

AN UNDERGRADUATE THESIS

**THE USE OF HAMBURGER STRATEGY IN IMPROVING
WRITING SKILL AMONG THE ELEVENTH GRADE OF MA
MA`ARIF NU 5 SEKAMPUNG**

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019 M**

AN UNDERGRADUATE THESIS
THE USE OF HAMBURGER STRATEGY IN IMPROVING WRITING
SKILL AMONG THE ELEVENTH GRADE OF MA MA`ARIF NU 5
SEKAMPUNG IN THE ACADEMIC YEAR 2019/2020

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ABSTRACT

BY:

SINTIA MARCELLA ANGGELINA

The purpose of this research is to investigate whether the use of hamburger strategy can improve students' writing skill and their learning activity. The focused on this research is students writing skill. It is related to the problem identification that the students have inadequate writing skill. Therefore, using Hamburger strategy to improve their writing skill, Hamburger strategy is a writing organizer strategy that visually outlines the key components of a paragraph.

In this case the researcher used classroom action research which is done in two cycles. Each cycle consist of planning, acting, observing, reflecting and field note. The subjects of this research were 22 students of the Eleventh grader. In collecting data the researcher used test (pre-test, post test 1 and post test2), observation and documentation. The research was conducted collaboratively with an English teacher.

The result of this research shows that there is improving writing skill and their learning activity. It can be seen from the average result score of pre-test 51, post-test I 72 and post test II 83. In addition, the average in their learning activity is 84%. The researcher concluded that there is significant improving of using Hamburger strategy on the students' writing skill and their learning activity among the eleventh grade of MA Ma`arif NU 5 Sekampung.

(Key Words : Writing skill, Hamburger Strategy, Classroom action research)

**PENGUNAAN STRATEGI HAMBURGER DALAM MENINGKATKAN
KEMAMPUAN MENULIS DI KELAS SEBELAH MA MA`ARIF NU 5
SEKAMPUNG**

ABSTRAK

OLEH:

SINTIA MARCELLA ANGGELINA

Tujuan dari penelitian ini adalah untuk menyelidiki apakah penggunaan strategi hamburger dapat meningkatkan keterampilan menulis siswa dan aktivitas belajar siswa. Fokus pada penelitian ini adalah keterampilan menulis siswa. Hal ini terkait dengan identifikasi masalah bahwa siswa memiliki keterampilan menulis yang tidak memadai. Oleh karena itu, menggunakan strategi Hamburger untuk meningkatkan keterampilan menulis mereka, strategi Hamburger adalah strategi menulis organizer yang secara visual menguraikan komponen kunci dari suatu paragraf.

Dalam hal ini peneliti menggunakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan, refleksi, dan catatan lapangan. Subjek penelitian ini adalah 22 siswa kelas XI. Dalam mengumpulkan data peneliti menggunakan tes (pre-test, post test 1 dan post test 2), observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan seorang guru bahasa Inggris.

Hasil penelitian ini menunjukkan bahwa ada peningkatan keterampilan menulis dan aktivitas belajar siswa. Hal ini dapat dilihat dari skor rata-rata hasil pre-test 51, post-test I 72 dan post test II 83. Dalam aktivitas belajar siswa menjadi 84%. Peneliti menyimpulkan bahwa ada peningkatan yang signifikan menggunakan strategi Hamburger pada keterampilan menulis siswa dan aktivitas belajar siswa di antara kelas sebelas MA Ma`arif NU 5 Sekampung.

(Kata Kunci : Kemampuan Menulis, Strategi Hamburger, Penelitian Tindakan Kelas)



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

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RATIFICATION PAGE

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STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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

Metro, 12 December 2019
The Researcher


Sintia Marcella Angelina
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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

Actually with difficulties there is easy.

(Q.S Al Insyirah : 6)

DEDICATION PAGE

I dedicate this undergraduate thesis to:

1. My beloved parents, Mr. Agustinus, and Mrs. Yuyun Marconah who always support me in finishing this thesis.
2. My beloved sister and her son, Iis Marlina and M. Raffa Azka Putra.
3. My best friends, they are Khoirotun Nisa, Farida Misnia Asnah, Helmi Sakti Lestari, Ferliana Aryantika, Lina Fitriana and Sri Astutik who always help me in finishing this thesis.
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With limitation of the writer ability, certainly this undergraduate thesis has many mistakes in writing and presentation items. Therefore the writer apologize, hopefully this research can be benefit to all of us properly.

Metro, 12 December 2019

The Writer



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CHAPTER I

INTRODUCTION

A. Background of the Study

English has been commonly accepted as an active universal language in the world. People who study English consider it as their personal proficiency. Therefore, nowadays many people, particularly students, ought to master English. Mastering English is an important value for the students to have. By mastering the language the students can improve themselves both in academic and life skill. Once the students can comprehend it, he or she can be well accepted by the society. The language widely used as a means of communication in the world is English. It is an international language in the world. Therefore, it is important for people to learn it.

Moreover, particularly in Indonesia, English is one of foreign languages. It is the most famous foreign language which is taught from elementary school up to university school level. By learning English, the students are expected to absorb and keep up with the development of science, technology and art. English is one of the compulsory subjects in junior high schools. In Indonesian curriculum there are four major skills which have to be taught in the English teaching and learning process. Those are listening, speaking, reading and writing. Learners must learn to listen, speak, read, and write in English and master the four English major

skills to achieve the teaching purposes. One of the language skills that must be mastered by any foreign language learners is the ability to write.

Writing is one of language skills that conveys meaningful information from the writer to the reader in written form. By writing, learners can express their feelings, ideas, thoughts, emotions, and attitudes. In writing the writers have to produce words, phrase, sentences, and paragraphs at the same time. Furthermore, writing is the process of arranging words to sentences or paragraphs which are meaningful. The sentences or the paragraphs are the result of someone's ideas and thought, their feeling and sometimes their opinion that they want to convey for the readers. It can be a message or medium for communication to other people. The truth is that writing is a process of discovery that involves a series of steps.

In addition, writing is one of the important skills in teaching English because it is one of the capabilities in teaching English. It needs basic knowledge which makes students fill all necessary things to comprehend writing such as grammar, vocab coherence, cohesion, expression, etc. Writing ability has benefits especially in the teaching and learning process. These benefits include of expanding and increasing vocabulary, improving writing fluency in writing and composing sentences. An essay its nature relates to language and life, writing activities to improve the ability of organize, and encouraging prospective

writers to be accustomed to developing a personal writing style and used to seeking organization that fits his own ideas.

Writing skill in English is influenced by various aspects that can be categorized into aspects of linguistics and non-linguistic aspects. Linguistic aspects that affect writing including of vocabulary mastery, grammar mastery, reading ability, punctuation and writing mechanic. Mastery of high English vocabulary will make it easier for writers to disclose information through writing by using the right word diction. Grammar mastery will help the writer to construct the message to be written with the right language structure. The ability to read well will provide input to the author in the form of vocabulary input and grammar so that the quality of the writing will be better. The proper use of punctuation and writing mechanic will produce quality writing that has quality coherence and cohesive. The ability to understand the context of writing will strengthen the results of writing.

Furthermore, the ability of writing in English is also influenced by non-linguistic aspects including of psychological aspects, environmental support, media learning, teaching strategy and writing habits. Psychology aspects also contribute to efforts to improve writing skills so writers must have high motivation, interest, self esteem and self confidence. Environmental support significantly supports the ability to writing English that can be obtained from parents, classmate, society and learning community. The use of interesting media in the writing process will

increase the motivation and interest of the writer. The appropriate teaching strategy in the process of improving writing skills will create an effective learning process. Writing habits greatly affect the quality of reading comprehension skills because the more often someone writes the better the quality of the results.

However, writing is not an easy thing to master English learners. There are many problems faced by the author in the process of writing in English. Problems in writing are due to limitations of linguistic and non-linguistic aspects. The linguistic limitations which are the causes of weak writing skills include the lack of English vocabulary, poor grammar mastery, reading ability, punctuation and writing mechanic. The limited English vocabulary owned by the author will make it difficult for them to reveal the message that will be written. The weak mastery of grammar causes the author to be unable to construct the message content with the right sentence structure. The low reading ability in English causes writers to have various comprehensive inputs so that they have limited knowledge. The weakness of the ability to apply the concept of punctuation and writing mechanic causes the writing results to be difficult to understand and untidy.

Furthermore, the problems in writing are also caused by various non-linguistic aspects which include the lack of suitable teaching and writing strategies, the lack of interesting learning media used in the author, lack of support from the environment, lack of motivation and interest in

writing. Teaching writing strategies that are less precise with the aim will cause the writing learning process to be ineffective and boring so that students become less motivated in writing. Monotonous media for learning writing will create a saturating and difficult writing learning process. The limited support from the environment both from parents, classmates and the community to write causes weak motivation and interest in the writing process.

