 150107026

THE STUDENTS' GRADE

POST-TEST 1

No.	Students' Name	Grade	Category
1.	AFS	100	COMPLETE
2.	ANA	90	COMPLETE
3.	AS	60	INCOMPLETE
4.	BDP	77	COMPLETE
5.	CM	76	COMPLETE
6.	DS	73	COMPLETE
7.	DGEW	53	INCOMPLETE
8.	DRN	87	COMPLETE
9.	FFY	82	COMPLETE
10.	GPM	52	INCOMPLETE
11.	HA	28	INCOMPLETE
12.	H	50	INCOMPLETE
13.	IGYA	98	COMPLETE
14.	IP	75	COMPLETE
15.	IGP	19	INCOMPLETE
16.	KYMS	31	INCOMPLETE
17.	KEW	90	COMPLETE
18.	LH	64	INCOMPLETE
19.	MNS	39	INCOMPLETE
20.	MR	31	INCOMPLETE
21.	MWM	32	INCOMPLETE
22.	NKDMSW	90	COMPLETE
23.	NKAM	63	INCOMPLETE
24.	NSMDAM	28	INCOMPLETE
25.	NA	37	INCOMPLETE
26.	RTS	81	COMPLETE
27.	RP	66	INCOMPLETE
28.	RDS	51	INCOMPLETE
29.	SM	95	COMPLETE
30.	SW	41	INCOMPLETE
31.	WNSD	26	INCOMPLETE
32.	WW	89	COMPLETE
Total		1974	
Average		62	

Collaborator

NAIMAH, S.Pd.
NIP. 196812111999032002

Rumbia, August 15th, 2019
The Researcher,

KIKI ALAISYA
NPM. 1501070263

THE STUDENTS' GRADE
POST TEST II

No.	Students' Name	Grade	Category
1.	AFS	100	COMPLETE
2.	ANA	91	COMPLETE
3.	AS	75	COMPLETE
4.	BDP	87	COMPLETE
5.	CM	75	COMPLETE
6.	DS	90	COMPLETE
7.	DGEW	35	INCOMPLETE
8.	DRN	88	COMPLETE
9.	FFY	88	COMPLETE
10.	GPM	71	COMPLETE
11.	HA	72	COMPLETE
12.	H	59	INCOMPLETE
13.	IGYA	100	COMPLETE
14.	IP	75	COMPLETE
15.	IGP	27	INCOMPLETE
16.	KYMS	50	INCOMPLETE
17.	KEW	98	COMPLETE
18.	LH	74	COMPLETE
19.	MNS	76	COMPLETE
20.	MR	39	INCOMPLETE
21.	MWM	32	INCOMPLETE
22.	NKDMSW	91	COMPLETE
23.	NKAM	80	COMPLETE
24.	NSMDAM	31	INCOMPLETE
25.	NA	72	COMPLETE
26.	RTS	97	COMPLETE
27.	RP	77	COMPLETE
28.	RDS	76	COMPLETE
29.	SM	92	COMPLETE
30.	SW	76	COMPLETE
31.	WNSD	41	INCOMPLETE
32.	WW	98	COMPLETE
Total		2333	
Average		73	

Rumbia, September 5th, 2019
The Researcher,

Collaborator

NAIMAH, S.Pd.
NIP. 196812111999032002

KIKI ALAISYA
NPM. 1501070263

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES**CYCLE 1****Subject : English****Class/semester : X/Ganjil****School : SMA NEGERI 1 RUMBIA**

No	Student's Name	The aspects that are observed			
		The students pay attention of teacher's explanation	The students ask & answer question	The students are active in class	The students are able to do the task
1	AFS	✓	✓	✓	✓
2	ANA	✓	-	-	-
3	AS	✓	-	-	-
4	BDP	✓	✓	✓	-
5	CM	✓	-	-	✓
6	DS	-	-	-	-
7	DGEW	-	✓	-	-
8	DRN	✓	-	-	-
9	FFY	✓	✓	-	✓
10	GPM	✓	-	-	-
11	HA	✓	✓	-	-
12	H	-	-	-	-
13	IGYA	✓	✓	✓	✓
14	IP	✓	-	-	-
15	IGP	-	-	-	-
16	KYMS	-	✓	✓	-
17	KEW	✓	✓	✓	✓
18	LH	-	-	-	-
19	MNS	✓	-	-	-
20	MR	-	-	-	-
21	MWM	-	-	-	-
22	NKDMSW	-	-	-	-
23	NKAM	✓	-	-	✓
24	NSMDAM	-	-	-	-
25	NA	✓	-	-	-
26	RTS	-	-	-	-
27	RP	✓	✓	-	✓
28	RDS	✓	-	-	-

29	SM	✓	-	-	✓
30	SW	-	-	-	-
31	WNSD	-	-	-	-
32	WW	-	-	-	-
TOTAL		18	9	5	8

Note:

- Tick (✓) for each positive activity
- Percentage of student's activities
 1. The students pay attention of teacher's explanation= 56%
 2. The students ask and answer question= 28%
 3. The students are active in class= 16%
 4. The students are able to do the task= 25%

Rumbia, August...8th...2019

Collaborator



Naimah, S.Pd.

