

AN UNDERGRADUATE THESIS

**THE IMPLEMENTATION OF DOUBLE ENTRY JOURNAL
STRATEGY TO INCREASE STUDENTS' WRITING ABILITY
OF THE EIGHTH GRADE AT SMP MUHAMMADIYAH 1
TRIMURJO CENTRAL LAMPUNG**

BY :

**PUTRI DESI WULANDARI
STUDENT NUMBER : 1501070098**

Tarbiyah and Teacher Training Faculty

English Education Department



INSTITUTE OF ISLAMIC STUDIES (IAIN) METRO

1441 H / 2019 M

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TRIMURJO CENTRAL LAMPUNG**

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for the Degree of Sarjana Pendidikan (S.Pd)
In English Department

By:

PUTRI DESI WULANDARI
Student Number 1501070098

Tarbiyah and Teacher Training Faculty
English Education Department

Sponsor : Ahmad Subhan Roza, M.Pd
Co. Sponsor : Trisna Dinillah Harya, M.Pd

STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
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ABSTRACT

BY : PUTRI DESI WULANDARI

The purpose of this research was to increase the students' writing ability and their learning activity at SMP Muhammadiyah 1 Trimurjo, Central Lampung. The researcher expects that *Double Entry Journal Strategy* could help the students in learning process and becomes one of the strategies to increase the students' writing ability.

In this research, the researcher conducted classroom action research (CAR) that was done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subjects of this research were 21 students of the eighth grade at SMP Muhammadiyah 1 Trimurjo. In collecting data, the researcher used test including of pre-test, post test I and post test 2, observation and documentation. The research was conducted collaboratively with the English teacher of SMP Muhammadiyah 1 Trimurjo.

The results of this study showed that the Double Entry Journal strategy has positive results in increasing the writing ability of the students of VIII grade SMP Muhammadiyah 1 Trimurjo. It can be known by the average student score from pre test to post test. The average value in pre test is 33, post test 1 is 60 and post Test 2 is 74. This means that the Double Entry Journal strategy can increase students' writing ability.

The results of this research prove that Double Entry Journal strategy can increase writing ability and learning activity at the eighth grades of SMP Muhammadiyah 1 Trimurjo. It was investigated that the percentage of students' writing ability got from post-test 2 of cycle 2 is 81%. Meanwhile, the percentage of learning activity of cycle 2 is 75%. It means that result of students' writing ability and learning activity in cycle II had already achieved the indicator of success that is 75 % of the students achieve the Minimum Mastery Criteria (MMC).

Keyword: *double entry journal, strategy, writing, ability, learning.*

PELAKSANAAN STRATEGI MEMASUKKAN DUA JURNAL UNTUK MENINGKATKAN KEMAMPUAN MENULIS SISWA KELAS DELAPAN DI SMP MUHAMMADIYAH 1 TRIMURJO LAMPUNG TENGAH

ABSTRAK

**OLEH :
PUTRI DESI WULANDARI**

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan menulis siswa di SMP Muhammadiyah 1 Trimurjo, Lampung Tengah. Peneliti berharap Strategi Memasukkan dua Jurnal dapat membantu siswa dalam proses pembelajaran dan menjadi salah satu strategi untuk meningkatkan kemampuan menulis siswa.

Dalam penelitian ini, peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 21 siswa kelas VIII SMP Muhammadiyah 1 Trimurjo. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post test I dan post test 2), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru Bahasa Inggris SMP Muhammadiyah 1 Trimurjo.

Hasil penelitian ini menunjukkan bahwa strategi Memasukkan Dua Jurnal memiliki hasil positif dalam meningkatkan kemampuan menulis siswa kelas VIII SMP Muhammadiyah 1 Trimurjo. Hal ini dapat diketahui dengan skor rata-rata siswa dari pre test hingga post test. Nilai rata-rata dalam pre test adalah 33, post test 1 adalah 60 dan post test 2 adalah 74. Ini berarti bahwa Strategi Double Entry Journal dapat meningkatkan kemampuan menulis siswa.

Hasil penelitian ini membuktikan bahwa strategi Memasukkan Dua Jurnal dapat meningkatkan kemampuan menulis dan aktivitas belajar pada siswa kelas VIII SMP Muhammadiyah 1 Trimurjo. Diselidiki bahwa persentase kemampuan menulis siswa yang didapat dari post-test 2 siklus 2 adalah 81%. Sementara itu, persentase aktivitas pembelajaran siklus 2 adalah 75%. Artinya hasil kemampuan menulis siswa dan aktivitas belajar pada siklus II sudah mencapai indikator keberhasilan yaitu 75% siswa mencapai Kriteria Penguasaan Minimum (MMC).

Kata Kunci : *memasukkan dua jurnal, strategi, menulis, kemampuan, pembelajaran.*



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

RATIFICATION PAGE

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An Undergraduate thesis entitled: THE IMPLEMENTATION OF DOUBLE ENTRY JOURNAL STRATEGY TO INCREASE THE STUDENTS' WRITING ABILITY OF THE EIGHTH GRADE AT SMP MUHAMMADIYAH I TRIMURJO CENTRAL LAMPUNG, written by Putri Desi Wulandari, student number 1501070098, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 16th December 2019 at 10.00 – 12.00 am.

BOARD OF EXAMINERS:

Chairperson : Ahmad Subhan Roza, M.Pd

Examiner I : Dr. Dedi Irwansyah, M.Hum

Examiner II : Trisna Dinillah Harya, M.Pd

Secretary : Rika Dartiara, M.Pd



The Dean of Tarbiyah and Teaching Training Faculty



Dr. Akla, M.Pd

NP 19690008 200003 2 005



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

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Number : -
Appendix : 1 (One) Bundle
Matter : In order to hold the Munaqosyah of Putri Desi Wulandari

To The Honorable,
The Head of Tarbiyah Faculty
State Institute of Islamic Studies
(IAIN) of Metro

Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to research thesis script which is written by:

Name : Putri Desi Wulandari
Student Number : 1501070098
Faculty : Tarbiyah
Department : English Education
Title : The Implementation of Double Entry Journal Strategy to Increase Students' Writing Ability of the Eighth Grade at SMP Muhammadiyah 1 Trimurjo Central Lampung.

It has been agreed so it can 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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Sponsor

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

Metro, December 2019

Co-Sponsor

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0728) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

NOTA DINAS

Number :
Appendix :
Matter : In order to hold the Munasqosyah of Putri Desi Wulandari

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to the research which is written by:

Name : Putri Desi Wulandari
St. Number : 1501070098
Department : English Education
Faculty : Tarbiyah
Title : The Implementation of Double Entry Journal Strategy to Increase Students' Writing Ability of the Eighth Grade at SMP Muhammadiyah 1 Trimurjo Central Lampung.

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

Wassalamu'alaikum Wr. Wb

Sponsor

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

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Co- Sponsor

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0728) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

APPROVAL PAGE

The Title : THE IMPLEMENTATION OF DOUBLE ENTRY JOURNAL
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ABILITY OF THE EIGHTH GRADE AT SMP
MUHAMMADIYAH 1 TRIMURJO CENTRAL LAMPUNG.
Name : PUTRI DESI WULANDARI
St. Number : 1501070098
Department : English Education
Faculty : Tarbiyah

APPROVED BY:

To be examined munaqosyah in Tarbiyah Faculty of State Institute of
Islamic Studies (IAIN) of Metro.

Sponsor

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

Metro, December 2019

Co- Sponsor

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

Head of English Education
Department

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

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : PUTRI DESI WULANDARI
Student Id : 1501070098
Study Program : English Education Study Program (TBI)
Faculty : Tarbiyah

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

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The Researcher



PUTRI DESI WULANDARI
1501070098

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama : PUTRI DESI WULANDARI

NPM : 1501070098

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah

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Yang Menyatakan,



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1501070098

MOTTO

الَّذِينَ ءَامَنُوا وَتَطْمَئِنُّ قُلُوبُهُمْ بِذِكْرِ اللَّهِ أَلَا بِذِكْرِ

اللَّهِ تَطْمَئِنُّ الْقُلُوبُ ﴿٢٨﴾

“Those who believe, and whose hearts find satisfaction in the remembrance of Allah. For without doubt in the remembrance of Allah do hearts find satisfaction.”

(Q.S Ar-Ra’d : 28)

“Orang-orang yang beriman dan hati mereka menjadi tenteram dengan mengingat Allah. Ingatlah, hanya dengan mengingat Allah-lah hati menjadi tenteram.”

(Q.S Ar-Ra’d : 28)

DEDICATION PAGE

This an undergraduate thesis is dedicated to:

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My beloved parents Mr. Kuslan Hadi Prayetno, and Mrs. Nurhayati. Thank you for all of the love, care, pray, support, and kindness given to me.

My beloved brother Heri Kuswanto, and sister Prastica Ariyanti for the support and motivation.

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My beloved big family of “Mbah Kaji Fams” and “Mbah Ramli

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Finally, this undergraduate thesis is expected to be able to provide useful knowledge and information to the readers.

Metro, December 2019

The writer,



Putri Desi Wulandari
1501070098

TABLE OF CONTENT

COVER	i
TITLE.....	ii
ABSTRACT	iii
ABSTRAK	iv
RATIFICATION PAGE.....	v
NOTIFICATION PAGE	vi
NOTA DINAS.....	vii
APPROVAL PAGE	viii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	xi
DEDICATION PAGE.....	xii
ACKNOWLEDGMENT.....	xiii
TABLE OF CONTENTS.....	xiv
LIST OF TABLES	xv
LIST OF FIGURES	xviii
LIST OF APPENDICES.....	xix
CHAPTER I INTRODUCTION.....	1
A. Background of Study.....	1
B. Problem Identification.....	6
C. Problem Limitation	6
D. Problem Formulation	6
E. The Objective and Benefit of Study.....	6
1. The Objectives of the Research	7
2. The Benefits of the Research.....	7
F. Prior Research	8
CHAPTER II THEORICAL REVIEW	11
A. Concept of Writing Ability	11
1. The Concept of Writing.....	11
2. The Concept of Writing Ability.....	17

B. Concept of Double Entry Journal Strategy	19
1. The Nature of Double Entry Journal Strategy	19
2. The Benefits of Double Entry Journal Strategy.....	20
3. The Implementation of Double Entry Journal Strategy.....	21
4. Example of Double Entry Journal Strategy	21
C. Action Hypothesis.....	22
CHAPTER III RESEARCH METHODOLOGY	23
A. The Variables and Operational Definition of Variables	23
1. Variables of Research.....	23
2. Operational Definition of Variable	23
B. The Research Setting.....	25
C. The Subject of The Research.....	25
D. Research Produce	26
1. Cycle 1.....	29
2. Cycle 2.....	31
E. Data Collecting Technique	33
1. Test.....	34
2. Observation	34
3. Documentation	35
4. Field Note.....	36
F. Research Instrument	36
1. Written Test.....	36
2. Observation Sheet	36
3. Documentation Sheet	37
4. Field Note Sheet.....	37
G. Data Analysis Method	38
H. The Indicator of Success.....	39
CHAPTER IV RESULT OF THE RESEARCH	
AND INTERPRETATION	40
A. Result of the Research.....	40
1. Description Of SMP Muhammadiyah 1 Trimurjo	40

2. Description of the Research	43
a. Pre-test activity.....	43
b. Cycle I.....	46
c. Cycle II.....	55
B. Interpretation.....	65
1. The Result of Sudents' Learning.....	65
2. The Result of Sudents' LearningActivities in Cycle I and II.....	69
C. Discussion	72
CHAPTER V CONCLUSION AND SUGGESTION	74
A. Conclusion	74
B. Suggestion	75
BIBLIOGRAPHIES	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table 1	The Result of Pre- survey data	3
Table 2	The Pre-survey result.....	4
Table 3	The Condition of Teacher and Official Employers at SMP Muhammadiyah 1 Trimurjo.....	41
Table 4	The Students' Quantity at SMP Muhammadiyah 1 Trimurjo in the Academic Year of 2019/2020 50.....	42
Table 5	The Building of SMP Muhammadiyah 1 Trimurjo	42
Table 6	Students' Pre-test Grade	44
Table 7	Note of Writing Criteria Symbol	44
Table 8	Frequency of students' grade in Pre-test	45
Table 9	The Students' Grade of Post-Test 1	48
Table 10	Frequency of students' grade in Post-test I	49
Table 11	The Students' Learning Activities Observation in Cycle I.....	50
Table 12	The Frequency of Students' Activities in Cycle I	51
Table 13	The Comparison between Pre-Test and Post-Test1 Grade in Cycle 1.....	53
Table 14	The Comparison of Students' Pre-Test and Post-Test I in Cycle I.....	53
Table 15	The Students' Writing Post Test II grade	57
Table 16	The Frequency of students' grade in Post-test II.....	58
Table 17	The Students' Learning Activity Result in Cycle II	60

Table 18	The Frequency Students' Activity in Cycle II.....	61
Table 19	The Comparison between Post-Test I Grade and Post-Test II Grade	62
Table 20	The Comparison of Students' Grade in Post-Test I and Post- Test II.....	63
Table 21	The Comparison of Writing essay of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II.....	67
Table 22	The Comparison of Students' Pre-Test, Post-Test I Grade in Cycle I and Post-Test II Grade in Cycle II	68
Table 23	The Presentage of Students Activities in Cycle I and Cycle II	69

LIST OF FIGURES

Figure 1	Total Students of the Eighth grade SMP Muhammadiyah 1 Trimurjo.....	26
Figure 2	Kurt Lewin's Action Research Design.....	27
Figure 3	The Percentage of The Students' Grade in Pre-Test	45
Figure 4	The Percentage of The Students' Grade on Post-Test I	49
Figure 5	The Percentage of The Students' Activities in Cycle I	52
Figure 6	The Comparison of Percentage of The Students' Completness Grade on Pre-Test and Post-Test I.....	54
Figure 7	The Percentage of The Students' Completness Grade on Post-Test II.....	59
Figure 8	The Percentage of The Students' Speaking Performance in Cycle II....	61
Figure 9	The Percentage of Comparison of Students' Grade on Post-Test I and Post-Test II	64
Figure 10	The Comparison Grade of Students' Speaking Performance in Pre-Test, Post-Test I in Cycle I, and Post Test II in Cycle I	69
Figure 11	Figure of Learning Activity in Cycle I and Cycle II	70

LIST OF APPENDICES

APPENDICES I

1. Syllabus	78
2. Lesson Plan	86
3. Worksheet of Meeting 1 in Cycle 1	100
4. Worksheet of Meeting 1 in Cycle 2	102
5. Worksheet of Meeting 2 in Cycle 1	104
6. Worksheet of Meeting 2 in Cycle 2	106
7. The Observation Sheet of Students' Learning Activities I .	108
8. The Observation Sheet of Students' Learning Activities II	110
9. Scoring Table Of Writing Pre Test	112
10. Table of test specification Pre Test	113
11. Instrument Pre Test.....	114
12. Scoring Table Of Writing Post Test 1	115
13. Table of test specification Post Test 1	116
14. Instrument Post Test 1	117
15. Scoring Table Of Writing Post Test II	118
16. Table of test specification Post Test II	119
17. Instrument Post Test II	120
18. Documentation	121
19. Field Note.....	125
20. List of Attendees	126

APPENDICES II

1. Surat Izin Survey	127
2. Surat Balasan Survey.....	128
3. Sk Bimbingan Skripsi.....	129
4. Surat Tugas	130
5. Surat Izin Research.....	131
6. Surat Balasan Research	132
7. Surat Keterangan Bebas Kaprodi.....	133
8. Surat Keterangan Bebas Pustaka	134
9. Kartu Konsultasi Bimbingan Skripsi	135
10. Curriculum Vitae	137

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the important languages used all over the world whether as the first, second or foreign language. English teaching covers four skills, namely listening, speaking, reading and writing. All these components are taught in integrated ways. The four skills that writer tries to take as an object of this research is writing, that is the basic in mastery language and communication.