Related with the above speaking problems, the researcher has conducted a pre-survey to detect writing problems among the eleventh grade of MA Ma`arif NU 5 Sekampung. Pre-survey was conducted October 9th 2019. The pre-survey results are illustrated in the following table. As for the pre survey results illustrated in the following table:

Table 1

**The Data of Pre-survey Result Writing Skill Among The Eleventh Grade of
MA Ma`arif NU 5 Sekampung**

No	Students' Name	Grade	Criteria
1	APZ	56	Incomplete
2	AKA	62	Incomplete
3	AKS	55	Incomplete
4	ADI	58	Incomplete
5	APN	61	Incomplete
6	FK	88	Complete
7	KB	64	Incomplete
8	KS	63	Incomplete
9	LS	59	Incomplete
10	M	50	Incomplete
11	MDA	54	Incomplete
12	MR	85	Complete
13	MZA	66	Incomplete
14	NRD	58	Incomplete
15	NLI	58	Incomplete
16	NLA	87	Complete
17	PA	58	Incomplete
18	PW	54	Incomplete
19	RK	61	Incomplete
20	RR	64	Incomplete
21	S	67	Incomplete
22	SN	77	Complete

The pre-survey results related to writing skills above were categorized into complete and incomplete criteria based on the Minimum Mastery Criteria (MMC) of English subjects in the eleventh grade of MA Ma`arif NU 5 Sekampung. The results of the pre-survey results categorization are illustrated in the following table:

Table 2

The Data of Pre-Survey Result Categorization Writing Skill Among The Eleventh Grade of MA Ma`arif NU 5 Sekampung

No	Grade	Frequency	Percentage	Criteria
1	≥ 75	4 students	18 %	Complete
2	< 75	18 students	82%	Incomplete

Total of students (n) = 22

The pre-survey results above indicate that the percentage of students whose writing skill is able to achieve the Minimum Mastery Criteria (MMC) is 18%. Meanwhile, the percentage of students who are writing inability to reach the Minimum Mastery Criteria (MMC) is 82%. This means that the percentage of students who are able to reach the Minimum Mastery Criteria (MMC) is less than the percentage of students who are unable to reach the Minimum Mastery Criteria (MMC). Therefore, it is concluded that the writing skill of students among the eleventh grade of MA Ma`arif NU 5 Sekampung is insufficient.

Moreover, the writing problems of the eleventh grade in MA Ma`arif NU 5 Sekampung is caused by the limited vocabulary they have, poor grammar mastery, insufficient reading skill, difficulty in determining the context of the situation to be written. Besides that the weak writing skill of the eleventh grade in MA Ma`arif NU 5 Sekampung is also caused by their low motivation and interest in writing in English, the limited learning media that are interesting to use in the writing learning process.

Furthermore, in connection with writing problems experienced by the eleventh grade in MA Ma`arif NU 5 Sekampung classes, efforts need to be made to improve their writing skills. One effort to improve the writing skills is to apply the right teaching strategy. One strategy that is suitable for improving writing skills is “hamburger strategy”. Hamburger strategy is a writing organizer strategy that visually outlines the key components of a paragraph. When writing by using hamburger strategy, the students will learn to remember how to build the paragraph and the importance of each component. For example, without the meat, the paragraph would be the equivalent of a cheese sandwich and would not fill you up as much. Without the buns or the condiments, the paragraph would be too plain and would not excite the reader.

Therefore, the great efforts to increase students in eleventh grade of MA Ma`arif NU 5 Sekampung will be carried out by implementing a classroom action research using the hamburger strategy. It is hoped that

the hamburger strategy is very effective to improve the writing skills among the eleventh grade of MA Ma`arif NU 5 Sekampung. Therefore the researcher will conduct a study entitled "The Use of Hamburger Strategy in Improving Writing Skill Among The Eleventh Grade of MA Ma`arif NU 5 Sekampung in The Academic Year 2019/2020"

B. Problem Identification

Based on the problems experienced in the eleventh grade of MA Ma`arif NU 5 Sekampung that were obtained from the pre-survey results, the researchers identified several research problems including the following:

1. The students have limited English vocabulary,
2. The students have poor grammar mastery,
3. The students have insufficient reading skill,
4. The students get difficulty in determining the context of the situation to be written,
5. The students have inadequate writing skill.

C. Problem Limitation

Based on the problems that have been identified, the writer limits the research problem by focusing on the inadequate writing skill of students. This research is in the form of classroom action research by implementing hamburger strategy. Therefore, the title of this research is "The Use of Hamburger Strategy in Improving Writing Skill Among The

Eleventh Grade of MA Ma`arif NU 5 Sekampung in The Academic Year 2019/2020"

D. Problem Formulation

Based on the problem limitation above, the researcher formulated the research problems as follows: "Can the use of hamburger strategy improve students' writing skill and their learning activity among the eleventh grade of MA Ma`arif NU 5 Sekampungin the Academic Year 2019/2020"?

E. Objective and benefits of the study

1. Objective of the study

Based on the problem formulation, the researcher determines the research objectives as follows: "To Investigate whether the use of hamburger strategy can improve students' writing skill and their learning activity among the eleventh grade of MA Ma`arif NU 5 Sekampungin the academic year 2019/2020"

2. Benefits of the study

This study has benefits not only for students, but also for English teachers and MA Ma`arif NU 5 Sekampung

a. For the students

This research is expected to be useful for students as a valuable moment for them in learning English writing. Students

will gain interesting experience through applying hamburger strategy. It is hoped that through the application of hamburger strategy in writing teaching students can be more motivated and interested in the process of writing so that the quality of their writing will be better.

b. For the English teachers

This research is expected to be useful for English teachers as inspiration in writing teaching which is related to the application of the strategy of teaching in teaching writing. Through this research, it is expected that English teachers can take advantage of increasing the writing creativity of creativity which is more motivational and not monotonous.

c. For the headmaster

This research is expected to be useful for principals as a guideline to consider policies in the form of English language teaching programs. through this research, the principal can also help improve the quality of students' writing in the form of completing teaching media, training in English teaching methods and various other programs as an effort to improve students' English.

F. Prior research

This research will be carried out by considering several previous studies as a basis for guidelines for researchers to determine each

important step in this study. The first prior research is carried out by Clara Oktaviani Lasaka, Jamiluddin, Erniwati.¹ With the title of research Effect of Using Paragraph Hamburger Strategy on Students Writing Achievements. The first prior research method is quasi experimental research design. The first prior research sample is 30 students from the seventh graders. The purpose of the research from the first prior research is to finding out the effect of Paragraph Hamburger Strategy on writing skills achievement of grade seven students at SMPN 15 Palu. Variables which are examined by the first prior research include writing. The results of research from the first prior research show that using Paragraph Hamburger Strategy has positive effect on writing achievements of grade seven students at SMPN 15 Palu in descriptive text.

This research and the first prior research have similarities and differences. The similarity between this research and the first prior research lies in the similarity of the variables examined, namely the hamburger strategy. The following equation lies in the similarity of the research objectives. This research and the first prior research have differences in methodology this research using quasi experimental research design. Meanwhile, the first prior research also uses classroom action research. There are also differences in sample usage. This study will

¹Oktaviani Lasaka, Jamiluddin, Erniwati, "Effect of Using Paragraph Hamburger Strategy on Students Writing Achievements", English Education Study Program, Tadulako University, E-Journal of English Language Teaching Society, Vol. 6 No.1, 2018, 1.

examine in the eleventh grade of MA Ma'arif NU 5 Sekampung. Whereas, the first prior research investigated of the seventh grade SMPN 15 Palu.

In addition, the second prior research is carried out by Fenty Debora Napitupulu.² Entitled The Effect of Hamburger Strategy In Writing Descriptive Text of The 1st Semester Students of English Department in Nommensen University. The second prior research method is quantitative research. The second prior research sample is 50 students the first semester of English Department Nommensen Medan. The purpose of the research from the second prior research is to know of The Effect of Hamburger Strategy In Writing Descriptive Text of The 1st Semester Students of English Department in Nommensen University. Variables which are examined by the second prior research include writing descriptive text. The results of research from the second prior research show that Hamburger strategy significantly affects on writing descriptive text of the first semester students of English Department in Nommensen University Medan academic year 2016/2017.

This research and the second prior research have similarities and differences. The similarity between this study and the second prior research lies in the similarity of the variables examined, namely the hamburger strategy and writing. There is also differences in the method used in the second prior research using quantitative research, while in this

²Fenty Debora Napitupulu, "The Effect of Hamburger Strategy in Writing Descriptive Text of The 1st Semester Students of English Department In Nommensen University", Journal of English Language and Culture, Vol. 7 No. 1 January 2017, 7-15.

study also using the classroom action research. Another difference is between this study and the second prior research in the study sample. This is because this study will examine in the seventh graders at MA Ma`arif NU 5 Sekampung. While the second prior research has examined the sample 50 students of the first semester in English Department in Nommensen University as a sample.

This research carried out by considering several previous studies as a basis for guidelines for researchers to determine each important step in this study. The third prior research is carried out by Dini Puspitawati.³ With entitled Hamburger Paragraph as a Pre-Writing Strategy for Writing a Short Essay. The third prior research used correlation relational study qualitative as a method. The third prior research sample is students of Senior High School. The purpose of the research from the third prior research is intended to describe the process approach to teach writing in Senior High school by using the graphic organizer, more specifically the hamburger paragraph. Variables which are examined by the third prior research include writing. The results of research from the third prior research show that Graphic organizer helps students writer to organize their thoughts. With the layers resembling the hamburger, the students can picture what is expected from them when they write a composition.

³Dini Puspitawati, Hamburger Paragraph as a Pre-Writing Strategy for Writing a Short Essay, English Department, Akademi Bahasa Asing (ABA) Tarakan, North Kalimantan, *Jurnal Ilmiah Edukasi & Sosial*, Vol. 8, No.1, Maret 2017, 25–28.