NIP. 196812111999032002

The Writer



Kiki Alaisva

NPM. 1501070263

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES
CYCLE 2

Subject : English

Class/semester : X/Ganjil

School : SMA NEGERI 1 RUMBIA

No	Student's Name	The aspects that are observed			
		The students pay attention of teacher's explanation	The students ask & answer question	The students are active in class	The students are able to do the task
1	AFS	✓	✓	✓	✓
2	ANA	✓	✓	✓	✓
3	AS	✓	✓	✓	✓
4	BDP	✓	✓	✓	✓
5	CM	✓	-	-	✓
6	DS	✓	✓	✓	✓
7	DGEW	-	-	-	-
8	DRN	✓	✓	✓	✓
9	FFY	✓	✓	✓	✓
10	GPM	✓	✓	✓	✓
11	HA	✓	-	-	✓
12	H	✓	✓	✓	✓
13	IGYA	✓	✓	✓	✓
14	IP	✓	✓	✓	✓
15	IGP	✓	-	-	-
16	KYMS	✓	✓	✓	✓
17	KEW	✓	✓	✓	✓
18	LH	✓	✓	✓	✓
19	MNS	✓	✓	✓	✓
20	MR	✓	-	-	-
21	MWM	✓	✓	✓	✓
22	NKDMSW	✓	✓	✓	✓
23	NKAM	✓	✓	✓	✓
24	NSMDAM	-	-	-	-
25	NA	✓	-	-	✓
26	RTS	✓	✓	✓	✓
27	RP	✓	✓	✓	✓
28	RDS	✓	✓	✓	✓

29	SM	✓	✓	✓	✓
30	SW	✓	✓	✓	✓
31	WNSD	✓	-	-	-
32	WW	✓	✓	✓	✓
TOTAL		30	24	24	25

Note:

- Tick (✓) for each positive activity
- Percentage of student's activities
 1. The students pay attention of teacher's explanation= 94%
 2. The students ask and answer question= 75%
 3. The students are active in class= 75%
 4. The students are able to do the task= 78%

Rumbia, August..29th, 2019

Collaborator

Naimah, S.Pd.
NIP. 196812111999032002

The Writer

Kiki Alaisya
NPM. 1501070263

OBSERVATION SHEET OF WRITER ACTIVITIES

CYCLE 1

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓	-	-
b. Preparing the material			
c. Class opening ability			
2. While-teaching			
a. Informing the objective of learning	✓	-	-
b. Explaining the material used PACE strategy			
c. Guiding the students to follow the lesson			
3. Post-teaching			
a. Concluding the result of learning	-	✓	-
b. Class closing ability			
Tick (✓) for each positive effect			

Rumbia, August 8th, 2019

Collaborator



Naimah, S.Pd.

NIP. 196812111999032002

OBSERVATION SHEET OF WRITER ACTIVITIES

CYCLE 1

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓	-	-
b. Preparing the material			
c. Class opening ability			
2. While-teaching			
a. Informing the objective of learning	✓	-	-
b. Explaining the material used PACE strategy			
c. Guiding the students to follow the lesson			
3. Post-teaching			
a. Concluding the result of learning	-	✓	-
b. Class closing ability			
Tick (✓) for each positive effect			

Rumbia, August 8th, 2019

Collaborator



Naimah, S.Pd.

NIP. 196812111999032002

OBSERVATION SHEET OF WRITER ACTIVITIES
CYCLE 2

Researcher Activities	Good	Enough	Low
1. Pre-teaching			
a. Preparing the lesson	✓	-	-
b. Preparing the material			
c. Class opening ability			
2. While-teaching			
a. Informing the objective of learning	✓	-	-
b. Explaining the material used PACE strategy			
c. Guiding the students to follow the lesson			
3. Post-teaching			
a. Concluding the result of learning	✓	-	-
b. Class closing ability			
Tick (✓) for each positive effect			

Rumbia, August 29th, 2019

Collaborator:



Naimah, S.Pd.

NIP. 196812111999032002

The Condition of Teachers at SMA Negeri 1 Rumbia

NO	THE SUBJECTS' TEACHER	EDUCATIONAL LEVEL			PN S	HO NO R	TO TA L
		SMA	S1	S2			
1	Islamic Education		3	1	2	2	4
2	Hindu Education		1	1		2	2
3	Catholic Education	1				1	1
4	Christian Education	1				1	1
5	Indonesian Language		5		5		5
6	English Language		4		2	2	4
7	Local Language	1	1			2	2
8	Mathematics		8		3	5	8
9	Civic Education		2		1	1	2
10	Penjaskes/orkes		4		2	2	4
11	Craft and Entrepreneurship		3			3	3
12	Art and Culture		2			2	2
13	Chemistry		4		4		4
14	Physics		3		2	1	3
15	Biology		4	1	4	1	5
16	History		4		2	2	4
17	Economics		3		2	1	3
18	Sociology		2			2	2
19	Geography		2		2		2
20	Counseling and Guidance		3		3		3
Total		3	58	3	34	30	64

Sources: Documentation in SMA Negeri 1 Rumbia in academic year 2019/2020.

The Official Employers at SMA Negeri 1 Rumbia

NO	ADMINISTRATION	EDUCATIONAL LEVEL		PN S	HO NO R	TO TA L
		SMA	S1			
1	Head of Administration		1	1		1
2	Treasurer		1	1		1
3	Student Administration		1		1	1
4	Teacher Administration		1	1		1
5	Archive Administration		1		1	1
6	Vocational staff		1		1	1
7	Librarian		2	1	1	2
8	Janitor	2			2	2
9	Security	1	1		2	2
Total		3	9	4	8	12

Sources: Documentation in SMA Negeri 1 Rumbia in academic year 2019/2020.