English mastery should be achieved by providing some great efforts in order to the students' motivation for learning English, so that the learning goal can be achieved. The good English instruction can receive with many factors, for the first factor is learning media, which is in this factor so many students especially if the media used is very foreign, of course it makes students more interested.

In addition, teaching strategy is an important learning writing. Another factor is the environment, the majority of learners would have been more effective if the environment supports the learning English, besides learners feel motivated, these environmental factors can accelerate the level of learning English excellently.

In English, there are four skills that should be mastered, they are listening speaking, reading and writing. Those skills in English should be

integrated well including writing skill. Writing helped students master other skills and mastering English completely. The students are sometimes afraid and shy to speak what they want to say but they can tell what they think and what they want to say into draft or writing before speaking.

Moreover, one of the important productive language skills is writing. Writing is one of the language skills that should be taught besides the other skills. Therefore, writing is regarded as a productive skill it aims at assisting students in expressing their idea written. It allows the students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-argument.

By the implementation of the beneficial teaching strategy, the students can improve their writing ability. In this case, the researcher uses Double Entry Journal strategy for teaching English. In line, according by Angelo and Cross in Trisha state that the double-entry journal is a strategy to help students summarize what they read and connect the reading with their own words and understanding.¹

In addition, Double Entry Journal strategy has many great benefits. They can be able to analyze, synthesize, question, and write about what they are reading as well as personalize and reflect on what they have learned by drawing on information in the text to support their analyses.

However, writing in English is not easy. There are many problems that writers get in the process of writing. The researcher had conducted a pre-

¹ Angelo and Cross in Trisha Brummer and Sarah Kartchner Clark, Writing Strategies for Mathematics Second Edition, (Huntington Beach : Shell Education, 2014), p112.

survey on March 11th at SMP Muhammadiyah 1 Trimurjo in order to know the student's problem in writing. The result of pre-survey is provided, as follows:

Table 1

The result of Pre- survey data on March 11th, 2019

SMP Muhammadiyah 1 Trimurjo

No	Name	C	O	V	LU	M	TotalScore	Criteria
1	AK	13	7	12	5	3	40	Incomplete
2	AP	14	10	6	17	3	50	Incomplete
3	AR	22	15	17	18	3	75	Complete
4	AS	13	9	13	17	3	55	Incomplete
5	AT	22	8	12	16	3	61	Incomplete
6	DR	15	7	6	15	2	45	Incomplete
7	DS	13	10	8	17	2	50	Incomplete
8	ES	21	12	11	13	3	60	Incomplete
9	FA	14	8	13	15	3	53	Incomplete
10	IM	16	7	8	6	2	39	Incomplete
11	KV	19	12	15	17	3	66	Incomplete
12	KP	18	13	9	15	3	58	Incomplete
13	MK	20	10	10	12	3	55	Incomplete
14	NN	13	12	8	13	2	48	Incomplete
15	RA	15	7	7	10	2	41	Incomplete
16	RM	22	18	15	17	3	75	Complete
17	SM	13	10	9	7	3	42	Incomplete
18	TK	15	8	7	5	2	37	Incomplete
19	TY	14	9	8	11	3	44	Incomplete
20	YD	21	13	9	15	3	61	Incomplete
21	YP	17	7	7	13	2	46	Incomplete
	Min. Score						37	
	Max. Score						75	
	Average						52,43	
	Incomplete						19	
	Complete						2	

(Archived from the students' assignment of descriptive text given by the English teacher taken on march 11th 2019.)

Table 2
The pre-survey result from the
test score of the Eighth students in SMP Muhammadiyah 1 Trimurjo

No	Grade	Explanation	Frequency	Percentage
1.	≥ 70	Complete	2 students	10%
2.	< 70	Incomplete	19 students	90%
Total			21 students	100%

Source : *pre-survey result.*

From the table above, it was investigated that most of students cannot achieve minimum mastery criteria (MMC) yet, so they have to do remedial. According to the table, there were 2 students who achieve MMC. Meanwhile, there were 19 students who were not able to achieve MMC. It means that total of students who achieve MMC was less than that who were not able to achieve MMC. Therefore, it concluded that the students of the eighth grade at SMP Muhammadiyah 1 Trimurjo had insufficient writing ability.

Based on the problems above, the researcher found the students' problems in writing. The students still difficult in writing their idea in their mind. The students were not creative to write some vocabularies to be sentences in paragraph. They do not understand grammar concept. Moreover, the students' motivation was lack in learning English. The eighth graders were not confident with their result of paragraph in descriptive text.

Based on the problem above, the researcher was implement the appropriate teaching strategy. It was the solution to make them develop their

ability to writing english, namely double entry journal. Double entry journal is a beneficial teaching strategy to be used to teach writing. Double entry journal strategy enables students to record their responses to text as they read. Therefore, students write down phrases or sentences from their assigned reading and then write their own reaction to that passage. The purpose of this strategy is to give students the opportunity to express their thoughts and become actively involved with the material they read.

In addition, double entry journal had a lot benefits. It was improve students' comprehension, vocabularies, and content retention. This strategy had been found to be an effective and productive means of arousing interest in writing, which, at the same time, develops fluency of expression. It also helps students to become aware of why they wish to communicate their ideas and to regard writing not only as a means of personal expression, but also a dialogue in written language with the reader. Double entry journals strategy also provides students with good opportunities to improve their writing skill individually and good chances to record their thoughts and feelings.

To solve the problem, the researcher tried to using double entry journal strategy to increase the students' writing ability. Based on the description above the researcher was conduct a classroom action research in the title of "The Implementation of Double Entry Journal Strategy to Increase Students' Writing Ability of the Eighth Grade at SMP Muhammadiyah 1 Trimurjo Central Lampung."

B. Problem Identification

Based on the background of the study above, the problems can be identified, as follows:

1. The students have insufficient descriptive writing ability.
2. The students have lack grammar mastery.
3. The students have low motivation in writing the English text.
4. Some of students are not confident with their result of paragraph in descriptive text.
5. The students have insufficient vocabulary mastery.

C. Problem Limitation

Based on the problem identification, the researcher limits the problems by focusing the research problem of number one that is the students' insufficiency in descriptive writing ability. The writer used double entry journal as a teaching strategy toward the students' writing ability among the eighth graders of SMP Muhammadiyah 1 Trimurjo.

D. Problem Formulation

Based on the background above, it is necessary to formulate the problem of this research as follows: can double entry journal increase the students' ability in writing descriptive text and their learning activities at the eighth grades of SMP Muhammadiyah 1 Trimurjo?

E. The Objectives and Benefits of the Research

Dealing with the problems statement, the objective and the benefits of this classroom action research are as follow:

1. The Objective of the Research

The objective of this research is to investigate whether the implementation of double entry journal increases the students' ability in writing descriptive text and their learning activities at the eighth grades of SMP Muhammadiyah 1 Trimurjo.

2. The Benefits of the Research

The benefits of the research as follows:

a. For the teacher

As information to the teacher, so the teacher could apply double entry journal in the process of teaching and learning.

b. For the students

As the solution for the students, so the so the students not only can write descriptive text in writing easily, but also can be the positive contribution for increasing and developing their ability in writing by using Double Entry Journal strategy.

c. For the headmaster

As information and suggestion for the headmaster, so that he/she give motivation in English learning process by preparing the facilitation and instrument.

F. Prior Research

To solve this problem, the researcher finished based on consideration of some prior researches. The first prior research was done by Khairani. The aim of the first prior research is giving students the opportunity to express their thoughts and become actively involved with the material of writing skills. The research method of the prior research is quantitative research method in the form of experimental study. Sample of the first prior research is SMPN 1 Indralaya Utara. Finding of the first prior research is the double entry journal strategies are this unit plan will work the students through the provides with good opportunities to increas their writing ability individually and good chances to record their thoughts and feelings of writing.²

The second prior research was done by Soleha. The aim of the second prior was to find out the effectiveness of double entry journal strategy toward students' ability in writing analytical exposition text of the eleventh grade of MA Alkhairaat Pusat Palu. The research method is Classroom Action Research method.

The finding of this research was the results showed that after implementing double entry journal strategy in experimental group, the students' ability in writing analytical exposition text has increased significantly. It is shown by the means of pretest that was 43.47 and posttest which was 77.78. While the result of control group that taught without double

²Dian Khairani, *Using Double Entry Journals To Improve Reading Comprehension And Descriptive Writing Achievement*, (2016).

entry journal strategy was lower. Therefore, the effect on mean indicate that the use of double entry journal is better than without double entry journal.³

The third prior research was done by Sarma and Rosa. The aim of the third prior research is effects on writing quality, the strategies for supporting the writing process. The research method is quantitative. Sample of the third prior research is Junior High School. Finding of the third prior research is the English teacher at Junior High School are suggested to use double entry diary as an alternative medium in teaching writing descriptive text. Moreover, they suggested to use double entry diary for more than one meeting.⁴

The similarity and differentiation between this research and first prior research are both of these researches are researching Junior High School students and improving the quality of writing to students. This research has similarity compared by the second prior research. The similarity is in form of the same strategy to improve writing ability that is double entry journal. The differentiation between this research and the second prior research is the sample of the research. This research will conduct the research by increasing the eighth graders at SMP Muhammadiyah 1 Trimurjo as the sample. Meanwhile, the sample of the second prior research is eleventh grade of MA Alkhairaat Pusat Palu.

³Yayuk Soleha, *The Effectiveness of Double Entry Journal Strategy in Writing Analytical Exposition Text*, (2017).

⁴Devita Sarma and Rusdi Noor Rosa, *Teaching Writing a Descriptive Text By Using Doble Entry Diary to Junior High School Students*, (2014).

Based on all of the illustration above, it is concluded that this research and all of the prior researches concern on the implementation of double entry journal strategy in teaching writing. The differences are about different research method, research sample and research finding.

In this case, the writer would like to continue the second prior research by conducting the same research method that is classroom action research by the implementation of double entry journal strategy to increase students' writing ability.

CHAPTER II

THEORITICAL REVIEW

A. Concept of Writing Ability

1. The Concept of Writing

a. Definition of Writing

Writing is one of language skills that has to be mastered by students, especially in English teaching learning process. Some experts provide the different meaning of writing, as follows:

Jordan states that writing is method of human intercommunication by means of conventional visible marks.⁵ It means that writing is a medium communicate one's thought, feeling, wanted, and opinion by nonverbal mean.

According to Hyland, writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.⁶

Moreover, Peter states that writing is the most efficiently acquired when practice in writing parallels practice in other skills.⁷ It means that writing can train the ability of verbal and non-verbal.

⁵Douglas Brown, *Principle by Language Learning and Teaching*, (New York: Edison Wesley longman. Inc, 2000), Fourth edition, p.30

⁶Ken Hyland, *Second Language Writing*, (USA: Cambridge University Press, 2003), p.9

⁷M.F. Parel Dr. and Praveen M. Jain, *English Language Teaching: Methods, Tools &Techniques*, (Jaipur: Sunrise Publishers & Distributors, 2008), p.125

Besides that, John M. Swales and Christine B. Feak define that Writing is a complex socio cognitive process involving that construction of recorded messages on paper or on some material and more recently on a computer screen. The skills needed to write range from making the appropriate graphic marks, through utilizing the resources of the chosen language, to anticipating the reactions of the intended readers.⁸ It means that writing is a record process through an essay that needs a skill, good diction in order to understand by the reader easily.

Based on the definition above, the writer assumes that writing is an activity to transfer the ideas and to express someone's thinking through written form.

b. Purposes of Writing

Terminologically, Kate explains that any piece of writing will be trying to do at least one of the following things. The purposes of writing are classified into three: they are writing to entertain, writing to inform and writing to persuade. Each of three purposes is the basic aim of getting ideas from one brain into another.⁹

1) Writing to entertain

Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing' (of course, all writing

⁸M. John Swales & Christine B. Feak, *Academic Writing*, (New York: Oxford University Press, 1993), p.34

⁹Kate Greenville, *Writing From Start To Finish A Six-Step Guide*, (Australia: Griffin Press, 2001), p.1

requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays.

2) Writing to inform

Writing to inform means that the text as the information from some task. The text can give the information for the reader. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

3) Writing to persuade

This includes advertisements, some newspaper and magazine's articles, and some types of essay. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.

In other word, writing has many functions in text. Writing can help students for making the text more useful.

c. Process of Writing

Writing is a never one-step action, but it is a process that has several steps. It starts from the beginning of what the topic is going to write until the publication of the writing. There are at least three steps of writing process, they are:

1) Prewriting (Planning)

Prewriting is the first step in the writing process.¹⁰ Before we start to compose a writing a, some ideas should be thought as a topic of product writing. In this step, writers are challenged to think and gather the topic will be written. In deciding the subject of writing, the writers should consider who will be the reader of the writing.

Every writer should read appropriate references as their warming up to get an adequate topic. Unfortunately, the information which is invented from reading is imperfectly remembered. Therefore, it is extremely important that writers make note-taking from what they have read. Taking a few sentences might be done to set them aside for a later draft. These sentences will be literal ideas of possible topics to be composed¹¹

In addition, reading commonplace book can make the writers get easy to find idea for their writing. Common place book provides new perceptions and more quotations which will make writing product become strong and more alive.¹² The other reference to enrich the subject of writing is journal. Many outstanding writers use journal to create an interesting writing because it contains of good

¹⁰ Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, (New York: Longman, 1997), Second Edition, p. 2.

¹¹ Alastair Fowler, *How to write*, (New York: Oxford University Press, 2006), p.12.

¹² Thomas. S. Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University Press, 1988), p.21.

perceptions, ideas, emotions, and actions¹³. It can make writers interest in writing even they don't have any ideas.

2) Drafting

Before the writers begin to write well, they should make a format of the writing and put the words down on paper.¹⁴ This step is often called drafting. Kristine argued that drafting is the step that the writers really begin to write. In this step, the writers put their words into the paper without worrying about spelling, grammar punctuation, or the best wording¹⁵.

Actually, drafting is tentative and imperfect writing. Drafting product can be refined to develop by putting down all the term related to the topic in the margin to make the writers easily to check an appropriate word in elaborating the topic. Moreover, in drafting phase, rereading and correcting are required to improve the product of writing.