This research and the third prior research have similarities and differences. The similarity between this research and the third prior research lies in the similarity of the variables examined, namely the hamburger strategy and writing. There are also differences between this research and the third prior research in the research sample. There are also differences in the method used in the third prior research using qualitative as a method, while in this study also using the classroom action research.

Based on all the prior research descriptions above, the researcher intends to continue the prior research above by applying classroom action research through the application of the principle strategy in teaching writing in the eleventh grade of MA Ma`arif NU 5 Sekampung. Understanding the procedure and the results of all prior research above the researcher can take an important essence, and clear instructions regarding the implementation of this research.

CHAPTER II

THEORITICAL REVIEW

A. Concept of Writing Skill

1. Nature of Writing Skill

According to Jhon W. Creswell, Writing is more than recording ideas on paper or in a computer file. It is also organizing ideas, preparing interview questions, jotting down notes during an observation, and writing for permission to use someone else's questions or articles.⁴

Moreover, Martin Hewings state that writing is becoming the norm in postmodern academic literature and it is also of value pedagogically as students become more generalist and less specialist in their subject areas.⁵

In addition James D. Williams state that, writing is writing is a broad term that usually refers to fiction and journalism, whereas composition refers to academic writing, particularly the sort of writing that students produce in an English or composition class.⁶

⁴ Jhon W. Creswell, *Educational Research: Planning, Conducting And Evaluating Quantitative And Qualitative Research*, 4th Ed (United States of America: Pearson, 2018), 25.

⁵ Martin Hewings, *Academic writing in context*, (United Kingdom : University of Birmingham Press, 2001), 200.

⁶ James D. Williams, *Preparing to Teach Writing*, (London: Lawrence Erlbaum Associates, 2003) 2.

Based on explanation above, it can be inferred that writing is human communication that represents language and emotion by signs and symbols.

2. Characteristics of Writing

The characteristics of writing are as follows:⁷

a. Permanence

Once something is written down and delivered in its final form to its intended audience, obviously the researcher abdicates the power. The work is written in the paper, become a permanent work. Therefore, the teacher can do as a guide and facilitator to help students to revise and to refine their work.

b. Production time

The good writing is that, given appropriate stretches of time, a researcher can indeed become a good researcher by developing efficient processes for achieving the final product. The bad writing is that many educational contexts demand student writing within time limits or writing for display as noted in the previous section (examination writing, for example).

⁷ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, ed-2 (San Francisco: Longman, 2001), 341-342.

c. Distance

The good researcher can read their own writing from the perspective of the mind of the targeted audience. The researchers need to predict the audience's general knowledge, cultural, and literacy schemata, specific subject-matter knowledge, and very important, how their choice of language will be interpreted.

d. Complexity

Researchers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in text, how to create syntactic and lexical variety, and much more.

e. Vocabulary

Written language places a heavier demand on vocabulary use than does speaking. Good writing will learn to take advantage of the richness of English vocabulary.

3. Types of Writing

Types of writing activities to perform writing should be based on the students' level and capacity. According to Thomas Kane indicates that the various effects a writer may wish to have on his or her readers to inform, to persuade, to entertain

result in different kinds of prose. The most common is prose that informs, which, depending on what it is about, is called exposition, description, or narration.⁸

a. Exposition

Exposition explains how things work an internal combustion engine. Ideas a theory of economics. Facts of everyday life how many people get divorced. History why Custer attacked at the Little Big Horn. Controversial issues laden with feelings abortion, politics, religion. However, whatever its subject, exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, positive/ negative, general/particular, assertion/denial. Its movement is signaled by connectives like therefore, however, and so, besides, but, not only, more important, in fact, for example.

b. Description

Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what the writer sees into a significant pattern. Unlike the logic of

⁸Thomas S Kane, *The Oxford : Essential Guide to Writing*, (New York : The Barkley Publishing, 2000), 6-7.

exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.

c. Narration

Narration is a series of related events a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance.

d. Persuasion

Persuasion seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof. Another form of persuasion is satire, which ridicules folly or evil, sometimes subtly, sometimes crudely and coarsely. Finally, persuasion may be in the form of eloquence, appealing to ideals and noble sentiments.

4. Writing Process

According to Harmer, there are four stages in the process of writing, as follows:⁹

⁹ Jeremy Harmer. *How To Teach Writing*, (Harlow: Longman Group, 2007), 4-5.

a. Planning

In the process of planning, writers have to think about three main issues. In the first, place they have to consider the purpose. Secondly, experienced writers think of the audience they are writing for. Thirdly, writers have to consider the content structure.

b. Drafting

The first version of a piece of writing as a draft. As the writing process proceeds onto dating, a number of drafts may be produced on the way to the final version.

c. Editing (reflecting and revising)

The writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy.

d. Final version

The writers is now ready to send the written text to its intended audience.

5. Measurement of Writing skill

According to J.B Heaton to measure students writing skill the teachers should use writing rubric.¹⁰ The writing rubric is illustrated in the table bellow, as follows:

¹⁰J.B Heaton, *Writing English Language Test*, (London: Longman, 1990), 145-146.

Table 3
The Rubric Score of Writing

Aspect	Score	Performance Description
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 clearly stated, etc.
	17-14 (Good to average)	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10 (Fair to poor)	Non fluent, ideas confused or disconnected, etc.
	9-7 (Very poor)	Does not communicate, no organization, etc.
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, etc.
	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 constructions, etc.
	21-19 (Good to average)	Effective but simple construction, 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)	Demonstrate mastery of conventions, 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 conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

B. The Concept of Hamburger Strategy

1. The Nature of Hamburger Strategy

According to Andrew Goodwyn, The hamburger strategy is the strategy with the introduction at the top of the burger, the main part of the essay as the filling and the conclusion at the bottom.¹¹

Rosa Muñoz-Luna and Lidia Taillefer state that, The hamburger strategy is the strategy consisting of five essay paragraphs, these paragraphs are explained to students from a theoretical point of view accepted at the school level (primary, secondary and higher education).¹²

Moreover, Joyce Armstrong, Kelley Barger, Karla James and Kristy Hill state that hamburger strategy is the strategy to help bring the wonders to emergent writers, that can also be used to

¹¹ Andrew Goodwyn, *Improving Literacy at KS2 and KS3*, (London : Paul Chapman Publishing, 2002), 66.

¹²Rosa Muñoz-Luna and Lidia Taillefer, *Integrating Information and Communication Technologies in English for Specific Purposes*, (Malaga : Springer, 2018), 69.

guide them to add new words exchange tired words in their writing.¹³

Based on the explanation above, It can be conclude that Hamburger strategy is a writing organizer strategy that visually outlines the key components of a paragraph or an essay.

2. Skill Needed for Practice The Hamburger Strategy

There are skill needed for practice the hamburger strategy, as follows¹⁴

- a. Concept organization
- b. Writing paragraphs
- c. Identifying main ideas
- d. Identifying supporting details

3. The Procedure of Hamburger Strategy

- a. Talk to your child about what a hamburger looks like. Ask:
What kinds of things do you absolutely need to make a hamburger? What kinds of things can you add to the burger to make it better?
- b. Explain that a paragraph is like a hamburger. The hamburger is made of three basic parts: the top bun, the patty, and the bottom bun. A paragraph also consists of three basic parts: an

¹³Joyce Armstrong, Kelley Barger, Karla James and Kristy Hill, *Guided by Meaning in Primary Literacy*, (California : Libraries Unlimited, 2017), 144.

¹⁴Amanda Morin, *The Everything Kids Learning Activities Book*, (Avon : Adams media, 2013), 108.

opening sentence, a supporting argument, and a closing sentence.

- c. Ask your child whether her burger tastes better when she adds pickles, lettuce, ketchup, and/or other condiments. (Some children will say no, at which point you can say that you think it tastes better that way.) Let her know that you think the reason a burger tastes better when there's more to it is because there is more to enjoy. Explain that a paragraph is more enjoyable when it has more to it as well.
- d. Have your child draw a hamburger or give her a copy of the Hamburger Graphic Organizer. Tell her you're going to help her write a paragraph about hamburgers.
- e. Using the graphic organizer, have her write an idea for an opening sentence on the top bun. The opening sentence states the thesis, or what your child believes to be true. For example, she might write, "Hamburgers taste best when they contain more than just a bun and patty."
- f. Next, have her write a supporting sentence on the patty. This is the meat of her argument, so to speak. For instance, she might say, "Without condiments, the patty sticks to the bun and makes the hamburger dry and hard to swallow."
- g. Show her how to write other supporting details on the lettuce and cheese of the graphic organizer. These details both back

up her opening sentence and provide more information. Much like her burger, your child's paragraph can have many layers to it, or just a few. She might say things like, "Lettuce adds texture," or "Pickles make the flavor of the meat stand out."

- h. Lastly, ask your child to write her closing line on the bottom bun. This is the sentence that sums up her argument and ties her supporting details in to her thesis.
- i. Once the Hamburger Graphic Organizer is filled in, it's time to write the whole paragraph.¹⁵

4. **The benefit of Using Hamburger strategy in Teaching**

Writing There are three advantages of using Hamburger strategy, as follows¹⁶ :

- a. It helps students organize their ideas into a cohesive paragraph.
- b. Hamburger strategy shows the organization or structure of concepts/idea.
- c. Demonstrating in a concrete way how information is related makes Hamburger strategy more effective in teaching writing texts.