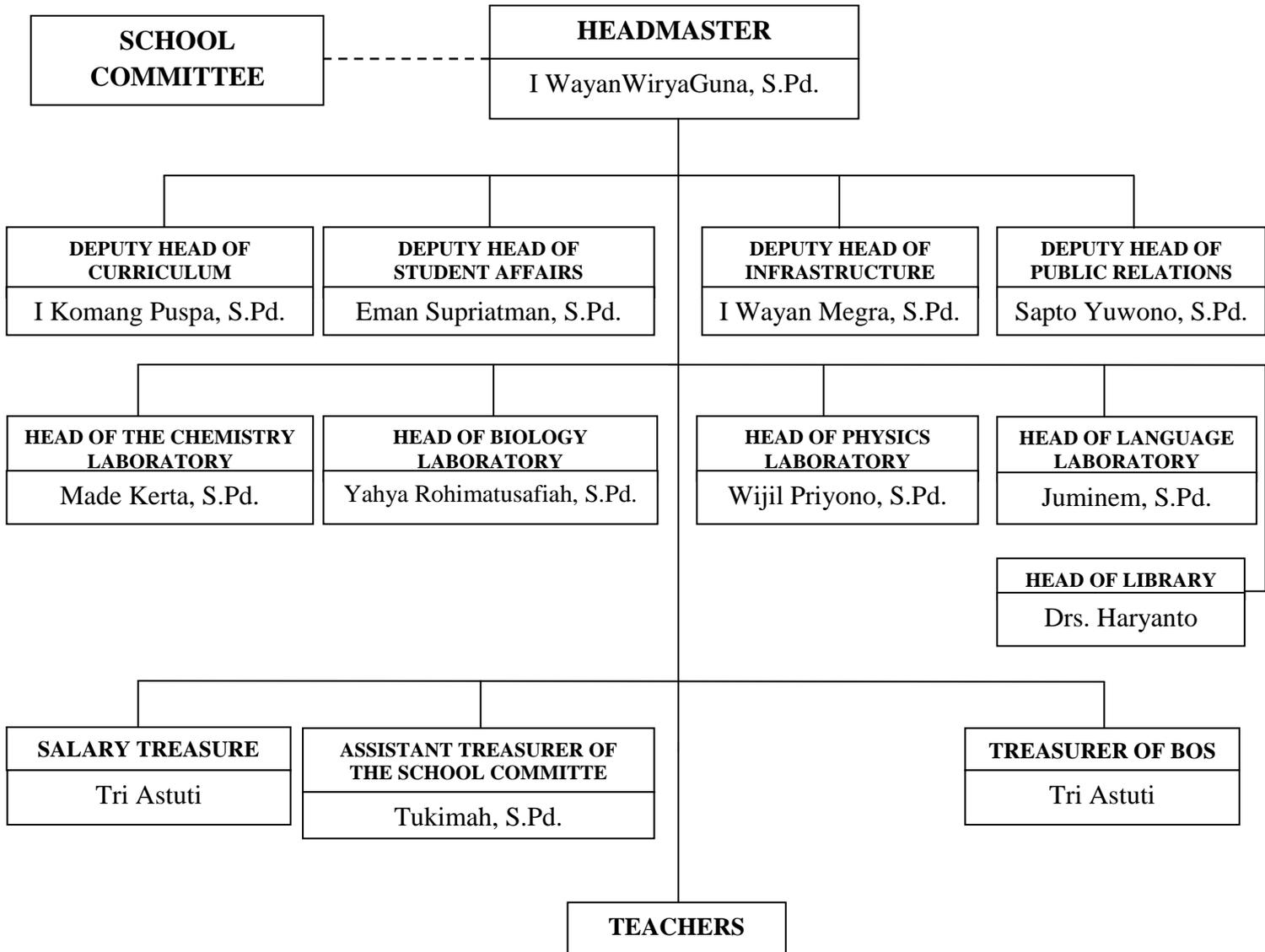
The Students Quantity of SMA Negeri 1 Rumbia

No	Name of the Class	Total of Student		
		M	F	Total
1	X IPS 1	12	20	32
2	X IPS 2	19	14	33
3	X IPS 3	16	16	32
4	X IPS 4	14	15	29
5	X IPA 1	11	21	32
6	X IPA 2	14	21	35
7	X IPA 3	16	15	31
8	X IPA 4	20	16	36
9	XI IPS 1	16	20	36
10	XI IPS 2	17	16	33
11	XI IPS 3	12	22	34
12	XI IPA 1	12	17	29
13	XI IPA 2	11	20	31
14	XI IPA 3	12	18	30
15	XI IPA 4	13	19	32
16	XII IPS 1	14	16	30
17	XII IPS 2	13	17	30
18	XII IPS 3	14	17	31
19	XII IPS 4	7	18	25
20	XII IPA 1	9	20	29
21	XII IPA 2	8	21	29
22	XII IPA 3	16	14	30
23	XII IPA 4	14	15	29
TOTAL		311	407	718