3) Revising

Revising is the next step of writing process. Revising makes the writers correct the product of writing in the reader side that looks forward to a perfect writing. When the writers examine the product writing in side of their own place, revising is demanded the writers

¹³*Ibid.*

¹⁴ Beverly Ann Chin, *How to Write Great Research Paper*, (USA: John Wiley & Sons, Inc., 2014), p. 57

¹⁵ Kristine Brown and Susan Hood, *Writing Matters*, (New York: Cambridge University Press, 1989), p. 14.

to read and equalize the product by expecting themselves what will be expecting the reader.

They should consider the questions which are likely to appear when the readers read their product. Revising includes checking that the content and purpose are clear. The checking can be in spelling, punctuation, and grammar. It is important that the writers ask their friends to reread their writing to get good checking. Harmer also argued that revising is often helped by the readers who comment and make suggestions of the writing¹⁶.

Furthermore, revising fundamental aspect is a right way to make intelligibility of the writing. Moreover, it can be carried out by strengthening the main points by using brief statements, omitting the similar words in the writing product, and being alert for grammatical error. To revise effectively, the writers should be forced to read slowly in order to notice the clumsiness in sentence structure or a trembling repetition in a sentence which can make the reader confuse to read the writing product.

Then, striking out imprecise words and inserting more fixed terms of the previous drafting are being the next step in this phase. In addition, in revising, punctuation and grammar usage are carefully

¹⁶ Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004), p.5.

considered in arranging the sentences because they will make the sentences be fixed in a product of the writing.¹⁷

2. Concept of Writing Ability

a. Definition of Writing Ability

According to Bridgeman and Carlson, writing ability is even more important to professional than to academic success.¹⁸ In other word, writing ability in one of the way to make the writing text is meaningful. The term of ability is defined as skill or power. The meaning of writing ability is the skill to express ideas, thoughts, and feeling to other people in written symbol to make other people or readers understand the ideas conveyed.

b. Measurement of Writing Ability

The details of writing ability	Grade	Level	Criteria
Content	30-27	Excellent to very good	Knowledgeable-substantive-etc.
	26-22	Good to average	Some knowledge of subject-adequate range-etc.
	21-17	Fair to poor	Limited knowledge of subject - little substance-etc.
	16-13	Very poor	Does not show knowledge of subject-non-substantive-etc.
Organization	20-18	Excellent to very good	Fluent expression-ideas clerly stated-etc.
	17-14	Good to Average	Somewhat choppy-loosely organized but main ideas stand out-etc.
	13-10	Fair to poor	Non-fluent-ideas confused or disconnected-etc.

¹⁷ Thomas S. Kane, *Essential Guide to Writing*, (New York: Oxford University Press, 2000) p. 37.

¹⁸ Peter L. Cooper, *The Assessment of Writing Ability: A Review of Research*, (Princeton: Educational Testing Service, 1984) p.7.

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

Source: Adapted from J.B Heaton Writing English Language Test.

Based on the table above, the result of score can get from the total of every aspects, the score depends on the ability of the

students. The students can measure about their ability from the score of the table above.

B. Concept of Double Entry Journal Strategy

1. The Nature of Double Entry Journal Strategy

Angelo and Cross in Trisha state that the double-entry journal is a strategy to help students summarize what they read and connect the reading with their own words and understanding.¹⁹Based on explanation this strategy is so helpful that remind students about their writing by their own words.

Trisha explains that a double-entry journal is a teaching strategy that has two columns: one for notes, paraphrasing, summaries, and textual evidence from the mathematics reading; and the other for entries that express students' thoughts in their own words.²⁰In other word, this strategy will change the writer to compose the students to be good because it will follow general concept of writing.

According to Vaughn, the double entry journal is another form of journal writing that requires students to initially respond. The double entry journal requires a notebook that allows students to begin with two facing page. Student can use the left page for initial brainstorming ideas, understanding, interpretations, drawing, maps, or notes. The right page is reserved for refined understandings and interpretations of the information

¹⁹ Angelo and Cross in Trisha Brummer and Sarah Kartchner Clark, *Writing Strategies for Mathematics Second Edition*, (Huntington Beach : Shell Education, 2014), p112.

²⁰ Trisha Brummer and Sarah Kartchner Clark, *Writing Strategies for Mathematics Second Edition*, (Huntington Beach : Shell Education, 2014), p112

recorded on the left page.²¹ It is explained that strategy is used for initially respond in writing.

Furthermore, Vacca explain that double entry journal is to facilitate students while they read for deeper meaning.²² It means that is strategy has a purpose for helping students to write their idea.

Besides that, Lindfors defined that the double entry journal strategy provides students with an opportunity to engage in written responses to the literature they have read. After students read a story, they write their responses in a journal.²³ It means that the students can explore their idea and they can connect to the story in different ways in journal.

2. The Benefits of Double Entry Journal Strategy

The benefits of double entry journal strategy, as follows:²⁴

- a. This strategy focuses on the prewriting skills of note taking and information analysis. It also allows teachers to immediately measure student comprehension of the objectives and use that information to inform future instruction.
- b. By using double entry journal strategy, students can analyze, synthesize, question, and write about what they are reading as well as

²¹ Mary Riordan-Karsson, Ed. D, *Teaching Reading Across the Curriculum*, (Westminster: Teacher Created Resources, 2005) p23

²²Judy Tilton Brunner, *Now I get it!: differentiate, engage, and read for deeper meaning*, (New York: Rowman and Littlefield Education, 2012) p77

²³ Patricia A. Antonacci and Catherine M. O'Callaghan, *Promoting Literacy Development: 50 Research-Based Strategies for K-8 Learners*, (United States: Sage Publisher, 2012) p144

²⁴Trisha Brummer and Sarah Kartchner Clark, *Writing Strategies for Mathematics* Second Edition, (Huntington Beach : Shell Education, 2014), p113

personalize and reflect on what they have learned by drawing on information in the text to support their analyses.

3. The Implementation of Double Entry Journal Strategy

- a. The researcher give a text,
- b. After giving the text, students read the text,
- c. They then record key ideas, passages, or quotes and the page number from the text on the left side,
- d. Finally, after they have completed the left side of their journal, they use the right side of the page to reflect on what they have written, recording their own feelings, ideas, thoughts, or question about the text.²⁵

4. Example of Double Entry Journal Strategy

There is an example about double entry journal strategy:²⁶

Title: Favorite Colors and Bar Graphs

Text Passage	Students Responses
“Jill and Tony decided to take a survey of their classmates’ favorite colors. There were 19 students in their class. They found that 4 people liked red, 3 people liked blue, 6 people liked purple, and 6 people liked green. It is important to be able to show data in different ways. One way to show data is by creating a bar graph. To make a bar graph of this data, you would start by naming the colors along the bottom of the graph. Along the left side of the graph, with even spacing, you would label the numbers 1–10.”	This reminds me of when my family was trying to order pizza. I have 3 sisters, 2 brothers, my parents, my grandma and me all living at my house. We had to take a survey of the different pizza toppings everyone wanted so that we could decide what kind of pizza to order. That would have made a good bar graph, too. I could put the toppings along the bottom and the numbers on the left side. I can think of many ways we could gather data for a bar graph.

²⁵ Roberta L. Sejnost, *Tools for Teaching in the Block*, (London : Corwin, 2009), 152

²⁶ Trisha Brummer and Sarah Kartchner Clark, *Writting Strategies for Mathematics Second Edition*, (Hungtington Beach: Shell Education Publishing, 2014) p113

C. Action Hypothesis

Based on the theoretical review above, the writer formulates the action hypothesis, as follows:

“If the implementation of double entry journal strategy, it can increase writing ability and their learning activities among class eighth at SMP Muhammadiyah 1 Trimurjo Central Lampung.”

CHAPTER III

RESEARCH METHOD

A. The Variables and Operational Definition of Variables

1. Variables of Research

This research consists of two variables; they are independent and dependent variables. The independent variable in this research is double enter journal that was implemented to increase the students' writing ability in easy way. This strategy is useful to make their writing become excellent in paragraphs of sentences.

The dependent variable of this research is writing as one of the four of language skills that has to be mastered by the students in order to be able to write their ideas effectively.

2. Operational Definition of Variable

Operational definition is the definition that based on characteristic of the things that defined, and it can be observed or measured. Meanwhile, variable can be defined as an attribute of a person or a subject which varies from object to object.²⁷ According to Raymond mark the definition an operational tells us what activities or operation we need to perform to measure a concept or variable.²⁸

²⁷John creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Lincoln: SAGE Publications,2002), p.24.

²⁸ Allen Rubin & Earl R Babie, *Essential research Method for Social Work*, (Engaged Learning: United State of America,2010), p.70.

Based on the statement above, the definition operational of the variable in this research are:

a. Dependent Variable

According to Evelyn Hatch, dependent variable is the major variable that will be measure in the research. Dependent variable is a variable that can improve by an independent variable.²⁹ The dependent variable of this research is students' writing ability that focuses on the students' ability.

To measure writing ability of students, the researcher took the writing test by gave the exercise. The students made descriptive text in 25 minutes about their favorite things. It was a simple test as a sample to know about the students' writing ability. The indicators of a written test in this variable are:

- 1) The students are good in content of writing. The content should be relevant to the topic.
- 2) The students are good in organization of writing. The students are able to compose descriptive text based on the appropriate generic structure of descriptive text.
- 3) The students are able to write descriptive text by using good mechanics writing.

²⁹ Ibid, p.63

b. The Independent Variable

According to Evelyn, independent variable is variable that the researcher suspects may relate to or improve the dependent variable. In a sense, the dependent variable “depends” on the independent variable.³⁰

This variable would be measured by observation. To observe this variable the writer would use observation sheet. The indicators of this variable are:

- 1) The students are good respond to learn writing using double entry journal strategy.
- 2) The students have more concern to write the descriptive text in English.

B. The Research Setting

The researcher conducted the Classroom Action Research (CAR) at SMP Muhammadiyah 1 Trimurjo. The object of this research is the students' writing ability at VIII of SMP Muhammadiyah 1 Trimurjo, consists of 21 students.

C. The Subject of the Research

This research is the Classroom Action Research (CAR). The subject of this action research is the students of VIII at SMP Muhammadiyah 1 Trimurjo. The teacher chose one of his classes that the students had a lower average score in writing. Based on the teacher's experience during teaching and learning activities in writing of English subject, the teacher indicated that the students

³⁰ Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistics For Applied Statistic*, (USA: Heinle Publisher, 1991), p.64

are difficult lack in vocabularies for making sentences in paragraph, exactly the double entry journal strategy is the problem solution for making the students better.

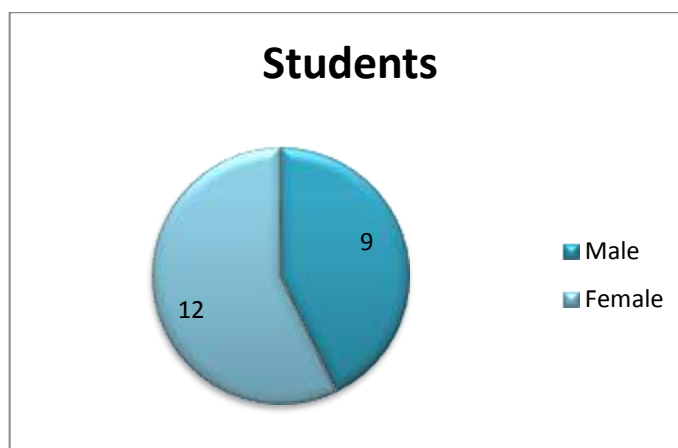


Figure 1
Total students of the eighth grade SMP Muhammadiyah 1 Trimurjo

D. Research procedure

The design of this research is classroom action research. It is called CAR because the research is aimed at developing a certain instructional technique to solve problems in a class.

According to Glenda Mac, Action research is a cyclical process of ‘think-do-think’ to research and create change. We think about what we do at present, then we do something to create change, then we think again about what we’ve done and its effects.³¹

Jean Mc Niff Also stated that, “Action research is a name given to a particular way of researching your own learning. It is a practical way of

³¹ Glenda Mac Naughton and Patrick Hughes, *Do Action Research in Early Childhood Studies: A Step by Step Guide*, (New York: Open University Press, 2009), p.1

looking at your practice in order to check whether it is as you feel it should be.”³²

Based on the statement above, the writer can say that Classroom Action Research is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition, classroom action research helps the teacher to solve problem by applying a new method, strategy, or technique as an alternative way leading to innovation.

In this Classroom Action Research (CAR), consisted³³ of the cycle and consisted of four steps, namely planning, acting, observing and reflecting. The writer describes the cycles through the scheme of action research design by Kurt Lewin as follows:

Kurt Lewin's Action Research Design
(Adapted from Jean McNiff, 2002)³⁴



Figure 2. Kurt Lewin's

CAR was applied in this research since it was regarded important to develop writing ability of the eighth grader of SMP Muhammadiyah 1

³² Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: Routledge Falmer, 2002) Second Edition, p.15

³³ *Ibid*, p.41

³⁴ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002) Second Edition, p.15

Trimurjo by double entry journal strategy applying, by applying this strategy it was expected to solve students' problems in teaching-learning process of writing ability.

The classroom action research design applied in this research was a collaborative classroom action research. In conducting the research, the researcher collaborated with the real English teacher of SMP Muhammadiyah 1 Trimurjo as an observer and collaborator.

The researcher played a role as an English teacher who teaches writing ability through double entry journal to the students, while the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happen in the classroom. Also the real English teacher acts as a collaborator when helps the researcher in designing lesson plan, carrying out the reflection, and determining the follow up of the study.

Here, the researcher was not only as an observer but the researcher also took actions by making lesson plan and giving assessment. Then, the researcher also collecting and analyzing data together with the teacher to know the result of their student writing result.

According to the Kurt Lewin's action research design, the writer wants to describe a plan for Classroom Action Research (CAR) as follows:

1. Cycle 1

a. Planning

After interviewing, observing and conducting test before CAR.

The teacher and the researcher make instruments, as follows:

- 1) The researcher prepared the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The researcher prepared the observational note and guidelines
- 3) The researcher prepared the instrument of written tests before and after CAR.

b. Acting

In this phase, the researcher acted as the teacher and the real teacher becomes the observer. The researcher conducted some activities in the class as follows:

- 1) Pre-Teaching
 - a) The researcher greeted the students and checked the attendance list.
 - b) The researcher gave warm up activities.
 - c) The researcher explained general overview related to the topics of descriptive text.
 - d) The researcher confirmed the students their comprehension about the descriptive text.
- 2) While Teaching
 - a) The researcher implemented double entry journal strategy.
 - b) The researcher gave the students descriptive text.
 - c) The researcher applied double entry journal, and the students wrote the summaries or write notes in the left side on journal activity sheet.

d) The researcher applied the second step that was the students wrote their own passages on the right side.

e) The researcher applied the third step that was students have completed both sides of their journal entries, have them draw arrows to show the connections and relationships between the summary of the content and their personal thoughts and reflections.