¹⁵*Ibid.*

¹⁶GlynisHannel, *Success with Inclusion Teaching Strategy and Activities*, (Canada: Peynal Publication, 2008), 23.

C. Action Hypothesis

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

"The use of hamburger strategy can improve students writing skill and their learning activity among the eleventh grade of MA Ma`arif NU 5 Sekampungin the academic year of 2019/2020.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Definition Operational Variable

1. Variables of Research

There are two variables of this research. They are independent and dependent variables. The independent variable in this research is hamburger as strategy that will be implemented to increase the students' writing skill in easy way. This strategy is very interesting to interact students' attention in the process of teaching.

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 communicate the message effectively.

2. Operational Definition of Variable

An operational definition is the specification of how you will define and measure the variable in your study. You can find definitions in published research studies on your topic. Sometimes published studies have sections titled "Definition of Terms." Alternatively, you might examine definitions in research summaries such as handbooks or encyclopedias.¹⁷

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

¹⁷ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson, 2012), 151.

a. Independent Variable

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment, independent variable of this research is hamburger as strategy which is defined as a teaching strategy used by teacher in the process of teaching. Moreover, based on the explanation above, in this research the writer will use hamburger strategy as strategy to conduct a Classroom Action Research for the students the eleventh grade of MA Ma`arif NU 5 Sekampung. In addition, the writer will collect the data by using a writing test.

b. Dependent Variable

According to David Nunan, dependent variable is a written cloze test, then the default definition of 'listening comprehensions' is 'the ability to complete written cloze passage'.¹⁸ The dependent variable of this research is students' writing skill that focuses on the students' skill.

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.

¹⁸ David Nunan, *Research Methods in Language Learning* (Cambridge: Cambridge University Press, 1992), 15.

- 2) The students are good in organization of writing. The students are able to compose report text based on the appropriate generic structure of report text.
- 3) The students are able to write report text by using good mechanics writing.

B. Research Location

This research will be conducted at the eleventh grade of MA Ma`arif NU 5 Sekampung. MA Ma`arif NU 5 Sekampung is one of schools that it has located at Sumber Agung, Sekampung, Lampung Timur.

C. Subject and Object of Study

This research will be conducted by applying the Classroom Action Research (CAR). The subject of this research is the students of the eleventh grade of MA Ma`arif NU 5 Sekampung. This class consists of 22 students. The researcher will choose this class because most of the students have low score in learning English especially in writing. While the object of this research is the students' writing skill of the eleventh grade of MA Ma`arif NU 5 Sekampung.

The researcher will ask the English teacher Mr. Husni S.Pd as the collaborator in this research that the function is as the observer in teaching learning process.

D. The Concept of Classroom Action Research

According to Anne Burns, classroom action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of reflective practice and the teacher as researcher. AR involves taking a self reflective, critical and systematic approach to exploring your own teaching contexts.¹⁹

According to Jean McNiff and Jack Whitehead action research has this self-transforming capacity. Practitioners can show how they have contributed to new practices, and how these new practices can transform into new theory. When researchers claim that they have generated new theory, they are saying that they have created knowledge that never existed before.²⁰

Action research is different from other kinds of research, it is useful to look at the underpinning assumptions, and see how these can transform into different kinds of practices. Doing this also reveals the main features of action research.²¹

Meanwhile, Paul McIntosh State that action research is grounded in an eclectic mixture of philosophical thinking around transcendence, of ethical thinking around values, and of recognition that it operates in

¹⁹Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), 2.

²⁰Jean McNiff And Jack Whitehead, *Action Research: Principles And Practice* (London: Sage Publications, 2002), 19.

²¹*Ibid.*, 22

a domain of uncertainty as to how it apprehends the nature of an ‘action’.²²

Moreover, Karen Goodnough that action research is one of the best types of professional development that can benefit teachers willing to try new methods of learning and teaching and to learn from mistakes in order to experience growth as teachers. As teachers, we often encourage our students to be risk-takers and think outside of the box. So, like our students, we should be willing to take risks and try new approaches to teaching if it is beneficial to our students’ growth.²³

The researcher would like to divide the research in two cycles in the classroom action research. Classroom action research (CAR) has various models but in this research, the researcher will use O’Leary research design. O’Leary report that action research is a cyclical process that takes shape as knowledge emerges. Cycles converge towards better situation understanding and improved action implementation and are based in evaluative practice that alters between action and critical reflection.²⁴

²²Paul McIntosh, *Action Research and Reflective Practice: Creative and Visual Methods to facilitate Reflection and Learning* (New York: Routledge), 37.

²³Karen Goodnough, *Taking Action in Science Classrooms Through Collaborative Action Research: A Guide For Educators* (Rosterdam: Sense Publisher, 2011), 86.

²⁴Zina O’Leary, *The Essential Guide To Doing Research*, (London: Sage Publications, 2004), 140.

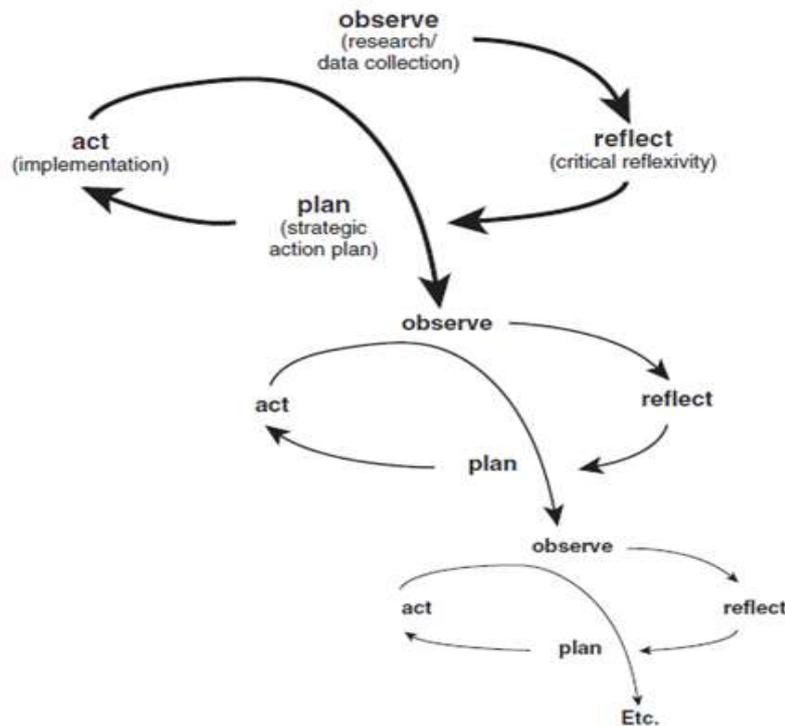


Figure 1

Adapted Zina O'Leary Model²⁵

This figure describes the sequence of the research that is preceded by a preliminary study and followed by generally involve some variation on planning, acting, observation, and reflection. The researcher makes a plan, how to stimulate the students by the technique and based the cycle.

In the classroom action research, the researcher would like to hole the research in two cycles. The steps of cycle 1 will be as follows:

²⁵*Ibid.* 141

1. Cycle 1

a. Planning

Planning is the first steps in each activity. In this cycle, with the teacher prepare some plans to conduct four steps such as planning, acting, observing, and reflecting in the classroom, In this step, the researcher can make in planning as follow:

- 1) The researcher prepares the lesson plan, procedure, media and material to be applied in the classroom.
- 2) The researcher prepares the learning source for the student.
- 3) The researcher establishes the strategy. The researcher will use hamburger strategy to improving students writing skill. The researcher with the collaborate make the criteria for success.

b. Acting

This step is the implementation of planning. This step must follow the plant that had been planned in the planning step. The second step in every cycle is active. In which the researcher put the plan into action through the following step:

- 1) Pre-teaching activity
 - a) The researcher starts the lesson by greeting the students.
 - b) The researcher and students pray together.
 - c) The researcher checks student attendance.
 - d) The researcher informs the students about the competence, the indicators, and objectives that should be achieved.

- 2) While teaching activity
 - a) Talk to your child about what a hamburger looks like. Ask:
What kinds of things do you absolutely need to make a hamburger? What kinds of things can you add to the burger to make it better?
 - b) Explain that a paragraph is like a hamburger. The hamburger is made of three basic parts: the top bun, the patty, and the bottom bun. A paragraph also consists of three basic parts: an opening sentence, a supporting argument, and a closing sentence.
 - c) Ask your child whether her burger tastes better when she adds pickles, lettuce, ketchup, and/or other condiments. (Some children will say no, at which point you can say that you think it tastes better that way.) Let her know that you think the reason a burger tastes better when there's more to it is because there is more to enjoy. Explain that a paragraph is more enjoyable when it has more to it as well.
 - d) Have your child draw a hamburger or give her a copy of the Hamburger Graphic Organizer. Tell her you're going to help her write a paragraph about hamburgers.
 - e) Using the graphic organizer, have her write an idea for an opening sentence on the top bun. The opening sentence states the thesis, or what your child believes to be true. For

example, she might write, “Hamburgers taste best when they contain more than just a bun and patty.”