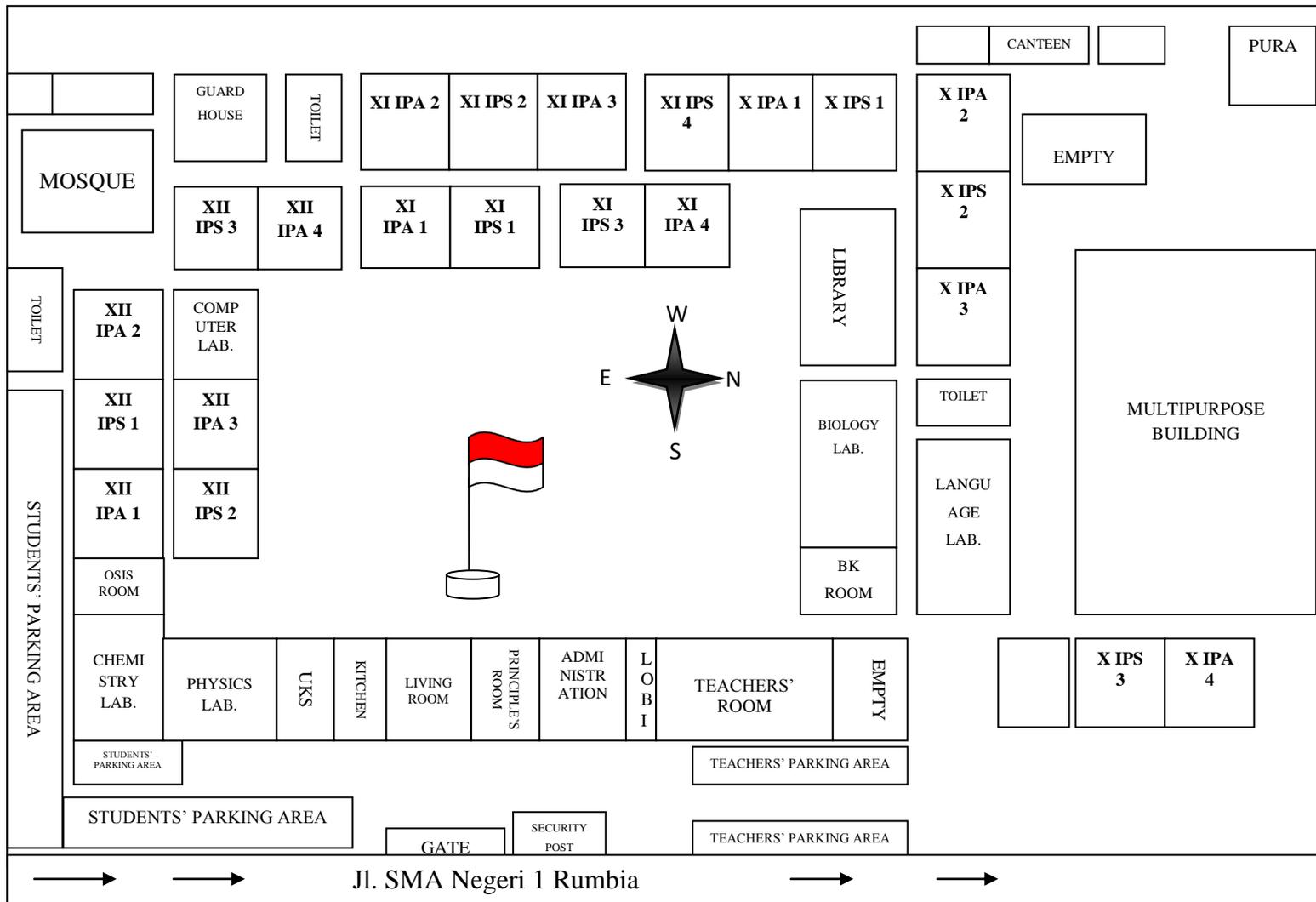
Source: Documentation of SMA Negeri 1 Rumbia in academic year 2019/2020.

STRUCTURE ORGANIZATION

SMA Negeri 1 Rumbia



The Sketch Location of SMA Negeri 1 Rumbia



DOCUMENTATION



Picture 1. Pre-Test



Picture 2. Teaching I in Cycle I



Picture 3. Teaching II in Cycle I



Picture 4. Post-Test I



Picture 5. Teaching I in Cycle II



Picture 6. Teaching II in Cycle II



Picture 7. Post-Test II

ADELA FAIZA SAISABILA

X MIPA 1

WORK SHEET

CYCLE 1

TEACHING 1

A. PLEASE READ THE FOLLOWING STORY!

Climbed the Merapi Mountain

Two days ago I went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends.

We start climbing at 8 p.m. It was so dark and we only used flashlight to get the way. I felt no worry because all of my friends were professional climber. I just followed their instruction.

We climbed slowly and enjoy the night there. After 7 hours walking in the dark, we could reach the top of the mountain. It was at 3 a.m. early in the morning. We were not alone. There were a lot of people who reached that top before us.

We waited the sun rises by cooking some food and making some hot drink to get back our energy. We sang some songs together, shared stories and got acquainted with people there. After seeing the sun raised, we had to go back home. Getting down the mountain was not as hard as the climbing process because we only spent a few energy and time even we had to be more careful to do this process. However, it was great experience I had ever done so far.

After all, that was my great experience I had ever have.

B. PLEASE WRITE THREE COMPLEX SENTENCES BASED ON CONJUNCTION BELOW!

a. Because

Fini Selain mendapat peringkat Because rajin belajar

b. After

Saya Merasa sehat After berolahraga

c. When

Saya akan melaksanakan sholat when akan berkumandang

C. PLEASE WRITE TWO COMPLEX SENTENCES!

a. Saya akan melaksanakan sholat when akan berkumandang

b. saya merasa sehat After berolahraga

20

Nama : Fajar Febri Yanti
Kelas : X MIPA 1

WORK SHEET

CYCLE 1

TEACHING 1

A. PLEASE READ THE FOLLOWING STORY!

Climbed the Merapi Mountain

Two days ago I went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends.

We start climbing at 8 p.m. It was so dark and we only used flashlight to get the way. I felt no worry because all of my friends were professional climber. I just followed their instruction.

We climbed slowly and enjoy the night there. After 7 hours walking in the dark, we could reach the top of the mountain. It was at 3 a.m. early in the morning. We were not alone. There were a lot of people who reached that top before us.

We waited the sun rises by cooking some food and making some hot drink to get back our energy. We sang some songs together, shared stories and got acquainted with people there. After seeing the sun raised, we had to go back home. Getting down the mountain was not as hard as the climbing process because we only spent a few energy and time even we had to be more careful to do this process. However, it was great experience I had ever done so far.

After all, that was my great experience I had ever have.

B. PLEASE WRITE THREE COMPLEX SENTENCES BASED ON CONJUNCTION BELOW!

a. Because

Ganish was cry Because falled 88

b. After

Diny slept After she ate cake 100

c. When

I Studied when they came 100

C. PLEASE WRITE TWO COMPLEX SENTENCES!

a. Rara ate cake After she ate rice 100

b. Amanda was cry Because falled 88

$$\frac{476}{5} = 95.2$$

B. PLEASE WRITE THREE COMPLEX SENTENCES BASED ON CONJUNCTION BELOW!

a. Because

Ganish was cry. Because failed 88

b. After

Diny slept After she ate cake 100

c. When

I Studied when they came 100

C. PLEASE WRITE TWO COMPLEX SENTENCES!

a. Rara ate cake! After she ate rice 100

b. Amanda was cry Because failed 88

$$\frac{476}{5} = 95.$$

Nama: Adeia Faiza Saisabila
Kelas: X MIPA 1

WORK SHEET

CYCLE 1

TEACHING 2

A. PLEASE READ THE FOLLOWING STORY!

Fishing

Yesterday I was going to the lake. It was the nice time for fishing because I had no work to do.