3) Post-Teaching

a) The researcher gave a conclusion about descriptive text.

b) The researcher closes the class.

c. Observing

In this phase, the researcher conducted some activities as follows:

1) The real teacher observers teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.

2) Identifies the students' achievement in learning writing ability by giving the test after CAR in cycle 1.

3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d. Reflecting

In this phase, the researcher and teacher have some activities as follows:

- 1) The teacher and the researcher discuss not only about the result of the implementation of CAR, but also students' achievement and the media.
- 2) The teacher and the researcher prepared the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem unfinished yet.

2. Cycle 2

a. Planning

After interviewing, observing and conducting test before CAR.

The teacher and the researcher made instruments, as follows:

- 1) The researcher prepared the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The researcher prepared the observational note and guidelines.
- 3) The researcher prepared the instrument of written tests before and after CAR.

b. Acting

In this phase, the researcher acted as the teacher and the real teacher becomes the observer. The writer conducted some activities in the class as follows:

1) Pre-Teaching

- a) The researcher greeted the students and checked the attendance list.

- b) The researcher gave warm up activities.
- c) The researcher explained general overview related to the topics of descriptive text.
- d) The researcher confirmed the students their comprehension about the descriptive text.

2) While Teaching

- a) The researcher implemented double entry journal strategy.
- b) The researcher gave the students descriptive text.
- c) The researcher applied double entry journal, then the students wrote the summaries or wrote notes in the left side on journal activity sheet.
- d) The researcher applied the second step that was the students wrote their own passages on the right side.
- e) The researcher applied the third step that was students have completed both sides of their journal entries, have them draw arrows to show the connections and relationships between the summary of the content and their personal thoughts and reflections.

3) Post-Teaching

- a) The researcher gave a conclusion about descriptive text.
- b) The researcher closed the class.

c. Observing

- 1) The real teacher observed of teaching learning activity in the classroom, which included class situation, teacher's performance, and students' response.
- 2) Students were given the test after CAR in cycle 2.
- 3) The researcher calculated students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

d. Reflecting

- 1) The researcher and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students' score in writing and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.
- 2) Then, the researcher and the teacher made an agreement, if the target was not achieved, the action continued to cycle 3, but if the target was achieved, the action stopped.

E. Data Collecting Technique

There are two type of collecting data: qualitative data and quantitative data. The researcher uses observation dealing with the qualitative data. On the other side, the researcher uses the students' final result score of writing as a pre-test and post-test to obtain the quantitative data.

Some instruments applied to obtain the data in this study. The completely explanation of those instruments as follow:

1. Test

The researcher used test to get data result of the students' writing ability. The result of this test was students' writing score based on the media applied. The aim of this test was to measure the students' writing ability. The tests consist of the some types, as follows:

a. Pre-test

The pre-test conducted before implementing double entry journal in preparations study. Pre-test of this research has in the form of essay test that ask the students to wrote a composition of descriptive text in English.

b. Post-test

The post-test implemented after using double entry journal in teaching writing ability. Post-test of this research has in the form of essay test that ask the students to wrote a composition of descriptive text in English.

2. Observation

Observation was a mainstay of action research. It enabled researcher to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur.³⁵

In this case, the researcher observed the students directly in the classroom and gets the description about students' activity in learning

³⁵ Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press, 1999), p.80

writing process. The real teacher also observed the writer who taught in the classroom and the implementation of CAR based on observation notes which already made before.

The data was taken based on the students' participants during teaching and learning activity according to lesson plan. The information obtained from this observation is used to as a basis to determine the planning for following cycle.

3. Documentation

Documentation was collection of various documents relevant to the research questions which can include students' reading worksheet, student records and profile, course overviews, lesson plans, classroom materials.³⁶

The researcher used the documentation method to get some information about:

- a. The history of SMP Muhammadiyah 1 Trimurjo.
- b. The condition teachers and officials employees in SMP Muhammadiyah 1 Trimurjo.
- c. The quantity of the students of SMP Muhammadiyah 1 Trimurjo.
- d. Organization structure of SMP Muhammadiyah 1 Trimurjo.
- e. Writing worksheet, course overviews and classroom materials of the students at SMP Muhammadiyah 1 Trimurjo.

³⁶ Ibid, p.117

4. Field Note

In this research, the writer used field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the researcher took field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and etc.

F. Research Instrument

1. Writing Test

To identify the students' writing ability of the eighth grade of SMP Muhammadiyah 1 Trimurjo, the researcher was applied writing test. The test is measuring the ability of the students about the topic on writing subject.

The test consists of pre-test and post-test, of this research was in the form of essay text that asks the students to write a composition of descriptive text in English.

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 SMP Muhammadiyah 1 Trimurjo.
- b. The vision and mission of SMP Muhammadiyah 1 Trimurjo.
- c. The condition teachers and officials employees in SMP Muhammadiyah 1 Trimurjo.
- d. The quantity of the students of SMP Muhammadiyah 1 Trimurjo.
- e. The quantity of building and the sketch of SMP Muhammadiyah 1 Trimurjo.

4. Field Note Sheet

The field note supported 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 weakness and obstacles founded in this research.

Therefore the researcher was able to see the students' progress on their writing ability. 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.

G. Data Analysis Method

Data analysis conducted by taking the average score of the pre-test. The researcher uses a statistical technique. In scoring the test, the students score is counted with the following formula:³⁷

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

Notes:

$$\bar{X} = \text{Mean}$$

$$\sum X = \text{The total number of students' scores}$$

$$N = \text{Number of students}$$

Moreover, to know the result the researcher was compare between pre-test and post-test. The result matched by the minimum standard in this school at least 70. If from cycle 1, there are some students not successful, so the researcher conducted cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stop until cycle II only.

The formula to figure out the percentage of the students who pass the MSC in each cycle as follows: ³⁸

³⁷Donald Ary at all, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108

³⁸*Ibid*

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

P = Class percentage

F = Frequency

N = Number of student

H. The Indicator of Success

The indicator of success takes from the process and the result of the action research. This research was called success if 75% of the students get minimal score 70 and 75% of the students active in learning activities.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

In this chapter, the researcher would like to present the result of this research that explained the answer of problem formulation, as follows: “Can double entry journal strategy increase the students’ ability in writing descriptive text and their learning activities at the eighth grades of SMP Muhammadiyah 1 Trimurjo?”

1. Description of SMP Muhammadiyah 1 Trimurjo

Before presenting the result of this research, the researcher described SMP Muhammadiyah 1 Trimurjo that consists of:

a. The History of SMP Muhammadiyah 1 Trimurjo

SMP Muhammadiyah 1 Trimurjo was established in 1976, which was approved by the Minister of National Education led by Mr. Abdullah Rifa’i S.Pd.I. SMP Muhammadiyah 1 Trimurjo is located at the Lk. Srikaton, Kel. Adipuro, Kec. Trimurjo, Kab. Lam-Teng. This school has land area of 4.550 m² with ownership status.

b. Vision and Mission of SMP Muhammadiyah 1 Trimurjo

1) Vision of the School

Becoming an educational institution that can produce a generation of people of high quality in science, noble, competitive, profesional, and good leadership.

2) The mission of the school

- a) Creating students who are knowledgeable, have good morals and are dedicated to God.
- b) Teach religious and general science equally.
- c) Realizing educators and educational staff who are reliable, polite, competent, and competitive in their fields and have national, religious and pious character.
- d) Develop a culture of fond of reading, curiosity, tolerance, cooperation, mutual respect, discipline, honesty, hard work, creative and innovative.
- e) Increase the value of intelligence, love of knowledge and curiosity of students in the academic and non-academic fields.
- f) Creating a learning atmosphere that is challenging, fun, communicative, without fear of being wrong and democratic.
- g) Striving for the use of learning time, physical resources, and humans to provide the best results for the development of students.
- h) Instill social and environmental care, love for peace, love for the motherland, national spirit, and democratic life.
- i) Creating a school environment that is conducive to supporting good teaching and learning.

c. The Quantity Students of SMP Muhammadiyah 1 Trimurjo

The students' quantity at SMP Muhammadiyah 1 Trimurjo is identified, as follows:

Table 4
The Students' Quantity at SMP Muhammadiyah 1 Trimurjo in the Academic Year of 2019/2020

No	Class	Total
1	VII	40
2	VIII	46
3	IX	43
Total		124

d. The Building of SMP Muhammadiyah 1 Trimurjo

The condition of facilities at SMP Muhammadiyah 1 Trimurjo in the academic year of 2019/2020 is illustrated in the table below:

Table 5
The Building of SMP Muhammadiyah 1 Trimurjo

No	Building facility	Quantity
1	Classroom	6
2	library room	1
3	Administration room	1
4	Principal's office	1
5	Teacher council room	1
6	Computer Laboratory Room	1
7	Teacher's WC	1
8	Student's toilet	1
9	OSIS room	1
10	UKS	1
11	Mosque	1

source: Documentation of SMP Muhammadiyah 1 Trimurjo

2. Description of the Research

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 includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Mrs. Siti Nurhasanah,S.Pd as the collaborator.

a. Pre-test activity

The researcher conducted the pre-test on october, 10th 2019 at 09.00 until 10.30. All students have already prepared when the teaching time came. The researcher greeted the students. The researcherhad told the students that the researcherconducted the research in their class in order to know their writing essay test before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test was writing test that asked the students to do the test about descriptive text. Then, the students' pre-test result is illustrated on the table below:

Table 6
Students' Pre-test Grade

No	Name	C	O	V	LU	M	TOTAL GRADE
1	AK	13	7	7	6	2	35
2	AP	13	8	10	11	3	45
3	AR	22	14	17	17	4	74
4	AS	13	7	8	10	3	41
5	AT	13	12	10	11	3	49
6	DR	13	7	7	6	2	35
7	DS	13	7	7	6	2	35
8	ES	13	7	7	5	2	34
9	FA	13	7	7	5	2	34
10	IM	21	14	10	19	4	68
11	KV	13	7	7	5	2	34
12	KP	13	7	10	5	2	37
13	MK	13	7	7	5	2	34
14	NN	13	7	7	5	2	34
15	RA	13	8	8	5	2	36
16	RM	22	14	14	17	3	70
17	SM	17	14	10	11	4	56
18	TK	17	12	10	11	3	53
19	TY	13	7	7	6	2	35
20	YD	13	7	10	10	3	43
21	YP	13	7	7	8	2	37
Total of all students' grade							919
Total all of the students (n)							21
The highestgrade							50
The lowestgrade							17
Average							44

Table 7
Note of Writing Criteria Symbol

No	Symbol	Criteria
1	C	Content
2	O	Organization
3	V	Vocabulary
4	LU	Language Use
5	M	Mechanics

Source: J.B Heaton's Writing Rubric

Table 8
Frequency of students' grade in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	2	10%	Complete
2	< 70	19	90%	Incomplete
	Total	21	100%	

Source: The result grade of Writing pre-test at VIII class of SMP Muhammadiyah 1 Trimurjo October 10th 2019.

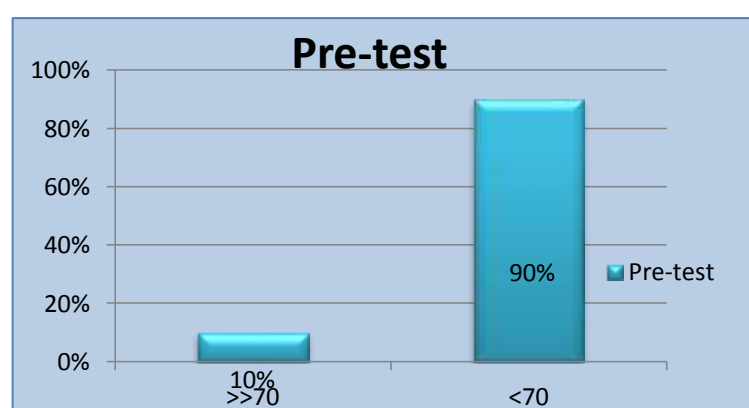


Figure 3

The Percentage of the Students' Grade in Pre-test

Based on the data above, it could be inferred that 19 students (90%) were not successful and 2 other students (10%) were successful. The successful students were those who got the minimum mastery criteria of English subject at SMP Muhammadiyah 1 Trimurjo at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 44, so the result was unsatisfied. Therefore, the researcher used double entry journal strategy to increase the students' writing ability.

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' 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 October, 16th2019 at 09.00 until 10.30 and followed by 21 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. In the beginning, the researcher asked students to investigate texts. The researcher applies double entry journal, and the students write the summaries or write notes in the left side on journal activity

sheet. The second step that is the students write their own passages on the right side. The third step that is students have completed both sides of their journal entries, have them draw arrows to show the connections and relationships between the summary of the content and their personal thoughts and reflections. Students decided to rewrite the text with the correct sentences.

b) The second meeting

The second meeting was conducted on October, 17th 2019 at 09.00 until 10.30. for 2x45 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by teaching writing with the implementation of double entry journal strategy.

In the second meeting, the researcher asked students to investigate texts about way kambas. The researcher applies double entry journal, and the students write the summaries or write notes in the left side on journal activity sheet. The second step that is the students write their own passages on the right side. The third step that is students have completed both sides of their journal entries, have them draw arrows to show the connections and relationships between the summary of the content and their personal thoughts and reflections. students decided to rewrite the text with the correct sentences.

Table 10
Frequency of students' grade in Post-test I

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	6	29%	Complete
2	< 70	15	71%	Incomplete
	Total	21	100%	

Source: The result grade of writing Post-test I at VIII class of SMP Muhamadiyah 1 Trimurjo October, 23th 2019.

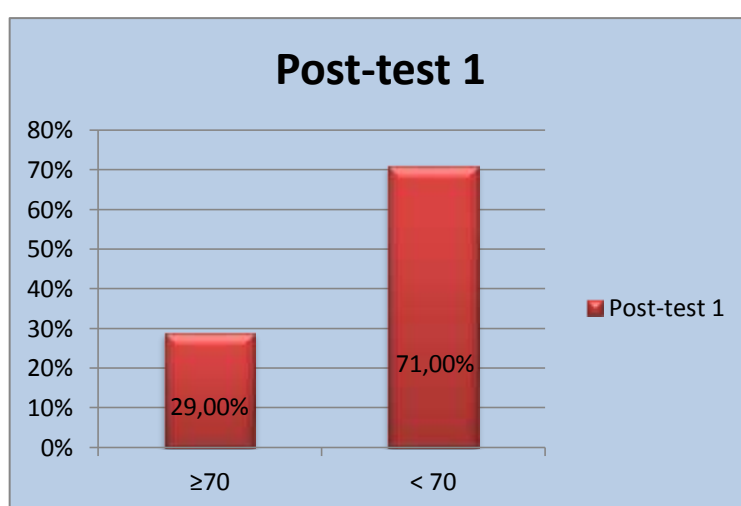


Figure 4
The Percentage of the Students' Grade on Post-test 1

Based on the result above, it could be seen that 6 students (29%) got grade up to the standard and 15 students (71%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

c) Observing

In observation of research action, the collaborator observed the students' activities. The researcher as a teacher gave explanation about the definition of descriptive text.