- f) Next, have her write a supporting sentence on the patty. This is the meat of her argument, so to speak. For instance, she might say, “Without condiments, the patty sticks to the bun and makes the hamburger dry and hard to swallow.”
- g) Show her how to write other supporting details on the lettuce and cheese of the graphic organizer. These details both back up her opening sentence and provide more information. Much like her burger, your child’s paragraph can have many layers to it, or just a few. She might say things like, “Lettuce adds texture,” or “Pickles make the flavor of the meat stand out.”
- h) Lastly, ask your child to write her closing line on the bottom bun. This is the sentence that sums up her argument and ties her supporting details in to her thesis.
- i) Once the Hamburger Graphic Organizer is filled in, it’s time to write the whole paragraph.²⁶

c. Observing

Observation done to investigate the learning activity in this classroom action research. By the process of observation, the

²⁶Amanda Morin, *The Everything Kids Learning Activities Book*, (Avon : Adams media, 2013), 108.

researcher know the action achieves the aim of the researcher goals. The researcher observes them in every activity.

d. Reflecting

By reflecting, the researcher can get information about the strength and the weakness of the action that the researcher has been done.

4) Cycle 2

b. Re-Planning

When the researcher found the problem in the first cycle, the researcher will repair the problem in the next cycle. It will be explained as a following:

- 1) The researcher study the reflection result to obtain the problem-solving.
- 2) The researcher creates the material and revises the lesson plan including the media, and teaching procedure based on the problem that appears in cycle 1.
- 3) The researcher rearranges the observation format and also reform the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

c. Acting

The researcher applied the same step in the previous cycle with the collaborator, but they applied the revised plan such as

lesson plan, material, and instrument for evaluation. The activities are:

- 1) Pre-teaching activity
 - a) The researcher starts the lesson by greeting the students.
 - b) The researcher and students pray together.
 - c) The researcher checks student attendance.
 - d) The researcher informs the students about the competence, the indicators, and objectives that should be achieved.
- 2) While teaching activity
 - a) Talk to your child about what a hamburger looks like. Ask: What kinds of things do you absolutely need to make a hamburger? What kinds of things can you add to the burger to make it better?
 - b) Explain that a paragraph is like a hamburger. The hamburger is made of three basic parts: the top bun, the patty, and the bottom bun. A paragraph also consists of three basic parts: an opening sentence, a supporting argument, and a closing sentence.
 - c) Ask your child whether her burger tastes better when she adds pickles, lettuce, ketchup, and/or other condiments. (Some children will say no, at which point you can say that you think it tastes better that way.) Let her know that you think the reason a burger tastes better when there's more to

it is because there is more to enjoy. Explain that a paragraph is more enjoyable when it has more to it as well.

- d) Have your child draw a hamburger or give her a copy of the Hamburger Graphic Organizer. Tell her you're going to help her write a paragraph about hamburgers.
- e) Using the graphic organizer, have her write an idea for an opening sentence on the top bun. The opening sentence states the thesis, or what your child believes to be true. For example, she might write, "Hamburgers taste best when they contain more than just a bun and patty."
- f) Next, have her write a supporting sentence on the patty. This is the meat of her argument, so to speak. For instance, she might say, "Without condiments, the patty sticks to the bun and makes the hamburger dry and hard to swallow."
- g) Show her how to write other supporting details on the lettuce and cheese of the graphic organizer. These details both back up her opening sentence and provide more information. Much like her burger, your child's paragraph can have many layers to it, or just a few. She might say things like, "Lettuce adds texture," or "Pickles make the flavor of the meat stand out."

- h) Lastly, ask your child to write her closing line on the bottom bun. This is the sentence that sums up her argument and ties her supporting details in to her thesis.
- i) Once the Hamburger Graphic Organizer is filled in, it's time to write the whole paragraph.²⁷

c. Observing

In the third phase, the researcher observes students' activity, their participation, and makes the note about the learning process.

d. Reflecting

After contrasting the score distribution of pre-test and post-test, the researcher will review and reflect on the view and teacher performance whether is positive or negative.

E. Data Collection Technique

In order for collecting the data, the researcher will use the following techniques:

1. Test

Brown maintains that a test, in plain words is a method of measuring a person's ability or knowledge in a given domain.²⁸ It is a set of techniques, procedures, and items that constitute an instrument of some sort that requires performance or activity on the part of the test taker

²⁷ *Ibid.*

²⁸ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy, Second Edition*, (California: San Fransisco State University, 2001), 384.

a. Pre-test

The pre-test conducted before implementing *hamburger strategy* in preparations study. Pre-test of this research will be in the form of essay test that ask the students to write a short composition of report text in English.

b. Post-test

Post-test give in the last meeting after implementing the strategy, in order to know whether the strategy give good contribution to the students. The improvement known if the score of post-test is higher than pre-test and the score will achieve the minimum mastery criteria.

2. Observation

In this present research, observation is used to know the student writing skill in the learning procedure. The writer use this strategy to get the data about students' activities such as students' writing activity and students' participation in learning process. The learning activities observed and noted by the observer.

3. Documentation

Documentation is the method which is used to get information from the written source or document. In this present researcher, the

researcher also employs documentation to know all data of the students in MA Ma`arif NU 5 Sekampung.

4. The Field Note

In this research, the writer will use field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the writer take 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 skill in the eleventh grade of MA Ma`arif NU 5 Sekampung , the writer apply writing test. The test is measuring the skill of the students about the topic on writing subject.

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

2. Observation sheet

Observation sheet is used to observe all of the aspects that can Improve and support the students' writing skill in the process of learning such as the facilities in that school. Observation sheet also used to observe the condition that happened during teaching learning process that was filled by the English teacher as the observer to give

evaluation to the researcher and all of the students' activity during teaching learning process.

3. Documentation Check List

It refers to the archive data that helps the researcher to collect the needed data. The writer utilizes the document related to the object research such as students' name list and teacher's name.

4. Field Notes Table

Field notes will be also applied during classroom observation. Field notes means transcribing notes or the written argumentative that have been gained from data gathered during observation. In this case, field notes helps the researcher to gain more information that could not be recorded by video or voice note. This instrument use for supporting the data gained from observation sheet of feedback implementation.

In other word, field notes use to help answering the research question. The main instrument that used for field notes taking is paper and pencil.

The format of the paper used for the field notes uses three columns. The column on the right side contained the content portion of field notes, and the left column contained notes consisting of the reflection and comments concerning to the specific parts in the content part. Moreover, before beginning to write notes in the columns provided, the researcher attempted to enclose the short information dealing with the observation conducted. That information was the name

of observer, location of observation, date, and time, object, and short title for helping to identify the aim of the observation process.

G. Data Analysis Technique

Data analysis is the processing of information or data that has been gathered in order to draw conclusion. It is a process of organizing the data in order in order to gain regularity of the pattern and form of the research.

Data analysis method conducted by taking the average of the pre test, and post test. To know students achievements after the actions are conducted and given test at the early and the last cycles.

The formula of grading the average grade of students writing skill, as follows:

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

\bar{X} : Mean

Σ : Sum of

x : Raw Score

N : Number of Cases²⁹

H. Indicator of Success

²⁹Donald Ary, Lucy CheserJacops, Chris Sorensen, and AsgharRazaVieh.*Introduction to Research in Education* (Canada: Wadsworth Cengage Learning 2010),108-109.

Indicator it can be started successful in teaching learning process if the result of the cycle II more successful that cycle I. The students are called success if 70% students get 75 in their writing skill and their learning activity.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Description of the Research

1. The History of MA Ma`arif NU 5 Sekampung

Madrasah AliyahMa'arif NU 5 Sekampung East Lampung was established on July 25, 1983. Founded by the NU Ma'arif Educational Institute Branch Representative Council (MWC), SekampungSubdistrict, East Lampung Regency, with the Madrasah Head, Drs. Zaidun SW.

This madrasah is located on Jalan Campus Ma'arifSumbergede No.56 A SekampungSubdistrict, East Lampung Regency Lampung Province, Post Code 34182, No. Telephone / Fax (0725) 7850794.

Madrasah Aliyah was founded against the background of community needs for education, there is no Madrasah Aliyah in this place and there are 10 SLTP/MTs as supporting schools: SLTP PGRI 1 Sekampung, SLTP PGRI 2 Sekampung, SLTP PGRI 3 Sekampung, SLTP PGRI 4 Sekampung, SLTP Negeri 1 Sekampung, SLTP Negeri 2 Sekampung, SLTP MuhammadiyahSekampung, SLTP Pertiwi Sekampung, MTs Ma'arif NU 5 Sekampung, MTs Ma'arif 13 Hargomulyo, MTs MuhammadiyahSekampung. The graduates / graduates of the SLTP/MTS if they are going to continue to the senior high school level (Especially Madrasah Aliyah) they must go to the Metro with a distance of approximately 20 Km.

2. The Head Master of Madrasah Aliyah Ma`arif NU 5 Sekampung

Since its establishment until now, Madrasah Aliyah MA Ma`arif NU 5 Sekampung has been led by Principals for a couple of times. The following consecutive names Principals and their mandate:

- 1) 1983 - 1984 : Drs. H. Zaidun, SW
- 2) 1984 - 1990 : Drs. H. Mulyono Herlambang
- 3) 1990 - 1992 : Drs. H. Ahmad MudjabKh, M.Pd.I
- 4) 1992 - 1998 : Drs. Muhammad Rodjan
- 5) 1998 - 2006 : Drs. Mahmud Yunus. M.Pd.I
- 6) 2006 - 2010 : Drs. Rudi Ahmad Fauzi
- 7) 2010 - Now : Fitriyanto, S.Ag

3. The Condition of Teacher and Official Employees in MA Ma`arif NU 5 Sekampung

There are 79 teachers` and official employees in Madrasah AliyahMa`arif NU 5 Sekampung. For a list of teachers.