I wake earlier at the morning then I went to the market place to buy some shrimps which I used for fishing bait. After that, I went to the lake to start fishing.

At that lake, I looked for the best point to fish. I went to the place under the big tree at the bank of the lake. I threw my hook as far as I can then I wait for the fish eating my bait. 30 minutes left and finally there was a fish ate my bait. It was the first big enough fish that I got. I was so happy because I got 10 big fish and 3 small fish at that day. I would cook that fish at home and then I would call my friends to come to my home then we would have a small party.

But I was not lucky enough because on the way home I saw a beggar. He was an old poor beggar. I gave all of my fish to him and I wish he would be happy getting that fish. Perhaps he could sell them at the market and get some money to buy some food.

Even I did not have any fish after that, I was so happy because I could help people.

B. PLEASE WRITE THREE COMPLEX SENTENCES BASED ON CONJUNCTION BELOW!

a. Because

Manda sore eyes because frequently playing handphone 20

b. Which

Lastri kid which polite because the person always teaches him 20

c. That

She do not believed that he is guilty 20

C. PLEASE WRITE TWO COMPLEX SENTENCES!

a. Lastri kid which polite because the person always teaches him 20

b. Manda sore eyes because frequently playing handphone 20

20

WORK SHEET

CYCLE 1

TEACHING 2

A. PLEASE READ THE FOLLOWING STORY!

Fishing

Yesterday I was going to the lake. It was the nice time for fishing because I had no work to do.

I wake earlier at the morning then I went to the market place to buy some shrimps which I used for fishing bait. After that, I went to the lake to start fishing.

At that lake, I looked for the best point to fish. I went to the place under the big tree at the bank of the lake. I threw my hook as far as I can then I wait for the fish eating my bait. 30 minutes left and finally there was a fish ate my bait. It was the first big enough fish that I got. I was so happy because I got 10 big fish and 3 small fish at that day. I would cook that fish at home and then I would call my friends to come to my home then we would have a small party.

But I was not lucky enough because on the way home I saw a beggar. He was an old poor beggar. I gave all of my fish to him and I wish he would be happy getting that fish. Perhaps he could sell them at the market and get some money to buy some food.

Even I did not have any fish after that, I was so happy because I could help people.

Nama : Falah Febri Yanti

Kelas : X MIPA 1

B. PLEASE WRITE THREE COMPLEX SENTENCES BASED ON CONJUNCTION BELOW!

a. Because

Mery went to the market because she shopping

84

b. Which

Intan bought blouse which she saw yesterday

100

c. That

Aldi knew that he got first champion.

100

C. PLEASE WRITE TWO COMPLEX SENTENCES!

a. Amanda bought blouse which she saw yesterday

100

b. Diny went to the market because she shopping

84

$$\frac{468}{5} = 94$$

WORK SHEET

CYCLE 2

TEACHING 1

A. PLEASE READ THE FOLLOWING STORY!

Visiting Grandmother and Grandfather

Last year holiday of Lebaran I went to Surabaya visiting my grandmother and grandfather. I had to go there because the previous holiday I wasn't there.

I missed them so much because I lived with them when I was a child. At that time both of my parents had to go to another city to earn money so they left me with my grandma and grandpa.

After graduated from junior high school, I follow my parents living at Jakarta. Since that, I had visited them only at holiday time. Unfortunately, I didn't have any ticket of either train and plane so that I went to Surabaya by bus. It was so tiring because the traffic was too crowded and stagnant. Normally, the trip needs around 24-28 hours but my trip at that time took 40 hours from Jakarta to Surabaya. That made me mad.

The madness and tiredness during the trip had gone after I met my grandma and grandpa. They were looked old. I was so happy knowing them in healthy condition.

I got yudha ardiha

B. PLEASE WRITE THREE COMPLEX SENTENCES BASED ON CONJUNCTION BELOW!

a. Because

You sleep because you were sleepy..... 88

b. When

Dwi used uniform when she went to school..... 100

c. That

Dwi told that she went to school..... 100

C. PLEASE WRITE TWO COMPLEX SENTENCES!

a. Dwi used uniform when she went to school..... 100

b. Dwi told that you were sleepy..... 100

$$\frac{488}{5} = 98$$

Nama : Adela Faiza Salsabila

Kelas : X MIPA 1

WORK SHEET

CYCLE 2

TEACHING 1

A. PLEASE READ THE FOLLOWING STORY!

Visiting Grandmother and Grandfather

Last year holiday of Lebaran I went to Surabaya visiting my grandmother and grandfather. I had to go there because the previous holiday I wasn't there.

I missed them so much because I lived with them when I was a child. At that time both of my parents had to go to another city to earn money so they left me with my grandma and grandpa.

After graduated from junior high school, I follow my parents living at Jakarta. Since that, I had visited them only at holiday time. Unfortunately, I didn't have any ticket of either train and plane so that I went to Surabaya by bus. It was so tiring because the traffic was too crowded and stagnant. Normally, the trip needs around 24-28 hours but my trip at that time took 40 hours from Jakarta to Surabaya. That made me mad.

The madness and tiredness during the trip had gone after I met my grandma and grandpa. They were looked old. I was so happy knowing them in healthy condition.