While the treatment was being executed, the student 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 meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow:

Table 11
The Students' Learning Activities Observation in Cycle I

No	Name	The Aspects that Observed			
		The students' pay attention of teacher's explanation	The students' ask/ answer question	The students' active in class	The students' able do the task
1.	AK	-	√	√	√
2.	AP	√	√	√	-
3.	AR	-	-	√	√
4.	AS	-	-	√	√
5.	AT	√	-	√	√
6.	DR	-	-	√	-
7.	DS	√	-	-	√
8.	ES	√	√	-	√
9.	FA	-	-	√	-

10.	IM	√	-	-	√
11.	KV	√	-	√	-
12.	KP	√	√	√	-
13.	MK	√	√	-	√
14.	NN	-	-	√	-
15.	RA	√	-	-	√
16.	RM	-	√	-	-
17.	SM	-	-	-	√
18.	TK	√	-	-	√
19.	TY	-	-	-	-
20.	YD	√	-	-	√
21.	YP	-	-	-	√
→	TOTAL	11	6	10	13

Table 12
The Frequency of Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher explanation	11	52%
2	Asking/answering the teacher's question	6	28%
3	Being active in the class	10	47%
4	Being able to do the task	13	62%
Total Students		21	

Source: The students' activity at the eighth grade of VIII SMP Muhammadiyah 1 Trimurjo on October, 23th 2019.

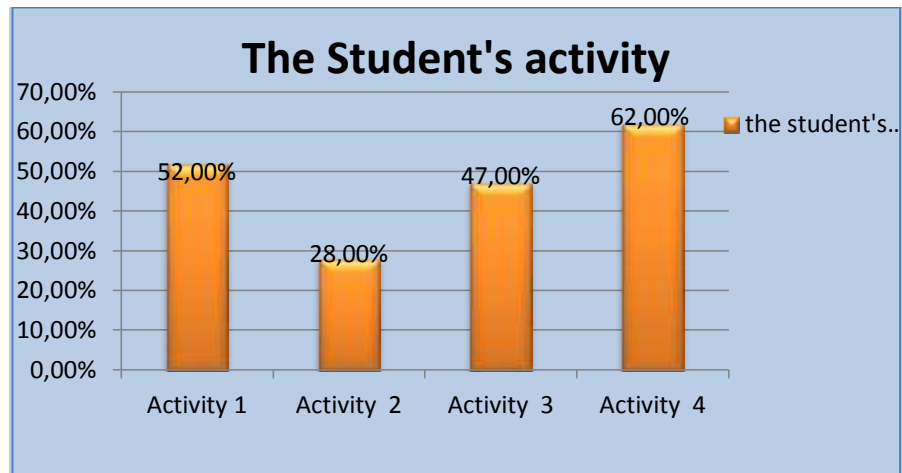


Figure 5

The Percentage of Students Activities in Cycle I

The table showed that not all the students' active in learning process. There were students (52%) who gave attention to the teacher explanation. students (28%) who ask/answer question, students who are active in the class (62%), 15 students (62%) who are able to do the task.

d) 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 13
The Comparison between Pre-Test and Post-Test I Grade in Cycle I

NO	Name Initial	Pre Test	Post Test I	Deviation	Explanation
1.	AK	35	60	25	Increased
2.	AP	45	53	8	Increased
3.	AR	74	81	7	Increased
4.	AS	41	80	39	Increased
5.	AT	49	79	30	Increased
6.	DR	35	66	31	Increased
7.	DS	35	49	14	Increased
8.	ES	34	46	12	Increased
9.	FA	34	50	16	Increased
10.	IM	68	69	1	Increased
11.	KV	34	40	6	Increased
12.	KP	37	45	8	Increased
13.	MK	34	49	15	Increased
14.	NN	34	40	6	Increased
15.	RA	36	40	4	Increased
16.	RM	70	80	20	Increased
17.	SM	56	69	13	Increased
18.	TK	53	71	18	Increased
19.	TY	35	68	33	Increased
20.	YD	43	51	8	Increased
21.	YP	37	76	39	Increased
Total		919	1262	353	
Average		33	60		
The highest grade		74	81		
The lowest grade		34	40		

Table 14
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
≥ 70	2	6 students	Complete
< 70	19 students	15 students	Incomplete
Total	21	21	

Then, the graph of comparison students writing essay pre-test and post-test I grade in cycle I could be seen as follow:

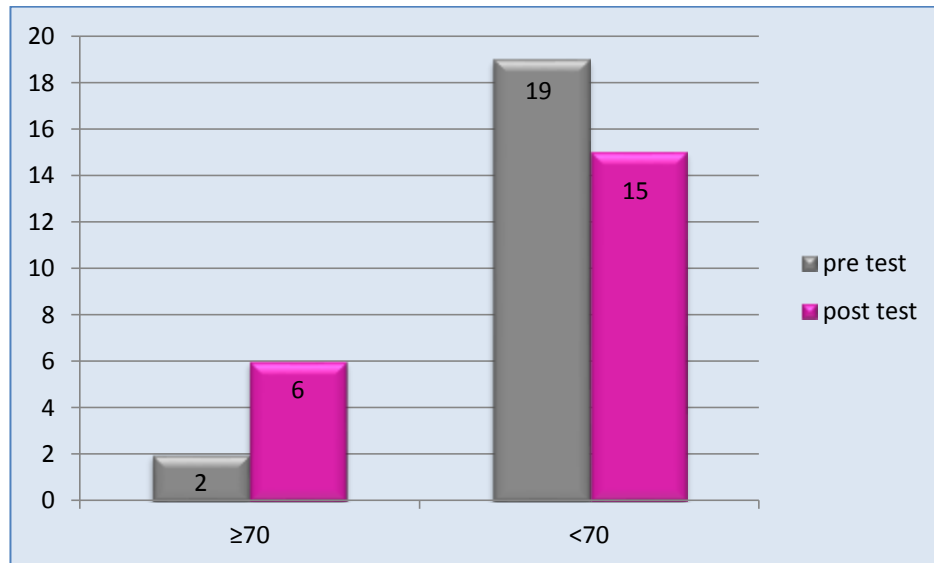


Figure 6
The Comparison of Percentage of the Students' Completness
Grade on Pre-test and post-test I

The table and the graphic above, it could be inferred that 19 students (90%) were not successful and 2 other students (10%) were successful. The successful students were those who got the minimum mastery criteria at SMP Muhammadiyah 1 Trimurjoat least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 33, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1, it could be seen that 6 students (29%) got grade up to the standard and 15 students (71%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning

process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

c. 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 writing essay by the double entry journal strategy.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' 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 October 24th 2019 at 09.00 until 10.30 followed by 21 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the

material in the last meeting, the topic of this meeting is about the descriptive text.

In the first meeting of cycle 2, the researcher asked the students to analyze about the text. The researcher applies double entry journal, and the students write the summaries or write notes in the left side on journal activity sheet. The second step that is the students write their own passages on the right side. The third step that is students have completed both sides of their journal entries, have them draw arrows to show the connections and relationships between the summary of the content and their personal thoughts and reflections. Students decided to rewrite the text with the correct sentences.

b) The second meeting

The second meeting of cycle 2 was conducted on October 30th 2019 for 2x45 minutes after the students given the action. In the second meeting, the researcher asked students to investigate text. The researcher applies double entry journal, and the students write the summaries or write notes in the left side on journal activity sheet. The second step that is the students write their own passages on the right side. The third step that is students have completed both sides of their journal entries, have them draw arrows to show the connections and relationships between the summary of the content and their

personal thoughts and reflections. students decided to rewrite the text with the correct sentences.

Furthermore, on October, 31th 2019 the researcher gave post test 2 conducted in cycle 2. The kind of the test was writing test that asked the students to describe. The topic of writing test in post-test 2 is any three topic, the students choose one topic. In this meeting almost all of the students could answer well. It could be seen from the result of the post test II provided in table 13. There were 15 of 6 students got the grade under the minimum mastery criteria in SMP Muhammadiyah 1 Trimurjo.

Table 15
The Students' Post Test II grade

No.	Students ' Name	C	O	V	LU	M	Total Grade	Criteria
1.	AK	22	12	18	19	4	75	Complete
2.	AP	22	18	20	17	3	70	Complete
3.	AR	27	18	19	20	4	88	Complete
4.	AS	22	20	20	17	3	82	Complete
5.	AT	20	12	15	18	5	70	Complete
6.	DR	25	18	15	20	4	82	Complete
7.	DS	15	16	17	19	3	70	Incomplete
8.	ES	20	18	14	18	4	74	Complete
9.	FA	22	17	17	19	3	78	Complete
10.	IM	27	14	18	21	4	84	Complete
11.	KV	13	9	14	11	2	49	Incomplete

12.	KP	13	12	17	6	2	50	Incomplete
13.	MK	22	17	14	20	3	76	Complete
14.	NN	15	12	15	10	2	54	Incomplete
15.	RA	18	15	12	17	3	62	Incomplete
16.	RM	27	18	20	21	5	92	Complete
17.	SM	22	18	18	20	4	82	Complete
18.	TK	22	17	17	17	4	75	Complete
19.	TY	23	18	22	17	4	84	Complete
20.	YD	20	16	17	19	3	75	Complete
21.	YP	22	18	17	16	4	77	Complete
Total of all students' grade							1548	
Total all of the studets (n)							21	
The highest grade							92	
The lowest grade							49	
Average							74	

Table 16
The Frequency of students' grade in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	17	81 %	Complete
2	< 70	4	19%	Uncomplete
	Total	21	100 %	

Source: The result grade of writing post test II at VIII class of SMP Muhammadiyah 1 Trimurjoon October, 30th 2019.

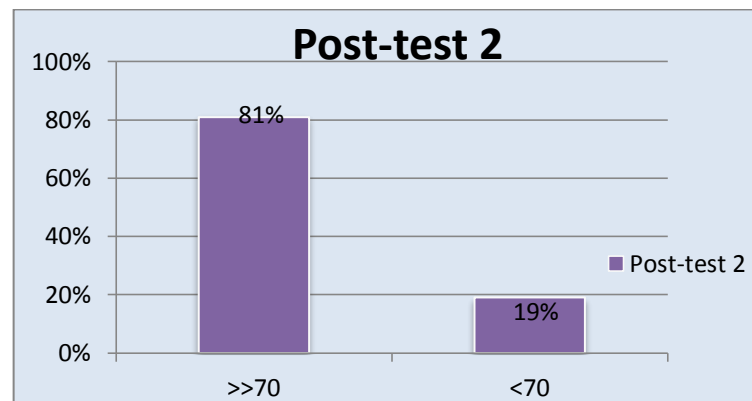


Figure 7
The Percentage of the Students' Grade in Post-test II

Based on the result above, it could be inferred that 15 students (81%) were successful and 6 other students (19%) were not successful. From the post test 2 results, the researcher got the average of 81 %. It was higher than post test 1 in cycle I.

3) Observing

In this step, the researcher presented the material by double entry journal strategy. In learning process, there were also four indicators used to know the students' 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 grade of students' learning activities observation, as follow:

Table 17
The Students' Activity Result in Cycle II

No	Name	The Aspects that observed			
		The students' pay attention of teacher's explanation	The students' ask/answer question	The students' active in class	The students' able do the task
1.	AK	√	√	√	√
2.	AP	√	-	√	√
3.	AR	√	√	√	√
4.	AS	-	√	-	√
5.	AT	√	√	√	√
6.	DR	-	√	-	√
7.	DS	√	-	√	√
8.	ES	-	√	√	√
9.	FA	√	-	√	√
10.	IM	√	√	√	√
11.	KV	√	√	-	-
12.	KP	-	√	-	-
13.	MK	√	√	√	-
14.	NN	√	√	√	√
15.	RA	√	√	-	√
16.	RM	√	√	-	√
17.	SM	√	-	-	√
18.	TK	√	√	√	√
19.	TY	√	√	-	√
20.	YD	√	-	√	-
21.	YP	√	√	√	√
Total		17	16	13	17

Table 18
The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention to the teacher explanation	17	81%
2	Asking/answering the teacher's question	16	76%
3	Being active in the class	13	62%
4	Being able to do the task	17	81%
Total Students		21	
The percentage of students' learning activity		75 %	

Source: The students' writing essay at the eighth grade of VIII class of SMP Muhammadiyah 1 Trimurjo on October 31st 2019.

Then, the graph of percentage students writing essay in cycle II, as follow:

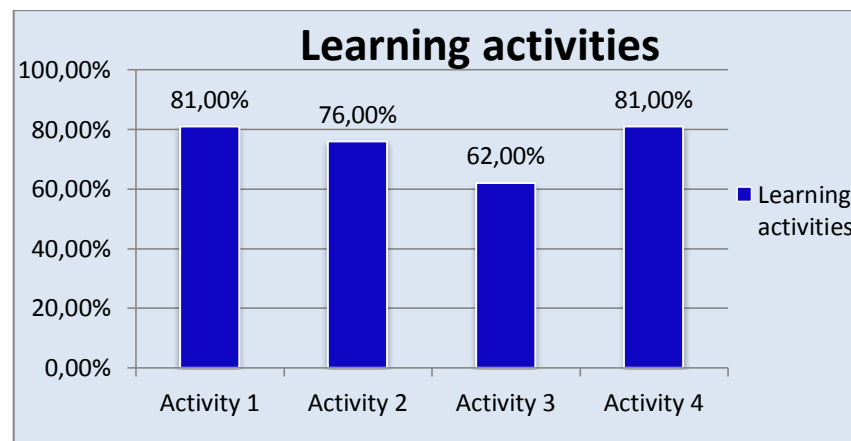


Figure 8
The Percentage of Students writing essay in Cycle II

The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 81%, then, the

students ask/answer the question from the teacher 76% and the students active in the class 62%, and the last the students able do the task 81%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 70\%$.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using double entry journal strategy, the students writing essay would increase.