Table 4

LIST OF TEACHERS`

NO.	NAME OF TEACHERS`	SUBJECT
1	Dr.Drs. H.M. Yunus,M.Pd.I.	Explanation teacher
2	KHA Mujib	Holy Qur`an teacher

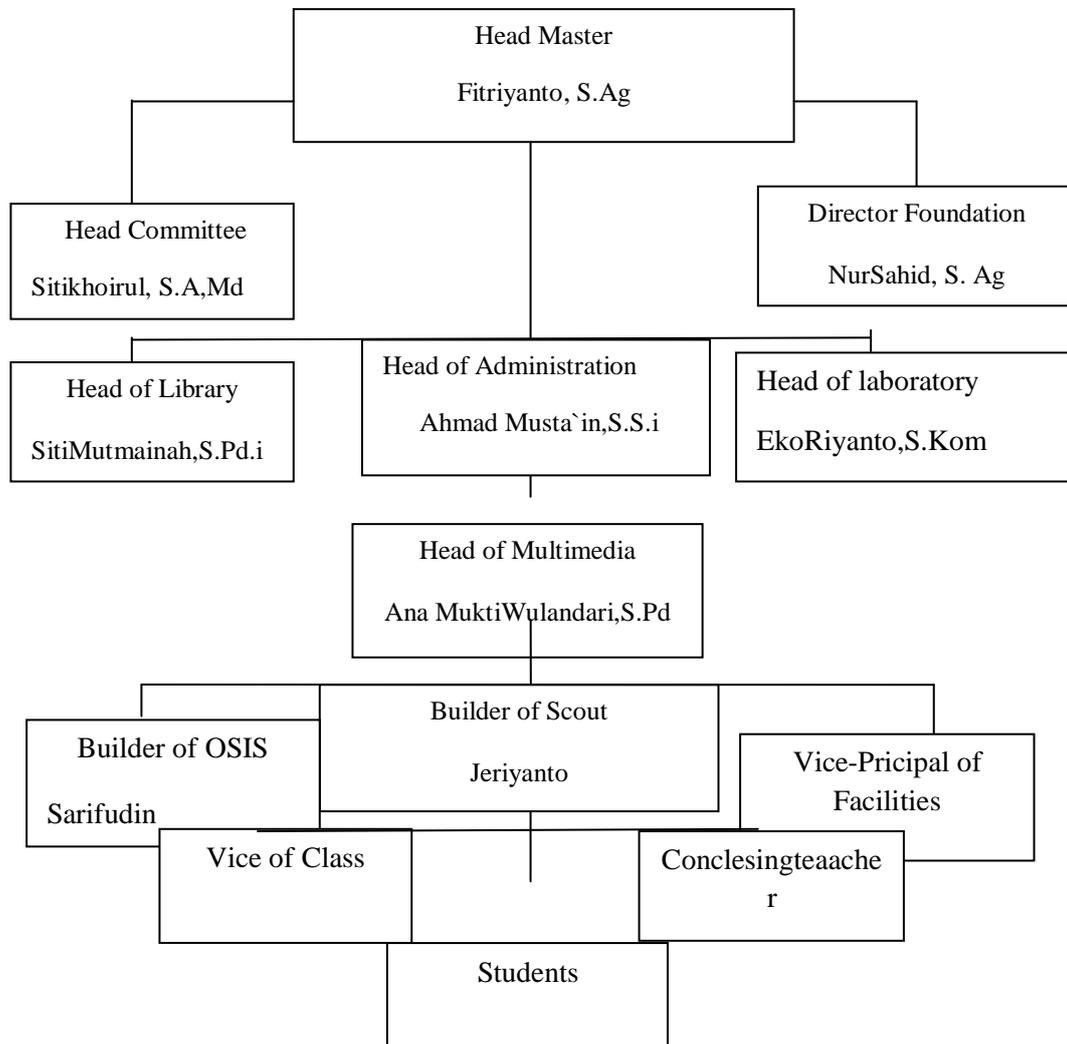
3	Fitriyanto,S.Ag.	Arabic teacher
4	Supriyo,SPd.M.Pd.	Economy teacher
5	Suryani,SPd	Biology teacher
6	Muryati,S.Pd.	English teacher
7	PujiRahayu, S.Ag	Attitute teacher
8	Hj.S.Rokhayah,Sag	Sociology teacher
9	NurSahid,S.Ag.	Sport teacher
10	Ida Febthiana, S.Pd	Phycicsteaher
11	Sri Suwarni, S.Ag	Qur'an and hadist teacher
12	SyaifulAnam,S.Ag	Fiqih teacher
13	Marwanto,S.Pd.I.	Bussines teacher
14	Hudayani, S.Pd.I	Citizenship teacher
15	EkaDeviana, S.Pd	Economy teacher
16	EkoRiyanto,S.Kom.	Bussines teacher
17	Yuwari, A.Md	Indonesian teacher
18	EndahRiyanti, S.Pd	Indonesian teacher
19	Mustatun, S.Pd	Geografy teacher
20	ZainulMubtadhi'in,M.Pd	Indonesian teacher
21	Sulistiyowati, S.Si	Chemistry teacher
22	AgusSlametSusanto, S.Pd	Mathematics teacher
23	Dra.RibutPriswati	Biology teacher
24	BintiTsaniyah,S.Pd.	Mathematics teacher
25	SamsulHuda,S.Pd.I	Attitute teacher
26	Sukirman, S.Pd.I	History of islam teacher
27	SeptriRatnasari,S.Pd.I.	English teacher
28	HadiSaputra,S.Pd.	Sport teacher
29	AfniRiaIndriani, S.Pd.I	Attitute teacher
30	IrtiahunNi'mah,S.Pd.I.	Al-Qur'an Hadits teacher
31	Devi Marfianti,S.Pd.	Biology teacher
32	SitiKhoirul S.,A.Md.	Bussines teacher
33	Maslin,S.Pd.M.Pd.	Sociology teacher
34	Sari Rahmayanti,S.Pd.	Chemistery teacher
35	SuliRakasiwi, M.Pd	Mathematics teacher
36	EnsiDwiEliawati,S.Pd.I.	English teacher
37	WindiPrawati,S.Pd.	Indonesian teacher
38	HaryoYudho N , S.Sn	Art teacher
39	Gita Ade Pradana, S.Pd	Geografy teacher
40	Aries Pratama, S.Pd.	Sport and Citizenship teacher
41	Irhamsani Al Ghozali, M.Pd.	Arabic teacher
42	Mungskosim, S.Pd.I	Arabic teacher
43	Sarifudin	History of indonesian teacher

44	RiyanAriwibowo, S.Pd.I	Fiqih and attutite teacher
45	Indah Kurniati, S.Pd	Mathematics teacher
46	HendiSetiawan, S.Pd.	Sport teacher
47	Armita, S.Pd.	Biology teacher
48	M. HusniUb. , S.Pd	English teacher
49	SayogaDestiawan, S.Pd	History of Indonesian teacher
50	Drs. Narimo	Sociology teacher
51	SitiMuthmainnah, S.Pd	English teacher
52	Ahmad Ikhwanudin, S.Pd.I	Fiqh teacher
53	FeryTeguh, S.Pd	Mathematics teacher
54	ImronKurniawan, S.Pd.	Indonesian teacher
55	Mu'amirul Z.Z. .S.Pd	Mathematics teacher
56	Sariffudin	Indonesian teacher
57	Muhamad Ismail	Histry of the word teacher
58	Ahmad Subakir, S.Pd.I	Sociology teacher
59	Muhammad Kholid, S.Pd.I	Aswaja teacher
60	UlulMushafa, S.Pd.I	Aswaja teacher
61	Drs. Narimo	Sociology
62	Ahmad Ikhwanudin, S.Pd.I	Fiqh teacher
63	FeryTeguh, S.Pd	Mathematics teacher
64	ImronKurniawan, S.Pd.	Indonesian teacher
65	SerlySusanti, M.Pd.	Geografy teacher
66	DaorSafi'i	Mathematics teacher
67	Sariffudin	Indonesian teacher
68	Muhamad Ismail	Indonesian teacher
79	Ahmad Subakir, S.Pd.I	Developing of self teacher

4. Organization Structure MA Ma`arif NU 5 Sekampung in Academic Year of 2019/2020

The Head master at Madrasah AliyahMa`arif NU 5 Sekampung Mr. Fitriyanto, S.Ag and Other teachers were subordinates. For figure of organization structure.

**Organization Structure of Madrasah AliyahMa`arif NU 5 Sekampung
Academic Year of 2019/2020**



**5. Total of the Students at MA Ma`arif NU 5 Sekampung in Academic
Year of 2019/2020**

MA Ma`arif NU 5 Sekampung has 805 students. It divided into some classes that could identify as follow:

Table 5**Total of the Students of MA Ma`arif NU 5 Sekampung in Academic Year of 2019/2020**

No	Class	Sex		Amount
		Male	Female	
1	X	135	149	284
2	XI	141	150	291
3	XII	98	132	230
Total				805

Source: Documentation of MA Ma`arif NU 5 Sekampung in Academic Year of 2019/2020

6. The Condition of MA Ma`arif NU 5 Sekampung

The condition of infrastructure was under renovation. The data confirms that Madrasah AliyahMa`arif NU 5 Sekampung had 18 class room, principle`s room, laboratorium, library, staff`s room, administration room, office room, mosque, library, Water Close (WC), Parking area, GSG, osis and scout`s room.