B. PLEASE WRITE THREE COMPLEX SENTENCES BASED ON CONJUNCTION BELOW!

a. Because

Dinny was absent because she was sick

100

b. When

the students were very happy when the teacher announced holidays

100

c. That

Bima told me that you sent him an email

100

C. PLEASE WRITE TWO COMPLEX SENTENCES!

a. ~~the students were very happy~~ when the teacher announced holidays

100

b. Dinny was absent because she was sick

100

$$\frac{500}{5} = 100$$

WORK SHEET

CYCLE 2

TEACHING 2

A. PLEASE READ THE FOLLOWING STORY!

Silly Experience

I had a silly experience when I was at senior high school.

One day I was absent from English class. I felt bored with the teacher that never innovated his way of teaching. I knew he was too old and soon would be retired from his duty. He often forgot what he had done for the class. For example, he repeated last week lesson and he never remember who the members of the class were. That's became my opportunity to left the class as he would never remember it. I was absent at that day class and spent the time by eating at school canteen. I take the sit near the window.

When I enjoy my food, I did not know that the English teacher also left the class and eat at the same school canteen. I can remember his voice ordering some food and drink and finally I knew that he was coming and sitting behind me.

Actually I was afraid if he recognized me. There were only me and him who were eating at that canteen. Of course he greeted me, "You don't have any class?" and I replied, "No sir, the teacher was absent so that I'm here to have breakfast." Then he replied too, "Good answer boy, I know you should at my class right now. I never forget my students actually and I always repeat that boring lesson because that's the only way for students like you and your friends to be able to remember that better." "I'm coming here is for one purpose, to ask you back to class because you never come to my class for several weeks. I'm afraid you will miss the examination."

I was really embarrassed at that moment and after that I never absent in his class.

I gade yudha ardika

B. PLEASE WRITE THREE COMPLEX SENTENCES BASED ON CONJUNCTION BELOW!

a. Because

you slept... because... you were sleepy..... 100

b. That

Dwi... was told... that... she went to school..... 100

c. When

Dwi... used uniform... when... she went to school..... 100

C. PLEASE WRITE TWO COMPLEX SENTENCES!

a. Dwi used uniform... when... she went to school..... 100

b. Dwi told... that... she went to school..... 100

$$\frac{500}{5} = 100$$

Nama: Adela Faiza Salsabila

Kelas: X MIPA 1

WORK SHEET

CYCLE 2

TEACHING 2

A. PLEASE READ THE FOLLOWING STORY!

Silly Experience

I had a silly experience when I was at senior high school.

One day I was absent from English class. I felt bored with the teacher that never innovated his way of teaching. I knew he was too old and soon would be retired from his duty. He often forgot what he had done for the class. For example, he repeated last week lesson and he never remember who the members of the class were. That's became my opportunity to left the class as he would never remember it. I was absent at that day class and spent the time by eating at school canteen. I take the sit near the window.

When I enjoy my food, I did not know that the English teacher also left the class and eat at the same school canteen. I can remember his voice ordering some food and drink and finally I knew that he was coming and sitting behind me.

Actually I was afraid if he recognized me. There were only me and him who were eating at that canteen. Of course he greeted me, "You don't have any class?" and I replied, "No sir, the teacher was absent so that I'm here to have breakfast." Then he replied too, "Good answer boy, I know you should at my class right now. I never forget my students actually and I always repeat that boring lesson because that's the only way for students like you and your friends to be able to remember that better." "I'm coming here is for one purpose, to ask you back to class because you never come to my class for several weeks. I'm afraid you will miss the examination."

I was really embarrassed at that moment and after that I never absent in his class.

B. PLEASE WRITE THREE COMPLEX SENTENCES BASED ON CONJUNCTION BELOW!

a. Because

I didn't go to school because it was rain

100

b. That

Ety heard that she won the english olympiade

100

c. When

I was very happy when I got a sister

100

C. PLEASE WRITE TWO COMPLEX SENTENCES!

a. Ety heard that she won the english olympiade

100

b. I was very happy when I got a sister

100

$$\frac{500}{5} = 100$$

FIELD NOTE

Day/Date: Thursday / July 25th, 2019

No.	Notes
1.	All the students are already prepare when the teaching time comes.
2.	The researcher greets the students.
3.	The researcher tells the students that the researcher will conduct the research in their class in order to know their mastery of complex sentence before doing the action of the classroom action research.
4.	The pre-test is administrate to the students to be finish individually.
5.	The kind of the test is essay which consist of two parts; each part consist of 10 items.

FIELD NOTE

Day/Date: Thursday / August 1st, 2019

No.	Notes
1.	The research is followed by 32 students.
2.	The meeting starts by praying, greeting and checking the attendance list.
3.	The condition of the class is effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher doing research in the class.
4.	Most of students give their full nice attention to the researcher when the study time comes.
5.	The researcher introduce the procedure of method that is used in the learning process, then deliver the material.
6.	The researcher presents the story that contain of complex sentence.
7.	The researcher asks the students to pay attention while the researcher presents the story.
8.	the researcher highlights the grammatical feature of the language to be discuss by ask questions about sentence which found in the story that contains of complex sentence.
9.	The students and researcher co-construct of grammatical explanations by doing collaborative talk to reflect on, hypothesizing about, and creating understandings about the form, meaning, and function of the new structure in question.
10.	The researcher asks to students do extension activities in the form of complex sentence assignment by ask them to make some complex sentence.
11.	The students are active to follow the teaching learning process.
12.	The students have trouble. Such as, some of the students are not confidence to make sentence because they are confuse that their result true or false.

FIELD NOTE

Day/Date: Thursday / August 8th 2019

No.	Notes
1.	The researcher begin the lesson by praying, greeting, checking attendance list and asking the students' condition.
2.	The researcher gives some explanations more about complex sentence, how to apply PACE strategy.
3.	The researcher asks the students do the extension activities in the form of complex sentence assignment by asking them to make some complex sentence.

FIELD NOTE

Day/Date: Thursday / August 15th, 2019.