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 19
The Comparison between Post-Test I Grade and Post-Test II Grade

N O	Name Initial	Post-Test I Grade	Post-Test II Grade	Deviation	Explanation
1.	AK	60	75	10	Increased
2.	AP	53	70	17	Increased
3.	AR	81	88	7	Increased
4.	AS	80	82	2	Increased
5.	AT	79	70	-9	Declined
6.	DR	66	82	16	Increased
7.	DS	49	70	21	Increased

8.	ES	46	74	28	Increased
9.	FA	50	78	28	Increased
10.	IM	69	84	15	Increased
11.	KV	40	49	9	Increased
12.	KP	45	50	5	Increased
13.	MK	49	76	27	Increased
14.	NN	40	54	14	Increased
15.	RA	40	62	22	Increased
16.	RM	80	92	12	Increased
17.	SM	69	82	13	Increased
18.	TK	71	75	4	Increased
19.	TY	68	84	16	Increased
20.	YD	51	75	24	Increased
21.	YP	76	77	1	Increased
Total		1506	1548		
Average		60	74		
The highestgrade		81	92		
The lowest grade		40	50		

Table 20

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

Interval	Criteria	Post-Test I	Post-Test II
≥ 70	Complete	2	17
< 70	Incomplete	19	4
Total		21	21

Then, the graph of students writing essay post-test I and post-test II grade in cycle II could be seen as follow:

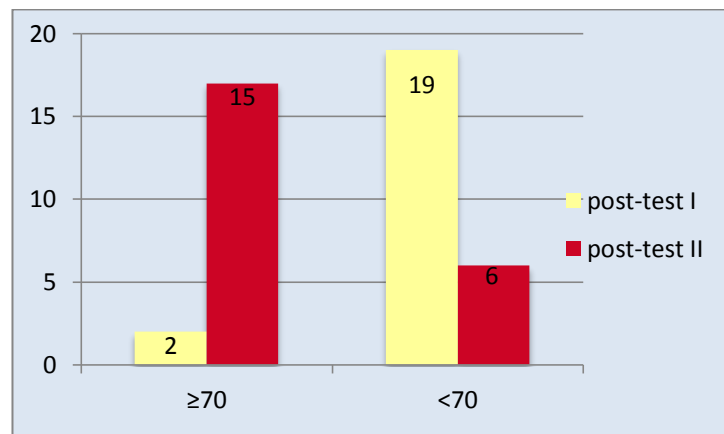


Figure 9
The Percentage of Comparison of Students' grade on
Post-test I and Post-test II

From the table above, it could be seen that the grade of the students in post-test I was various. It could be inferred that 2 students (29%) were successful and 19 other students (71%) were not successful. From the post test II results, the researcher got the percentage of 80%. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was $\geq 75\%$ students got grade 70. It indicated that the students' writing essay was increased.

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 Double Entry Journal strategy increase the students' writing essay.

B. INTERPRETATION

Writing would be easier to understanding when it is supported by the appropriate teaching strategy 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 writing essay by using double entry journal strategy can increase students' writing essay. Double entry journal is strategy for individual revising that reminds the students to investigated the main idea. When double entry journal is done correctly, students are encouraged to develop their own creativity, motivation, and resourcefulness. Therefore, it has proved that double entry journal strategy could be one the interesting strategy to teaching writing essay.

1. Result of Students Learning

a. Result of students Pre- Test Grade

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The researcher obtained the data through test in the form of multiple choice which completed for 60 minutes. It was done on October 10th, 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on pre-test result, it could be inferred that 19 students (10%) were not successful and 2 other students (90%) were successful. The successful students were those

who got the minimum mastery criteria at SMP Muhammadiyah 1 Trimurjoat least 70.

b. Result of Students Post- Test 1 Grade

In this research, to know the students writing essay after implementing the treatment the researcher conducted the post- test I. It was done on October, 17th 2019, based on the result of post-test 1, it could be seen that 6 students (29%) got grade up to the standard and 19 students (71%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

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 fulfilled the MMC yet that was only 29% passed the MMC. The researcher presented the post- test II to measure the students ability after implementing the treatment. The researcher obtained the data through test in the form of writing test which completed for 60 minutes. It could be seen that the grade of the students in post-test II was various. It could be inferred that 15 students (71%) were successful and 6 other students (29%) were not successful. From the post test 2 results, the researcher got the average

of 73. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that was >75% students got grade 70. It indicated that the students' writing essay was increased.

d. 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 21
The Comparison of Writing essay of
Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Grade		
	Pre-Test	Post-Test I	Post-Test II
1.	35	60	75
2.	45	53	70
3.	74	81	88
4.	41	80	82
5.	49	79	70
6.	35	66	82
7.	35	49	70
8.	34	46	74
9.	34	50	78
10.	68	69	84
11.	34	40	49
12.	37	45	50
13.	34	49	76
14.	34	40	54
15.	36	40	62
16.	70	80	92
17.	56	69	82

18.	53	71	75
19.	35	68	84
20.	43	51	75
21.	37	76	77
Total	919	1262	1548
Average	33	60	74
Complete	2	6	17

Table 22
The Comparison of Students' Pre-Test, Post-Test I Grade in
Cycle I and Post-Test II Grade in Cycle II

Interval	Pre-Test		Post-Test I		Post-Test II		Explanation
	frequency	Percentage	F	P	F	P	
≥ 70	2	10%	6	29%	17	81%	Complete
< 70	19	90%	15	71%	4	19%	Incomplete
Total	21	100%	21	100%	21	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. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

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

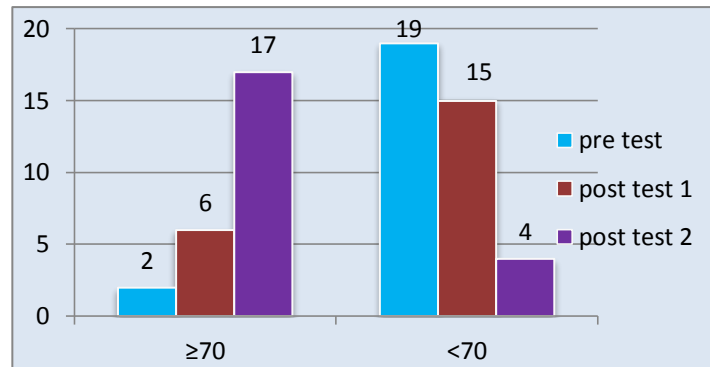


Figure 10
The Comparison Grade of Students Writingessay
in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle I

Based on the graph above, it could be inferred that double entry journal strategy could increase the students' writing essay. 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.

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

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table increasement is as follows:

Table 23
The Presentage of Students 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 explanation	11	52%	17	81%	Increased
2	Asking/answering the teacher's question	6	28%	16	76%	Increased
3	Being active in the class	10	47%	13	62%	Increased
4	Being able to do the task	13	62%	17	81%	Increased
The Average		47%		75%		Increased

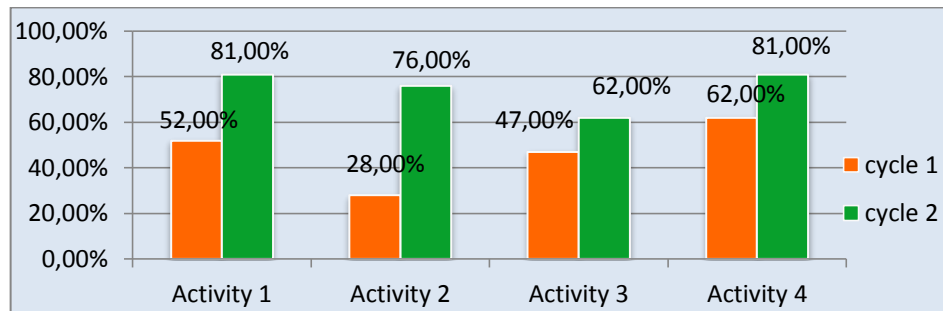


Figure 11
Figure of Learning Activity in Cycle I and Cycle II

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

a) The Students' pay 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 it was only 52% and in cycle II 81%, it is increased 29%.

b) The students ask/answer 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 increased 46%, from cycle I 28%% and cycle II 76%.

c) The students' activeness in the class

The active students in class were increased. It could be seen on the cycle I 47% and cycle II 62%, it was increased 15%.

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 writing essay when double entry journal strategy was applied in learning process from cycle I up to cycle II.

d) The students' ability in doing the task

The students who had done the task were increased. It could be seen on the cycle I 62% and cycle II 81%, it increased 21%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of double entry journal strategy increase the students' in writing essay. There was progress average grade from 33 to 60 and to 73.

Based on the result of pre-survey, it can be inferred 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. The average grade in the pre-test was 19students' did not achieve the criteria (90%).

Moreover, in the post-test I there was 6 students or (28%) passed the test the indicator students get grade ≥ 70 with average 60. Meanwhile, in the post-test II there was 15 students or (73%) 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 got grade 70 was achieved.

C. DISCUSSION

In teaching writing essay to the students' of SMP Muhammadiyah 1 Trimurjo especially in students of VIII class, based on the pre survey there are some problems like some students have lack in grammar mastery. The researcher choose double entry journal strategy to increase the students' writing essay.

The researcher used this strategy to organize students' idea and made students more active in writing essay in learning English. Therefore, it is proved that the implementation of double entry journal strategy increase the students' learning activities using double entry journal strategy. Therefore, double entry journal strategy hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of double entry journal strategy could increase the students' in writing essay. There is progress from the students gets grade ≥ 70 from pre-test 90% or 2 students, post-test I 29% or 6 students and post-test II become 81% or 17 students. It is inferred that there is increase on the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post-test II. 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 got grade ≥ 70 are reached.

The result of the student's activities in cycle I and cycle II are increased. Pay' attention of the teacher' explanation from 52% become 81%, the students' ask/answer question from 28% become 76%, the students' activeness in the class from 47% become 62%, the students' able do the task from 62% become 81%. The result of students' activities in cycle I and cycle II, there is increase in students' learning activity.

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 writing ability could be increased through double entry journal strategy at the eighth graders of SMP Muhammadiyah 1 Trimurjo, as follows:

Double entry journal strategy can increase writing ability at the eighth graders of SMP Muhammadiyah 1 Trimurjo. It can be seen on the progress from pre-test to cycle I and cycle II. The average grade from pre test 33 to post test 60 became 74 in post test II. In cycle I, there were 6 students passed the test. Moreover, in cycle II there were 17 students who get grade ≥ 70 . It means that result of cycle II had already achieved the indicator of success that was 81 % of the students achieve the minimum mastery criteria (MMC).

Double entry journal strategy can increase students' learning activity at the eighth graders of SMP Muhammadiyah 1 Trimurjo. The student's activity in the implementation of cycle I and cycle II is very active and confidence. It means that double entry journal strategy can increase the student's writing ability. The student's writing ability in cycle I and cycle II increases significantly.

B. Suggestion

Based on the conclusion above, there are some suggestions intended to the increasement of teaching and learning process, as follows:

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 teaching learning enjoyable process, such as selecting text or new teaching media.
- b. It is better for the teacher to use double entry journal strategy in English learning especially in writing because it can increase students' writing ability
- 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 increase their ability in writing ability so they can be successful in English learning.

3. For Headmaster

To support the English teacher to use double entry journal strategy in learning process, because this strategy is so helpfull.

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SILABUS SMP Muhammadiyah 1 Trimurjo

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial	<p>Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda</p> <p><i>Fungsi sosial</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek 	2 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan

<p>teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <ol style="list-style-type: none"> Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan Menyebutkan sifat orang, binatang, benda dan bagiannya, dan Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <p>(1) Penyebutan kata benda</p>	<p>benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan</p>	<p>dan sederhana.</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks derkriptif. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. 		<p>dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> Contoh teks dari sumber otentik Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyeng
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	<p>singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(2) Kata ganti <i>it, they, she, we</i>, dst.; <i>our, my, your, their</i>, dst.</p> <p>(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very</i>.</p> <p>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb</p>	<p>unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Siswa membaca 	<p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses 	<p>lish.com</p> <p>- http://americanenglish.state.gov/files/our_files</p> <p>- http://learnenglish.britishcouncil.org/en/</p> <p>- https://www.google.com/</p>
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	<p>secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p>• Secara kolaboratif</p>	<p>pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang,</p>		
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		<p>siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. Siswa memperoleh 	<p>binatang, benda.</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. Lembar soal dan hasil tes 		
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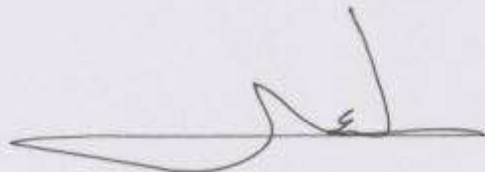
		<p>balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, 			
--	--	---	--	--	--

		<p>memuji, mengkritik, dsb).</p> <ul style="list-style-type: none">• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.• Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
--	--	--	--	--	--

		membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
--	--	--	--	--	--

Mengetahui,

Kepala SMP Muhammadiyah 1 Trimurjo



Abdullah Rifa'i, S.Pd.I
NUPTK. 1250759660200013

Guru Pengampu,



Siti Nurhasanah, S.Pd
NUPTK. 4361757659300033

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Muhammadiyah 1 Trimurjo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/ I

Materi Pokok : Deskriptif teks

Alokasi Waktu : 2 x 40menit

A. Core Competence.

KI1	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 dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan 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, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competence and Indicator

Basic Competence	Indicator
3.10 Apply the text structure and the linguistic element to implement the social function of descriptive text by stating and asking about the descriptions of people, animals, and objects, short and simple, according to the context of its use.	<ul style="list-style-type: none"> • Mention information such as living creatures and objects that are in the text. • Finding some new vocabulary in the text. • Shows structure descriptive text in the text. • Linking information contained in the text into learning activities • Finding mind ideas in the text.

C. Learning Objective:

1. Students are able to demonstrate cooperation in group
2. Students are able to demonstrate a caring and responsible attitude in the process of learning
3. Students are able to develop the creativity in writing descriptive text appropriately.
4. Students are able to describe the objects that are around using English.
5. Students are able to identify the underlying idea, specific and detailed information from the descriptive text.
6. Students able to capture meaning in the descriptive text.
7. Students able to understand the information of the descriptive text.

D. Learning Material

What is Descriptive text?

Descriptive text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Generic Structure of Descriptive text

- Identification: Identifies phenomenon (person, place, or thing) that will be described.
- Description: Describes parts, qualities, characteristics, etc

Language Feature of Descriptive text

- The use of Specific participant (*my house, uncle joko*)
- The use of adjective (*a beautiful beach, a handsome man*)
- The use of adverbial phrases of time and place (*in the garden, two days ago*)
- The use of the simple present tense
- The use of action verbs (*walk, sleep, wake up*)

Example

Way Kambas National Park



Way Kambas National Park is a national park for elephant sanctuary located in Lampung precisely in the LabuhanRatu sub district, East Lampung, Indonesia. Way Kambas National Park, established in 1985, is the first school for elephant in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the Elephant Training Center / Pusat Latihan Gajah (PLG), but the last few years this name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG), which is expected to become a center for elephant conservation in

taming, training, breeding and conserving elephants. Until now, this PKG has trained for about 300 elephants which have been deployed to all over the country. In Way Kambas National Park, there are some endangered animals such as Sumatran Rhinos, Sumatran elephant, Sumatran tiger, MentokRimba, and Buayasepit. There are also so some plants which are mostly found there such as Api-api, Pidada, Nipah, and Pandan. On the marshy coasts of Way Kambas

National Park is often found various species of birds, such as, Lesser Adjutant, Pheasant Blue, Kuau Raja, Pependang Timur, and some other birds.

E. Learning Strategy: Double Entry Journal Strategy

F. Media, Tools, and Source

1. Media : Teks, worksheet
2. Tools : Market, white board
3. Source : Book related topic, Descriptive text , worksheet, answer sheet.