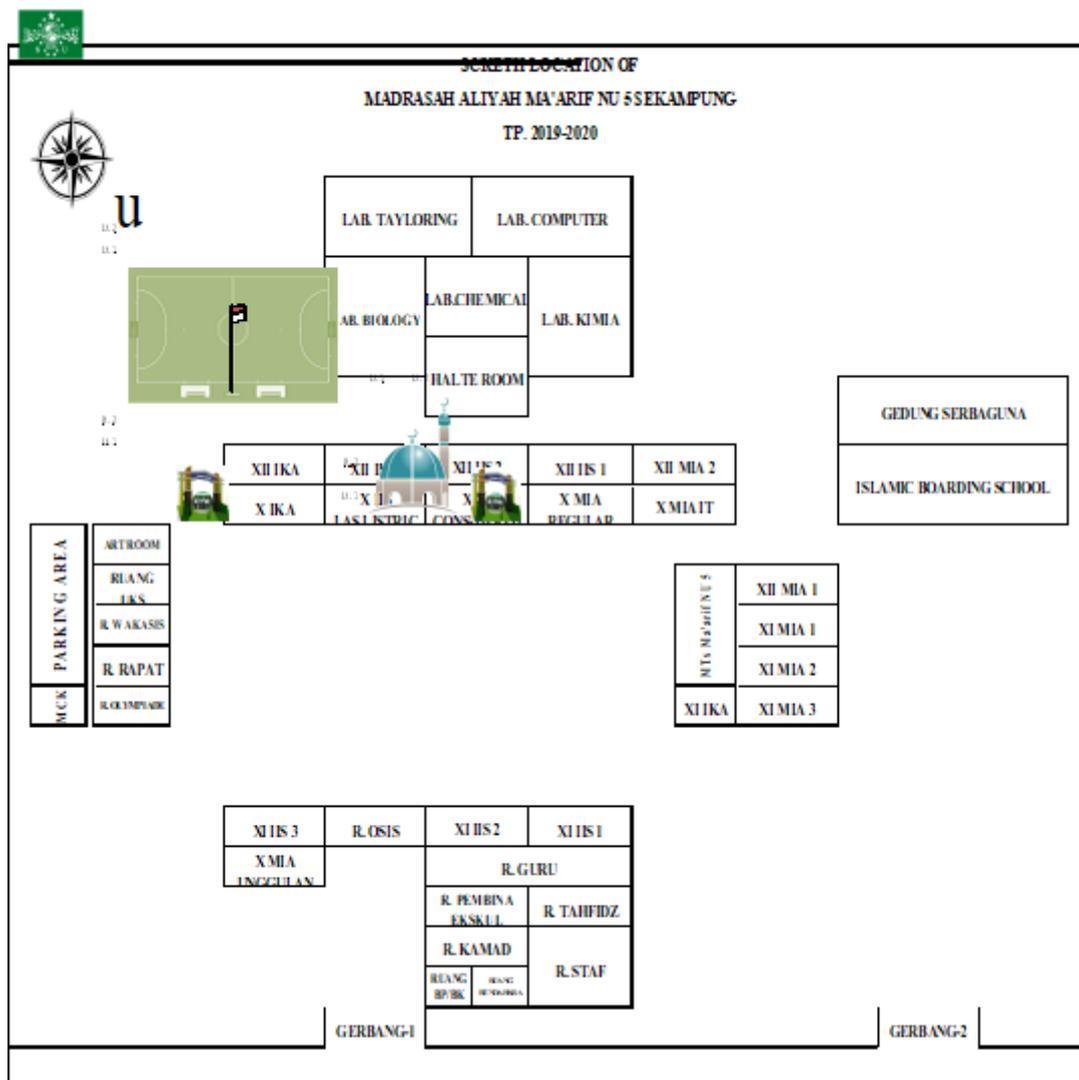
Table 6**The Condition of MA Ma`arif NU 5 Sekampung**

No	Room Types	Total	Condition			Condition
			Good	Enough	Bad	
1	Ground wide	15000 M ²				
2	Class room	18	14	1	3	4 Room
3	Principle`s room	1	1			
4	Staff`s room	1	1			
5	Teacher`s room	1	1			
6	Toilet	6		6		6 Room
7	GSG	1			1	1 Room
8	Laboratorium	1	1			
9	Mosque	1	1			
10	Osis and Scout room	1	1			
11	Lab Art	2		2		

12	Library	1	1			
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7. Location sketch of MA Ma`arif NU 5 Sekampung

The location sketch of Madrasah AliyahMa`arif NU 5 Sekampung central lampung.



B. Description of the Finding

In this research before the process of cycle one, the researcher conducted the pre-test on Monday, October 28th, 2019. The result of the students' pre-test score can be seen on the table as follows:

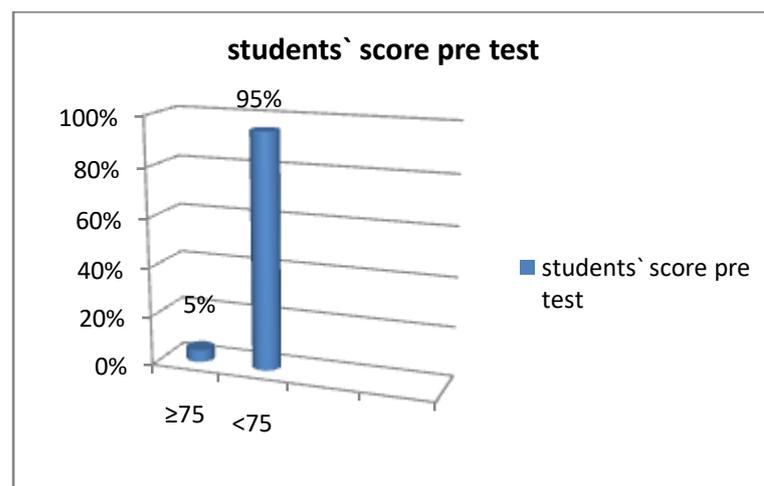
Table 7
Table of the Students Pre-test Result

NO	Name	Score	Criteria
1	APZ	34	Incomplete
2	AKA	34	Incomplete
3	AKS	34	Incomplete
4	ADI	37	Incomplete
5	APN	36	Incomplete
6	FK	37	Incomplete
7	KB	68	Incomplete
8	KS	70	Incomplete
9	LS	39	Incomplete
10	M	38	Incomplete
11	MDA	70	Incomplete
12	MR	75	Complete
13	MZA	38	Incomplete
14	NRD	71	Incomplete
15	NLI	69	Incomplete
16	NLA	46	Incomplete
17	PA	38	Incomplete
18	PW	40	Incomplete
19	RK	68	Incomplete
20	RR	66	Incomplete
21	S	55	Incomplete
22	SN	56	Incomplete
Total score			1.114
Average			51
Highest score			75
Lowest score			34

Table 8
Frequency of Students' Score at Pre-test

No	Score	Frequency	Percentages	Criteria
1	≥ 75	1	5%	Complete
2	< 75	21	95%	Incomplete
	Total	22	100%	

Graph 1



Based on the table above can be seen that only 5%(1 student) got complete score, then 95% (21 students) student got incomplete score. While the standard minimum for English lesson in MA Ma`arif NU 5 Sekampung at least 75. It was the lowest score from standard score. That is the reason, why the researcher choose Hamburger strategy to improve their writing skill in MA Ma`arif NU 5 Sekampung.

1. Cycle 1

After analyzing and identifying the data from pre-test. The researcher knew the students' difficulties and problems in learning of writing. Hence, the researcher determined to apply Hamburger strategy in teaching writing

to overcome those problems. The implementation of the action in cycle I was held from October 31th 2019. There were 22 students followed this implementation. In this cycle consists of planning, acting, observing, and reflecting.

a. Planning

Planning was conducted after the researcher finished the pretest. Then, the researcher made lesson plan by selecting report text as the material and hamburger strategy as the strategy of teaching and learning English. The material includes the definition, the generic structure, the language features and the example of report text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

b. Action

The action in the cycle 1 consisted of 3 meetings. The first meeting the researcher was used to gave treatment. The second meeting was used to gave treatment and the third meeting was used to gave post test 1. The explanation of every meeting will be explained bellows:

1) The First Meeting

The first meeting was conducted on Thursday, October 31th 2019 for 2x45 minutes. This meeting the students gave action. The collaborator opened the class by greeting, praying, and asking the students' condition. And then, for 70 minutes gave to researcher

completely. The researcher gave material and explain the material for students`. The students` pay attention to the teacher explanation.

2) The Second Meeting

The second meeting was conducted on Monday, November 4th 2019 for 2x45 minutes. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. In implementing the acting, there researcher acted as the English teacher who though writingreport text by hamburger strategy. In the end of meeting, the teacher gave motivation to the students and stimulating the students to conclude the material. And then, the researcher greets to closing the meeting.

3) The third meeting

The third meeting was conducted on Thursday, November 7th 2019 for 2x45 minutes. This meeting used to post-test 1 after the students gave action. The meeting started by greeting, praying and checking the attendance list, and asking the students' condition. Then, the researcher gave post-test to the students. To write report text about cat.