No.	Notes
1.	The researcher gives post-test I with similar task on pre-test before.
2.	The post-test I is administrate to the students to be finish individually.
3.	Kinds of the test is essay which consist of two parts; each part consist of 10 items.

FIELD NOTE

Day/Date: Thursday / August 22nd, 2019.

No.	Notes
1.	The research is followed by 32 students
2.	The researcher begin the lesson by greeting, praying, checking attendance list and asking the students' condition.
3.	The researcher presents the story by giving the students a text that contain of complex sentence.
4.	The researcher continue the material in the last meeting, explain the generic structure of complex sentence and tenses in the text.
5.	The researcher asks the students to underline the sentence in the text that contain of complex sentence.
6.	The students and researcher co-construct of grammatical explanations by doing collaborative talk to reflect on, hypothesizing about, and creating understandings about the form, meaning, and function of the new structure in question.
7.	The researcher asks the students do the extension activities in the form of complex sentence assignment by asking them to make some complex sentence.
8.	The students are very active in following the lesson because they can adapt the condition of the class.
9.	The students get more spirit and enthusiasm in following learning process.
10.	The students are active in the class.
11.	The good condition of the environment of the class is very helpful in teaching learning process.
12.	The researcher give the explanation to all of the students about the problem of complex sentence mastery that often faced by the students through PACE Strategy.

FIELD NOTE

Day/Date: Thursday / August 22nd, 2019.

No.	Notes
1.	The research is followed by 32 students
2.	The researcher begin the lesson by greeting, praying, checking attendance list and asking the students' condition.
3.	The researcher presents the story by giving the students a text that contain of complex sentence.
4.	The researcher continue the material in the last meeting, explain the generic structure of complex sentence and tenses in the text.
5.	The researcher asks the students to underline the sentence in the text that contain of complex sentence.
6.	The students and researcher co-construct of grammatical explanations by doing collaborative talk to reflect on, hypothesizing about, and creating understandings about the form, meaning, and function of the new structure in question.
7.	The researcher asks the students do the extension activities in the form of complex sentence assignment by asking them to make some complex sentence.
8.	The students are very active in following the lesson because they can adapt the condition of the class.
9.	The students get more spirit and enthusiasm in following learning process.
10.	The students are active in the class.
11.	The good condition of the environment of the class is very helpful in teaching learning process.
12.	The researcher give the explanation to all of the students about the problem of complex sentence mastery that often faced by the students through PACE Strategy.

FIELD NOTE

Day/Date: Thursday / August 29th, 2019.

No.	Notes
1.	The researcher begin the lesson by praying, greeting, checking attendance list and asking the students' condition.
2.	The researcher gives some explanation more about complex sentence, how to apply PACE strategy.
3.	The researcher asks the students to do the extension activity in the form of complex sentence assignment by asking them to make some complex sentence.

FIELD NOTE

Day/Date: Thursday / September 5th, 2019

No.	Notes
1.	The researcher begin the lesson by praying, greeting, checking attendance list and asking the students' condition.
2.	The researcher gives post-test II to the students.
3.	All of the students can answer well.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Nomor : P-767/In.28/S/OT.01/09/2019

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

Nama : KIKI ALAISYA

NPM : 1501070263

Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070263.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 19 September 2019
Kepala Perpustakaan

Drs. Makhludi Sudin, M.Pd.
NIP. 195606311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : KIKI ALAISYA

NPM : 1501070263

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : *The language of Speech and Writing*

Metro,

Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : KIKI ALAISYA

NPM : 1501070263

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : *The language of Speech and Writing*

Metro,

Ketua Jurusan TBI



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



**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 : -/In.28.1/J/TL.00/12/2018
 Lampiran : -
 Perihal : **IZIN PRA-SURVEY**

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

Assalamu'alaikum Wr. Wb.

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

Nama : **KIKI ALAISYA**
 NPM : **1501070263**
 Semester : **7 (Tujuh)**
 Fakultas : **Tarbiyah dan Ilmu Keguruan**
 Jurusan : **Pendidikan Bahasa Inggris**
 Judul : **THE IMPLEMENTATION OF PACE (PRESENTATION, ATTENTION, CO-CONSTRUCTION, EXTENSION) STRATEGY IN IMPROVING IMPERATIVE SENTENCE MASTERY OF THE TENTH GRADERS AT SMA NEGERI 1 RUMBIA IN THE ACADEMIC YEAR OF 2018/2019**

untuk melakukan *pra-survey* di SMA NEGERI 1 RUMBIA.

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

Wassalamu'alaikum Wr. Wb.

Metro, 27 Desember 2018
 Ketua Jurusan
 Tadris Bahasa Inggris



Ahmad Suphan Roza, M.Pd.
 NIP. 19280610 200801 1 014





PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 RUMBIA LAMPUNG TENGAH

Jalan : SMA Negeri 1 Rumbia, Desa Restu Baru, Kec. Rumbia, Kode Pos : 34157,
Telp. (0725)7627235 Fax :- E-mail : smansarumbia@gmail.com



Nomor : 421.3 / 190 / III.01 / SMA / 2019

Rumbia, 2 September 2019

Hal : Balasan Surat Penelitian

Lamp :-

Kepada Yth

Dekan / Perwakilan Institut IAIN

Di Tempat

Dengan hormat,

Menindaklanjuti surat permohonan penelitian atau pra survey proposal tersebut, bersama surat ini kami pihak sekolah SMA NEGERI 1 RUMBIA memberikan izin kepada :

Nama : **KIKI ALAISYA**
NPM : 1501070263
Program Study : TBI
Fakultas : Tarbiyah
Tempat Penelitian : **SMA NEGERI 1 RUMBIA Kabupaten Lampung Tengah**

Demikian surat ini kami sampaikan atas kerjasamanya diucapkan terimakasih.