G. Learning Procedure

1st Meeting

Activity	Explanation	Allocation
Pre-activity	<ul style="list-style-type: none"> • Teachers greet students in English and check students ' attendance. • The teacher provided some reference questions regarding the descriptive text material that had been studied at the previous meeting. • Teachers explain the purpose of learning from writing this description text. • Associating daily life activities with materials to be learned 	10 minutes

While-activity	<p>Observing</p> <ul style="list-style-type: none"> • The teachers ask students to form a learning group. • The teacher gives each group a descriptive text to be studied. <p>Questioning</p> <ul style="list-style-type: none"> • With the teacher guidance, students get the chance to about anything in descriptive text. <p>Exploring</p> <ul style="list-style-type: none"> • The teacher asks the students to read the text individually <p>Associating</p> <ul style="list-style-type: none"> • The teacher told students to read the descriptive text then the student closed the text as read. • Teachers gives questions to students and students to answer the question. • Teachers and students write down their answers. • The teacher tells the students to read the text again after read text the students correlate information from the steps one. 	40 minutes
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	<ul style="list-style-type: none"> • The teacher helps students for arranged information about text to create simple sentences and then students make the text content conclusions. <p>Communicating</p> <ul style="list-style-type: none"> • The teacher gives test. • The teacher asks the students to answer some question. 	
Post-activity	<ul style="list-style-type: none"> • Providing on the learning process: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something? • Summing up what is learned today the assignment of about animal. • Presenting a learning activity plan for the next meeting, 	10 Minutes

2st Meeting

Pre-activity	<ul style="list-style-type: none"> • Teachers greet students in English and check students ' attendance. • The teacher provided some reference questions regarding the descriptive text material that had been studied at the previous meeting. • Teachers explain the purpose of learning from writing this description text. • Associating daily life activities with materials to be learned. 	10 minutes
While-activity	<p>Observing</p> <ul style="list-style-type: none"> •The teachers ask students to form a learning group. •The teacher gives each group a descriptive text to be studied. <p>Questioning</p> <ul style="list-style-type: none"> •With the teacher guidance, students get the chance to about anything in descriptive text. <p>Exploring</p> <ul style="list-style-type: none"> •The teacher asks the students to read the text individually 	40 minutes

	<p>Associating</p> <ul style="list-style-type: none"> •The teacher told students to read the descriptive text then the student closed the text as read. •Teachers give questions to students and students to answer the question. •Teachers and students write down their answers. •The teacher tells the students to read the text again, after read text the students correlate information from the steps one. • The teacher helps students for arranged information about text to create simple sentences and then students make the text and conclusion. <p>Communicating</p> <ul style="list-style-type: none"> •The teacher gives test. •The teacher asks the students to answer some question. 	
Post-activity	<ul style="list-style-type: none"> • Providing on the learning process: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. 	10 Minutes

	<p>How do you feel during the lesson? Is there anyone want to say something?</p> <ul style="list-style-type: none"> • Summing up what is learned today the assignment of about animal. • Presenting a learning activity plan for the next meeting, <p>.</p>	
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H. Assessment

Teknik: Unjuk kerja

Petruk cave is one of the leading tourist attractions in kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet character that is petruk. The cave named petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

DOUBLE ENTRY JOURNAL

From the text	From your mind
<ul style="list-style-type: none"> • A passage • Interesting language • Quotation • Key event • Critical fact • Main idea • A problem or conflict 	<ul style="list-style-type: none"> • A reaction • A theory or hypothesis • A comparison • An explanation • A discussion of significance • A discussion of reaction to text

a. Rubric Scoring of Writing Ability

CONTENT	
30 - 27	EXCELLENT TO VERY GOOD : knowledgeable-substantive- etc.
26 - 22	GOOD TO AVERAGE: some knowledge of subject-adequate range – etc.
21 - 17	FAIR TO POOR : limited knowledge of subject-little substance-etc.
16 - 13	VERY POOR : does not show knowledge of subject-non substantive- etc.
ORGANIZATION	
20-18	EXCELLENT TO VERY GOOD : ideas clearly stated-etc.
17-14	GOOD TO AVERAGE : loosely organized but main ideas stand out- etc.
13- 10	FAIR TO POOR : ideas confused
9 – 7	VERY POOR : does not communicate- no organization, etc.
VOCABULARY	
20 - 18	EXCELLENT TO VERY GOOD : effective word/idiom choice and usage- etc.
17 - 14	GOOD TO AVERAGE: adequate range-occasional errors of word/idiom form, choice, usage but meaning not obscured.
13 - 10	FAIR TO POOR: frequent errors of word /idiom form, choice, usage-etc.
9 – 7	VERY POOR: essentially translation-little knowledge of English vocabulary

LANGUAGE USE	
25-22	EXCELLENT TO VERY GOOD: effective complex constructions- etc.
21 – 19	GOOD TO AVERAGE: effective but simple constructions-etc.
17 – 11	FAIR TO POOR: major problems in simple/complex constructions-etc.
10 - 5	VERY POOR: virtually no mastery of sentence construction rules, etc.
MECHANICS	
5	EXCELLENT TO VERY GOOD : demonstrates mastery of conventions- etc.
4	GOOD TO AVERAGE: frequent error of punctuation.
3	FAIR TO POOR: frequent error of punctuation, capitalization.
2	VERY POOR: no mastery of conventions.

Source: Adapted from J.B Heaton Writing English Language Test.

b. Attitude Rubric

No	Aspects	Score
1.	Content	
2.	Organization	
3.	Vocabulary	
4.	Language Use	
5.	Mechanics	

Note:

1 : Excellent

2 : Good

3 : Poor

4 : Very Poor

Trimurjo, Oktober 2019

The Collaborator



Siti Nurhasanah, S.Pd
NUPTK. 4361757659300033

The writer



Putri Desi Wulandari
NPM. 1501070098

Worksheet of Cycle 1**Treatment 1**

Name: JULIA PUSPITA SARI

Class: VIII B

A. Please read the text below carefully!*Text***A Tree**

There are three main parts of a tree. They are crown, trunk, and root. The crown is at the top of the tree. It consists of leaves, branches, and twigs. The crown filters dust and other particles from the air. The leaves produce food for the tree through photosynthesis.

The trunk or stem of a tree supports the crown and gives the tree its shape and strength. The trunk consists of some layers. The layers carry water and minerals up from the roots to the leaves, and they carry sugar down from the leaves to the branches, trunk and roots.

Tree's roots absorb water and nutrients from soil, store sugar and hold the tree upright in the ground. Some roots can go down more than four meters.

B. Write and explain the texts

From the text	From Your mind
Paragraf I Crown : mahkota	Crown function for to make beautifly Flower. also filter dust and other particle from the air
leaf : daun	leaf function is photosynthesis

20
/1

Worksheet of Cycle 1**Treatment 2**

Name: MELDA

Class: VIII^B

A. Please read the text below carefully!

Text

My House

My House is divided into two floors. On downstairs, I have all the important parts of the house such as the kitchen, bathrooms, storage room and parking garage. On upstairs I have one room where I keep the washer and dryer and one big terrace.

Downstairs, the floor is divided in eight rooms, four of them are bedrooms, other two are bathrooms and then one kitchen and one dining room. In my bedroom, I have a lot of things inside, such as a television, a playstation 3, and many trophies. In my sister's bedroom, there is a computer and in the other two bedrooms are for my parent and my other sister.

Normally we eat in everywhere we want, but on Sunday we eat together in the dining room. I really love my house, the place where we could share everything together.

B. Write and explain the texts

From the text	From Your mind
Paragraph 1 <u>Kitchen</u>	My kitchen is place cooking or to save element to eat
<u>bathrooms</u>	bathrooms is place there dischrd water or for to bathe
My House is quit comfortable Parking stage garage	Parking garage is place Put tools transportation Like as engine and car
Storage room	Storage room is place Put about's

50
✓

Worksheet of Cycle 2**Treatment 1**

Name: RISK A MELANDIA

Class: VIII^B

A. Please read the text below carefully!

Text

Panda

I went to the zoo yesterday and I saw panda for the first time. Panda is the very cute animal I've ever seen. It has little eyes with black spots around them. His body is black and white colored. Panda's body is almost look alike with bear. Panda looks like tame animals but it's actually not. Panda eats bamboo and they almost eat 40 kg bamboo in just one day. Panda is animal from china. I like Panda because they're cute.

B. Write and explain the texts

From the text	From Your mind
Paragraf I Zoo	There are tourist Place zoo usually children small go curiousities
body	body panda's big almost like bear
eats	animal there eats bamboo and they almost eat 40 kg bamboo in just one day

60

Name: Kevin Naplian

Class: VIII B

Worksheet of Cycle 2

Treatment 2

A. Please read the text below carefully!

Text

My Classroom

My classroom is quite comfortable. It has almost complete facilities such as desk, chairs, cupboard, and whiteboard.

When you enter my classroom, you will see many chairs. On the left side on my classroom, you can find a cupboard. The cupboard is used to store books and teaching media. Next to the cupboard, there is a big whiteboard. All of the things are arranged neatly in my classroom.

The desk is located in front of the whiteboard or occross from the students' chairs. The desk is covered by the green tablecloth. There is also a flower vase on the right of the vase. This vase make the desk look more beautiful.

B. Write and explain the texts

From the text	From Your mind
My Classroom is quit Comfor tabel desk : meja tulis	to place writing, to put Book, to put pen
My Classroom is quit Comfor tabel Chaire = kursi	to place sitting, to put bag
My clas room is quit Comfor tabel Cap board = lemari	to put, Book, to put pen, Add to put Cluee
My Classroom is quit Comfor tabel Whit board : papan tulis	to place to explain

70

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 1

Subject : English

Class/semester: VIII/Ganjil

School : SMP Muhammadiyah 1 Trimurjo

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	AK	-	✓	✓	✓
2	AP	✓	✓	✓	-
3	AR	-	-	✓	✓
4	AS	-	-	✓	✓
5	AT	✓	-	✓	✓
6	DR	-	-	✓	-
7	KV	✓	-	-	✓
8	ES	✓	✓	-	✓
9	FA	-	-	✓	-
10	IM	✓	-	-	✓
11	OS	✓	-	✓	-
12	KP	✓	✓	✓	-
13	MK	✓	✓	-	✓
14	NN	-	-	✓	-
15	RA	✓	-	-	✓
16	RM	-	✓	-	-
17	SM	-	-	-	✓
18	TK	✓	-	-	✓
19	TY	-	-	-	-
20	YD	✓	-	-	✓
21	YP	-	-	-	✓
TOTAL		11	6	10	13

Note:

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

Metro, Oktober 2019

Collaborator



Siti Nurhasanah, S.pd
NUPTK. 4361757659300033

The writer



Putri Desi Wulandari
NPM: 1501070098

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 2

Subject : English

Class/semester: VIII/Ganjil

School : SMP Muhammadiyah 1 Trimurjo

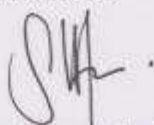
No	Student's Name	The aspects that are observed			
		The students pay attention of teacher's explanation	The students ask & answer question	The students are active in class	The students are able to do the task
1	AK	✓	✓	✓	✓
2	AP	✓	-	✓	✓
3	AR	✓	✓	✓	✓
4	AS	-	✓	-	✓
5	AT	✓	✓	✓	✓
6	DR	-	✓	-	✓
7	KV	✓	-	✓	✓
8	ES	-	✓	✓	✓
9	FA	✓	-	✓	✓
10	IM	✓	✓	✓	✓
11	DS	✓	✓	-	-
12	KP	-	✓	-	-
13	MK	✓	✓	✓	-
14	NV	✓	✓	✓	✓
15	RA	✓	✓	-	✓
16	RM	✓	✓	-	✓
17	SM	✓	-	-	✓
18	TK	✓	✓	✓	✓
19	TY	✓	✓	-	✓
20	YD	✓	-	✓	-
21	YP	✓	✓	✓	✓
TOTAL		17	16	13	17

Note:

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

Metro, Oktober 2019

Collaborator



Siti Nurhasanah, S.pd
NUPTK. 4361757659300033

The writer



Putri Desi Wulandari
NPM: 1501070098

**Scoring Table of Writing Test
Pre Test**

No	Name	C	O	V	LU	M	TOTAL GRADE
1	AK	13	7	7	6	2	35
2	AP	13	8	10	11	3	45
3	AR	22	14	17	17	4	74
4	AS	13	7	8	10	3	41
5	AT	13	12	10	11	3	49
6	DR	13	7	7	6	2	35
7	DS	13	7	7	6	2	35
8	ES	13	7	7	5	2	34
9	FA	13	7	7	5	2	34
10	IM	21	14	10	19	4	68
11	KV	13	7	7	5	2	34
12	KP	13	7	10	5	2	37
13	MK	13	7	7	5	2	34
14	NN	13	7	7	5	2	34
15	RA	13	8	8	5	2	36
16	RM	22	14	14	17	3	70
17	SM	17	14	10	11	4	56
18	TK	17	12	10	11	3	53
19	TY	13	7	7	6	2	35
20	YD	13	7	10	10	3	43
21	YP	13	7	7	8	2	37
Total of all students' grade							919
Total all of the students (n)							21
The highestgrade							50
The lowestgrade							17
Average							44

Note of Writing Criteria Symbol

No	Symbol	Criteria
1	C	Content
2	O	Organization
3	V	Vocabulary
4	LU	Language Use
5	M	Mechanics

Source: J.B Heaton's Writing Rubric

TABLE OF TEST SPECIFICATION

PRE-TEST

Writing Test

Basic Competence	Performance Goal	Written Test of Writing
3.10 Arrange the simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.	1. The students are able to arrange simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.	<i>Compose a descriptive text about one of the following topics!</i> <i>a. My Family</i> <i>b. Sari Ringgung Beach</i> <i>c. Lampung</i>

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at SMP Muhammadiyah 1 Trimurjo

THE PRE-TEST

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Waktu : 20 menit

Direction: Choose and write one of the themes of the descriptive text below!

1. My Family
2. Sari Ringgung Beach
3. Lampung

Lampung place live's

Lampung place live's. ① in Lampung, Lampung is territory the one who, in Lampung still
~~the one who fresh, know it's like a city in Lampung~~ Because that I happy & that Lampung
 And that Lampung still many beach the one who beautiful

that story's place Lampung

Thank you

$$13 + 7 + 7 + 6 + 2 = 35$$

**Scoring Table of Writing Test
Post Test 1**

No	Name	C	O	V	LU	M	TOTAL GRADE
1	AK	14	13	13	15	5	60
2	AP	15	10	12	12	4	53
3	AR	26	17	17	17	4	81
4	AS	26	17	17	17	3	80
5	AT	22	17	17	19	4	79
6	DR	22	16	14	11	3	66
7	DS	13	13	10	9	4	49
8	ES	13	13	10	7	3	46
9	FA	13	10	13	11	3	50
10	IM	15	8	10	10	4	69
11	KV	13	7	7	5	2	40
12	KP	13	8	9	5	2	45
13	MK	13	9	12	10	5	49
14	NN	13	8	9	7	3	40
15	RA	13	7	7	5	2	40
16	RM	24	16	16	19	5	80
17	SM	22	13	13	17	4	69
18	TK	23	17	17	10	4	71
19	TY	22	15	17	10	4	68
20	YD	15	10	11	11	4	51
21	YP	22	14	17	19	4	76
Total of all students' grade							1262
Total all of the students (n)							21
The highest grade							81
The lowest grade							34
Average							60

Note of Writing Criteria Symbol

No	Symbol	Criteria
1	C	Content
2	O	Organization
3	V	Vocabulary
4	LU	Language Use
5	M	Mechanics

Source: J.B Heaton's Writing Rubric

TABLE OF TEST SPECIFICATION

POST-TEST1

Writing Test

Basic Competence	Performance Goal	Written Test of Speaking
3.10 Arrange the simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.	2. The students are able to arrange simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.	Compose a descriptive text about one of the following topics! <i>d. Beloved Mother</i> <i>e. Lovely Cat</i> <i>f. My New Car</i>

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at SMP Muhammadiyah 1 Trimurjo

Post-Test 1 of Writing Ability sheet in Descriptive text

Name: Kevin Viklian

Class: VIII B

Direction: Choose and write one of the themes of the descriptive text below!

1. Beloved Mother
2. Lovely Cat
3. My new Car

lovely cat

My cat name Black, my cat has a Black white color, my cat like playing with me. my cat one years old, it Doesnot like water it has a green eyes, and a smooth fur.

$$13 + 13 + 10 + 9 + 4 = 49$$

**Scoring Table of Writing Test
Post Test 2**

No.	Name	C	O	V	LU	M	Total Grade	Criteria
1.	AK	22	12	18	19	4	75	Complete
2.	AP	22	18	20	17	3	70	Complete
3.	AR	27	18	19	20	4	88	Complete
4.	AS	22	20	20	17	3	82	Complete
5.	AT	20	12	15	18	5	70	Complete
6.	DR	25	18	15	20	4	82	Complete
7.	DS	15	16	17	19	3	70	Incomplete
8.	ES	20	18	14	18	4	74	Complete
9.	FA	22	17	17	19	3	78	Complete
10.	IM	27	14	18	21	4	84	Complete
11.	KV	13	9	14	11	2	49	Incomplete
12.	KP	13	12	17	6	2	50	Incomplete
13.	MK	22	17	14	20	3	76	Complete
14.	NN	15	12	15	10	2	54	Incomplete
15.	RA	18	15	12	17	3	62	Incomplete
16.	RM	27	18	20	21	5	92	Complete
17.	SM	22	18	18	20	4	82	Complete
18.	TK	22	17	17	17	4	75	Complete
19.	TY	23	18	22	17	4	84	Complete
20.	YD	20	16	17	19	3	75	Complete
21.	YP	22	18	17	16	4	77	Complete
Total of all students' grade							1548	
Total all of the students (n)							21	
The highest grade							92	
The lowest grade							49	
Average							74	

Adapted from J.B Heaton Writing English Language Test.

TABLE OF TEST SPECIFICATION

POST TEST 2

Writing Test

Basic Competence	Performance Goal	Writing Test Items of Writing
3.10 Arrange the simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.	3. The students are able to arrange simple oral and written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account the purpose, structure of the text, and elements of language, correctly and in accordance with the context.	Compose a descriptive text about one of the following topics! g. <i>My Favorite Singer</i> h. <i>My School</i> i. <i>My Home</i>

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English teacher at SMP Muhammadiyah 1 Trimurjo

Post-Test 2 of Writing Ability sheet in Descriptive text

Name: Kevin Virliani

Class: VIII_B

Direction: Choose and write one of the themes of the descriptive text below!

1. My favorite singer
2. My School
3. My home

My School

My School is located in Trimurjo, near the highway. My School is very strategic because it is located near the road. The name of my teacher that are Mr. Paipai, Mr. Herman, Mr. Satiro, Mr. Suparno, Mr. Eko, and Mr. Iwan.

Beside a male teacher, I have a lot female teachers, my teachers are Mrs. Yuli, Mrs. Siti Zubaidah, Mrs. Meri, Mrs. Eko, and many more. My School combined with high school. I also a lot of friends in the class. Like Wira, Nugi, Dora, Riki, Ied, and many more. At the time of the morning we go to pray dhuhur together, after that we Tadarus Al-Qur'an, After Tadarus we enter class for study. After study we pray dhuhur, After pray dhuhur we return home.

that it is story School's from self's

so and so much thank you

$$15 + 16 + 17 + 19 + 3 = 70$$

DOCUMENTATION

1. Pre Test



2. Treatment 1 Cycle 1



3. Treatment 2 Cycle 1



4. Post Test 1



5. Treatment 1 Cycle 2



6. Treatment 2 Cycle 2



7. Post Test 2



Field Note Table

No	Date	Field Note Result
1.	October 10 th 2019 09.00-10.30	The Students still difficult for writing in descriptive text. The Students have motivation in learning.
2.	October 16 th 2019 09.00-10.30	The Students have Progress in writing but sometimes they still forget in grammar.
3.	October 17 th 2019 09.00-10.30	The students are good in writing. The students active in learning.
4.	October 23 th 2019 09.00-10.00	The students have lack in vocabulary.
5.	October 24 th 2019 09.00-10.00	The students still confuse in grammar.
6.	October 30 th 2019 09.00-10.00	The students understand with grammar, so they write paragraph well.
7.	October 31 st 2019 09.00-10.00	The students have more knowledge vocabularies and increase their writing ability.

ABSEN SISWA

SMP MUHAMMADIYAH 1 TRIMURJO

NO.	NAMA	MEETING						
		1	2	3	4	5	6	7
1	Adi Kurniawan	Am	Am	Am	Am	Am	Am	Am
2	Aisyah Putri Nurma	Am	Am	Am	Am	Am	Am	Am
3	Akbar	Am	Am	Am	Am	Am	Am	Am
4	Alpin Saputra	Am	Am	Am	Am	Am	Am	Am
5	Apin	Am	Am	Am	Am	Am	Am	Am
6	Dafa Rifqi Jaenudin	Am	Am	Am	Am	Am	Am	Am
7	Desilia Sri Utami	Am	Am	Am	Am	Am	Am	Am
8	Ferry Anwar	Am	Am	Am	Am	Am	Am	Am
9	Imelda	Am	Am	Am	Am	Am	Am	Am
10	Kevin Virlian	Am	Am	Am	Am	Am	Am	Am
11	Kurnia Puspita Sari	Am	Am	Am	Am	Am	Am	Am
12	Nugi Nugroho	Am	Am	Am	Am	Am	Am	Am
13	Riki Aditya Pratama	Am	Am	Am	Am	Am	Am	Am
14	Riska Melandia	Am	Am	Am	Am	Am	Am	Am
15	Salsabila Meisya Putri	Am	Am	Am	Am	Am	Am	Am
16	Tri Karningsih	Am	Am	Am	Am	Am	Am	Am
17	Tri Yuliana	Am	Am	Am	Am	Am	Am	Am
18	Yuda Wiranata	Am	Am	Am	Am	Am	Am	Am
19	Yulia Puspita Sari	Am	Am	Am	Am	Am	Am	Am
20	Eki Sandika	Am	Am	Am	Am	Am	Am	Am
21	M. Khoirul Aziz	Am	Am	Am	Am	Am	Am	Am

Nomor : B-3061/In.28.1/J/TL.00/09/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH 1 TRIMURJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	: PUTRI DESI WULANDARI
NPM	: 1501070098
Semester	: 9 (Sembilan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: THE IMPLEMENTATION OF DOUBLE ENTRY JOURNAL STRATEGY TO INCREASE STUDENTS' WRITING ABILITY OF THE EIGHTH GRADE AT SMP MUHAMMADIYAH 1 TRIMURJO CENTRAL LAMPUNG

untuk melakukan *pra-survey* di SMP MUHAMMADIYAH 1 TRIMURJO.

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

Wassalamu'alaikum Wr. Wb.

20 September 2019
Ketua Jurusan
Pendidikan Bahasa Inggris

Anwar Subhan Roza, M.Pd
1506102008011014



**MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH TRIMURJO
SMP MUHAMMADIYAH I TRIMURJO**

TERAKREDITASI B NSS/NPSN. 201120209025/10801854

Alamat : Jalan Raya Trimurjo Kecamatan Trimurjo Kabupaten Lampung Tengah Kode Pos 34172

E-mail : smpmitrimurjo@gmail.com

SURAT KETERANGAN

Nomor : 274/TV.4.AU/KET/2019

Yang bertanda tangan dibawah ini Kepala SMP Muhammadiyah I Trimurjo Kecamatan Trimurjo Kabupaten Lampung Tengah menerangkan bawah :

Nama	: PUTRI DESI WULANDARI
NPM	: 1501070098
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris

Telah melaksanakan pra survey disekolah yang kami pimpin. Adapun Pra Survey tersebut dilaksanakan dalam rangka penyelesaian tugas akhir/skripsi dengan judul **"THE IMPLEMENTATION OF DOUBLE ENTRY JOURNAL STRATEGY TO INCREASE STUDENTS' WRITING ABILITY OF THE EIGHTH GRADE AT SMP MUHAMMADIYAH I TRIMURJO CENTRAL LAMPUNG "**.

Demikian surat keterangan ini kami buat dan kami berikan pada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

06 November 2019
Kepala Sekolah,

Abdullah Rifa' I.S.Pd.I
NBM: 1036960



Nomor : B-3174 /In.28.1/J/PP.00.9/10/2019

08 Oktober 2019

Lamp : -

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Ahmad Subhan Roza, M.Pd (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Putri Desi Wulandari
NPM : 1501070098
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Implementation Of Double Entry Journal Strategy To Increase Students' Writing Ability Of The Eighth Grade At SMP Muhammadiyah 1 Trimurjo Central Lampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan $\pm 1/6$ bagian
 - b. Isi $\pm 2/3$ bagian
 - c. Penutup $\pm 1/6$ bagian

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

Wassalamu'alaikum Wr. Wb.



A. Subhan Roza, M.Pd
NIP. 19750610 2008011049



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

130

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

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

SURAT TUGAS

Nomor: B-3295/In.28/D.1/TL.01/10/2019

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

Nama : **PUTRI DESI WULANDARI**
NPM : 1501070098
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP MUHAMMADIYAH 1 TRIMURJO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF DOUBLE ENTRY JOURNAL STRATEGY TO INCREASE STUDENTS' WRITING ABILITY OF THE EIGHTH GRADE AT SMP MUHAMMADIYAH 1 TRIMURJO 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 : 16 Oktober 2019





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

131

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.lain@metrouniv.ac.id

Nomor : B-3296/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP MUHAMMADIYAH 1
TRIMURJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3295/In.28/D.1/TL.01/10/2019, tanggal 16 Oktober 2019 atas nama saudara:

Nama : **PUTRI DESI WULANDARI**
NPM : 1501070098
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP MUHAMMADIYAH 1 TRIMURJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF DOUBLE ENTRY JOURNAL STRATEGY TO INCREASE STUDENTS' WRITING ABILITY OF THE EIGHTH GRADE AT SMP MUHAMMADIYAH 1 TRIMURJO 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, 16 Oktober 2019

Dekan I,



Dra. Isti Fatonah MA

NIP 19670531 199303 2 003



MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH TRIMURJO
SMP MUHAMMADIYAH TRIMURJO

TERAKREDITASI B NSS/NPSN. 201120209025/10801854

Alamat : Jalan Raya Trimurjo Kecamatan Trimurjo Kabupaten Lampung Tengah Kode Pos 34172.

E-mail : smpmtrimurjo@gmail.com

SURAT KETERANGAN

Nomor : 270/IV.4.AU/KET/2019

Yang bertanda tangan dibawah ini Kepala SMP Muhammadiyah 1 Trimurjo Kecamatan Trimurjo Kabupaten Lampung Tengah, meerangkan bahwa :

Nama	: PUTRI DESI WULANDARI
NPM	: 1501070098
Jurusan	: Pendidikan Bahasa Inggris
Semester	: 9 (Sembilan)

Nama tersebut diatas telah melakukan Research/Survey di SMP Muhammadiyah 1 Trimurjo, Kecamatan Trimurjo, Kabupaten Lampung Tengah.

Dalam rangka menyelesaikan tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF DOUBLE ENTRY JOURNAL STRATEGY TO INCREASE STUDENTS' WRITING ABILITY OF THE EIGHTH GRADE AT SMP MUHAMMADIYAH 1 TRIMURJO CENTRAL LAMPUNG"

Demikian Surat keterangan ini dibuat semoga dapat dipergunakan dengan sebaik-baiknya.

Trimurjo, 31 Oktober 2019
Kepala Sekolah



Abdullah Rifai, S.Pd.I
NBM 1036960



SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : PUTRI DESI WULANDARI

NPM : 1501070098

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : **READ, DISCUSS, AND LEARN**

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : PUTRI DESI WULANDARI

NPM : 1501070098

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul : **READ, DISCUSS, AND LEARN**

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

SURAT KETERANGAN BEBAS PUSTAKA

Nomor : P-1017/In.28/S/OT.01/11/2019

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

Nama : PUTRI DESI WULANDARI
NPM : 1501070098
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070098.

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, 04 Desember 2019
Kepala Perpustakaan



Drs. Mokhammad Sudin, M.Pd.
NIP. 195808311981031001



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

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34114
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, Email: iaim@metrouniv.ac.id

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

Nama : Putri Desi Wulandari Jurusan/ Fakultas : TBI
NPM : 1501070098 Semester/TA : IX / 2019

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	28 Nov 2019	✓		- Revise Cover - Revise abstract - add more reference in ch II - Revise Conclusion	
2.	29 Nov 2019	✓		- Revise presentage of Comparison of student's grade on Post-test I and Post-test II	
3.	2 Des 2019	✓		<i>M. Mulyono</i>	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



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

Jl. Ki Hajar Dewantara Kampus 15 A Iring Mulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id Email: iaim@metrouniv.ac.id

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

Nama : Putri Desi Wulandari Jurusan/ Fakultas : TBI
NPM : 1501070098 Semester/TA : IX / 2019

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	Juniat 1/11-19		✓	explain the sue of t26 be 7.	
2.	Juniat 8/11-19		✓	elaborate more abt the using of DEI for your research	
3.	Juniat 22/11-19		✓	Acc ch. 15	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

CURRICULUM VITAE



PUTRI DESI WULANDARI was born in Harapan Rejo, Seputih Agung, Lampung Tengah on April, 8th 1997. She is the last children from happy couple namely Mr. Kuslan Hadi Prayetno and Mrs. Nurhayati.

She took her elementary school at Elementary School for 6 years at SDN 01 Harapan Rejo, from 2003-2009. She continued her study in SMP Swadiri 1 Seputih Agung, for 3 years from 2009-2012. In line with her focus on the study, she decided to continue her study in SMAN 1 Seputih Agung from 2012-2015. Then, she was registered as a S1 student of English Education Department of The State Institute for Islamic Studies (IAIN) of Metro on 2015-2019. Many things she has gotten in the classroom and she hoped get job soon after graduate.