Kepala SMA Negeri 1 Rumbia
I WAYAN WIRYA GUNA, S.Pd
NIP. 19700205 199303 1 011



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

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Telp. (0725) 41507, Fax (0725) 47296 Email main@stainmetro.ac.id Website: www.stainmetro.ac.id

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

Nama : Kiki Alaisya

Jurusan : TBI

NPM : 1501070263

Semester : VIII

No	Hari/Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan
		I	II		
1.		✓		See bab I, II, III	

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 (IAIN) METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jln. Ki Hajar Dewantara Kampus 15A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax (0725) 47296 Email: iaimetro@stainmetro.ac.id Website: www.stainmetro.ac.id

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

Nama : Kiki Alaisya

Jurusan : TBI

NPM : 1501070263

Semester : VIII

No	Hari/Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan
		I	II		
1.			✓	Ace Bab I, II, III	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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

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

Nama : Kiki Alaisya

Jurusan : TBI

NPM : 1501070263

Semester : VIII

No	Hari/Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan
		I	II		
1-	5/ Juli 2019	✓		Pembuatan skripsi... Bisa dioperasikan	

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

Nama : Kiki Alaisya

Jurusan : TBI

NPM : 1501070263

Semester : VIII

No	Hari/Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan
		I	II		
1.	2/2010 Juli		✓	Ace Instrument	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



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

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 Telp: (0725) 41507 Faksimili: (0725) 47296 Website: www.tarbiyah.metrouniv.ac.id e-mail: tarbiyah_sam@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2310/In.28/D.1/TL.01/07/2019

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

Nama : KIKI ALAISYA
 NPM : 1501070263
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

Untuk

1. Mengadakan observasi/survey di SMA NEGERI 1 RUMBIA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PACE (PRESENTATION, ATTENTION, CO-CONSTRUCTION, AND EXTENSION) STRATEGY TO IMPROVE THE STUDENTS MASTERY OF COMPLEX SENTENCE AMONG THE TENTH GRADERS AT SMA NEGERI 1 RUMBIA CENTRAL LAMPUNG".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di Metro
 Pada Tanggal 12 Juli 2019



Wakil Dekan I,

[Handwritten Signature]

Dra. Isti Fatonah MA
 NIP 19670531 199303 2 003



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

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

Telepon: (0725) 41507; Faksimil: (0725) 47295; Website: www.tarbiyah.metro.univ.ac.id; e-mail: tarbiyah.iaim@metro.univ.ac.id

Nomor : B-2311/In.28/D.1/TL.00/07/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

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

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2310/In.28/D.1/TL.01/07/2019, tanggal 12 Juli 2019 atas nama saudara:

Nama : **KIKI ALAISYA**
NPM : 1501070263
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 RUMBIA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF PACE (PRESENTATION, ATTENTION, CO-CONSTRUCTION, AND EXTENSION) STRATEGY TO IMPROVE THE STUDENTS MASTERY OF COMPLEX SENTENCE AMONG THE TENTH GRADERS AT SMA NEGERI 1 RUMBIA CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 12 Juli 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003





PEMERINTAH PROPINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 RUMBIA LAMPUNG TENGAH

Jalan : sman 1 rumbia, Desa Restu Baru, Kec. Rumbia, Kode Pos : 34157
Telp. (0725)7627236. e-mail : smansarumbia@gmail.com



Nomor : 420/DAB / III.01 / SMA / 2018
Perihal : Balasan Izin Penelitian

Kepada Yth. : Dekan Institut Agama Islam Negeri Metro

Di Metro

Dengan hormat,

Berdasarkan surat saudara Nomor :-/In.28.1/J/TL.00/12/2018 tanggal 27 Desember 2018 tentang Izin Penelitian, maka dengan ini kami memberikan izin kepada:

Nama : Kiki Alaisya
NPM : 1501070263
Program Studi : Pend. Bahasa Inggris
Fakultas : Institut Agama Islam Negeri Metro

Untuk melaksanakan Izin Penelitian di SMA Negeri 1 Rumbia dalam rangka untuk menyelesaikan program Strata 1 (S1).

Demikian surat ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.





KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah@iainmetro.ac.id website: www.fakultas.iainmetro.ac.id

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

Nama : KIKI ALAISYA

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070263

Semester/TA : 9/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	30/2019 /10	✓		- Revise Cover - Revise chapter I - Revise chapter II - Revise chapter III - Revise abstract - Revise acknowledgement	
2.	17/2019 /10	✓		- Revise chapter II	
3.	18/2019 /10	✓		- Revise chapter III	
4.	25/2019 /10	✓		- Revise chapter II - Revise chapter III - Revise chapter IV	
5.	28/2019 /10	✓		- Revise chapter V - Revise chapter IV	
6.	31/2019 /10	✓		Pembela siswa: ke de mung asahla	

Mengetahui :

Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 196112211996031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Nama : KIKI ALAISYA

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070263

Semester/TA : 9/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Rabu 11/19 /09		✓	Revise chapter I-V Revise table of content Revise footnote	Kiki
2	Kamis 12/19 /09		✓	Revise abstrak	Kiki
3	Rabu 18/19 /09		✓	Revisi penyusunan dan Enderwin	Kiki

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 197506102008011014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd

NIP. 197506102008011014

CURRICULUM VITAE



The name of the writer is Kiki Alaisya. She was born in Rumbia, April 14th, 1998. She is the first child of Mr. Ahmad Thobari and Mrs. Sumi Arsih. She enrolled her study at SD Negeri 1 Rukti Basuki in 2003-2009. Soon after that, she continued to Junior High School at SMP Negeri 1 Rumbia in 2009-2012. She stood her study at SMA Negeri 1 Rumbia in 2012-2015. It was long journey for her to find out her dream. After graduating from senior high school, she decided to take a lecture in English Education Department of IAIN Metro. Hopefully, she can do anything best to increase and to apply her knowledge wisely.