In the post-test 1 only 11 students who got bad score, but the result of the students' test was better than the students' test before

giving treatment. In this session, the researcher got the result of the students' post-test 1 in cycle 1. The result can be seen as follow:

Table 9
Table of the Students Post-test 1 Result of Cycle 1

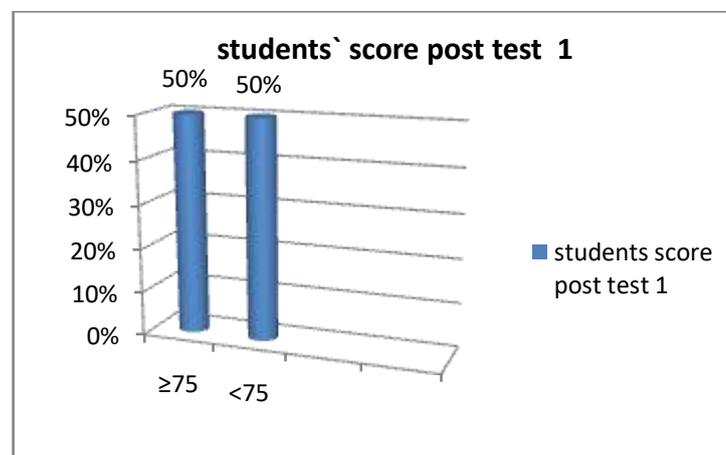
NO	Name	Score	Criteria
1	APZ	80	Complete
2	AKA	81	Complete
3	AKS	77	Complete
4	ADI	80	Complete
5	APN	76	Complete
6	FK	80	Complete
7	KB	62	Incomplete
8	KS	64	Incomplete
9	LS	75	Complete
10	M	74	Incomplete
11	MDA	70	Incomplete
12	MR	78	Complete
13	MZA	64	Incomplete
14	NRD	76	Complete
15	NLI	70	Incomplete
16	NLA	63	Incomplete
17	PA	79	Complete
18	PW	66	Incomplete
19	RK	68	Incomplete
20	RR	48	Incomplete
21	S	78	Complete
22	SN	72	Incomplete
Total			1.581
Average			72

Highest score	81
Lowest score	62

Table 9
Frequency of Students' Score at Post-test in Cycle I

No	Score	Frequency	Percentages	Category
1	≥ 75	11	50%	Complete
2	< 75	11	50%	Incomplete
Total		22	100%	

Graph 2



Based on the data above can be seen that 50% (11 students) got low score, 50% (11 students). It was higher than the result of pre test. The criterion on of students who was successful in mastering the material was the students who got minimum score of 75. Learning process is said success, when 70% got score above 75. The fact showed that the result was unsatisfactory.

c. Observing

The researcher conducted 3 meetings in cycle I. The researcher gave material about report text. Some students can active to join the discussion whenever there are some students didn't active and made condition of the class be noise. Here the result observation sheet of students' activity.

Table 11
The Students' Learning Activities Observation in Cycle I

No	Name	Activities			
		1	2	3	4
1	APZ	✓	✓		✓
2	AKA		✓	✓	✓
3	AKS	✓	✓		
4	ADI	✓		✓	
5	APN	✓		✓	✓
6	FK	✓	✓	✓	
7	KB	✓	✓		
8	KS		✓	✓	✓
9	LS	✓		✓	
10	M	✓	✓		
11	MDA			✓	✓
12	MR	✓	✓		
13	MZA		✓	✓	✓
14	MRD	✓		✓	

15	NLI		✓	✓	✓
16	NLA	✓	✓	✓	
17	PA	✓			✓
18	PW	✓	✓		
19	RK		✓	✓	✓
20	RR	✓	✓		✓
21	S	✓			✓
22	SN	✓	✓		✓
	Total	16	15	12	12

Notes:

The students' activities that observed are:

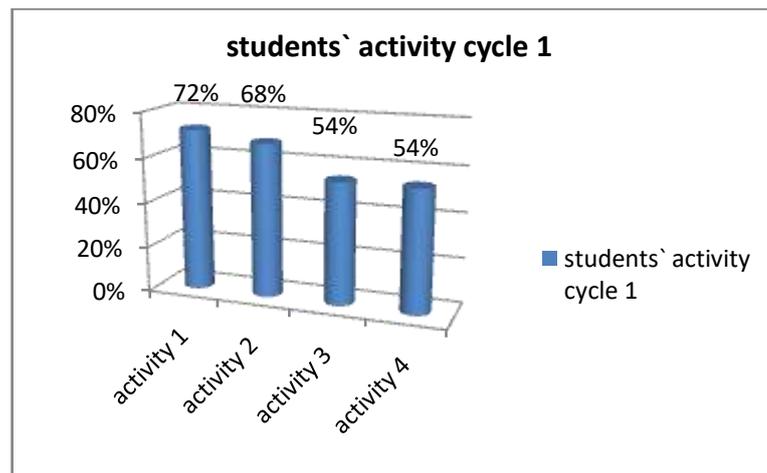
1. Paying attention of the teacher's explanation
2. The students' ask/answer question
3. The students active in the class
4. The students` doing the task

Table 12

The Frequency of Students' Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention of the teacher's explanation	16	72%
2	The students' ask/answer question	15	68%
3	The students active in the class	12	54%
4	The students able do the task	12	54%
Total Students		22	

Graph 3



According to the result of the observation above it can be concluded that the learning process was sufficient. Although there some of students made noisy, it can be inferred that the learning process has done well. It can be seen in the first meeting the students did 72% of paying attention in learning process, 68% the students` ask the question, 54% the students` active in the class, and then 54% the students` able do the task.

d. Reflecting

From the result of cycle I, it showed that there was an increasing of the result at pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some students still did not focus on the material, and made the condition be noise.

English learning process at cycle 1 was successful enough, although the students' average score is low. Nevertheless, there is an

improvement score of the students post test 1 than pre test score. This is the table of illustration score in cycle 1:

Table 13

**Table of the Result Score of Students' Writing Skill
Pre test, and Post test 1**

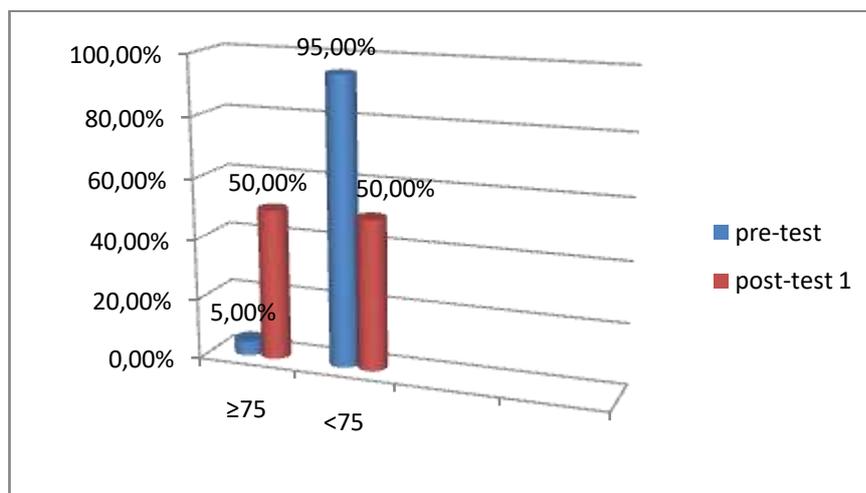
No	Name	Students result			
		Pre test	Post test 1	Improve	Category
1	APZ	34	80	46	Improve
2	AKA	34	81	47	Improve
3	AKS	34	77	43	Improve
4	ADI	37	80	43	Improve
5	AP	36	76	40	Improve
6	FK	37	80	43	Improve
7	KB	68	62	-6	Decrease
8	KS	70	64	-6	Decrease
9	LS	39	75	36	Improve
10	M	38	74	36	Improve
11	MD	70	70	0	Constant
12	MR	75	78	3	Improve
13	MZA	38	64	26	Improve
14	NR	71	76	5	Improve
15	NLI	69	70	1	Improve
16	NLA	46	63	17	Improve
17	PA	38	79	41	Improve
18	PW	40	66	26	Improve
19	RK	68	68	0	Constant
20	RR	66	48	-18	Decrease
21	S	55	78	23	Improve
22	SN	56	72	16	Improve
Total		1.114	1.581		

Average	51	72		
Highest score	75	81		
Lowest score	34	62		

Table 14
Frequency of Students' Score at Post-test in Cycle I

No	Score	Pre -test		Post-test 1		Category
		frequency	Percentages	frequency	Percentage s	
1	≥ 75	1	5%	11	50%	Complete
2	< 75	21	95 %	11	50%	Incomplete
Total		22	100%	28	100%	

Graph 4
The Percentage of the Students' writing skill score on pre test and post test 1



In this research the researcher gave pre test and post test it aimed the students writing skill before treatment. From the average score of pre test and post test 1 above, it can be seen that there was an increasing of

students writing skill. The average score in pre test is 51 increased to 72 in post test 1, so there is an increasing 21 point.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

2. Cycle II

Cycle II are similar to cycle I, it was divided into planning, acting, observing, and reflecting. It will explain more detail as follow:

a. Planning

In this step, the researcher as the teacher in this learning process gave some additional to the lesson plan that has been made before and revised to be better one. The additions were the teacher gave more motivation to the students in order to study harder, gave more detail explanation and questions after explaining the material to control the students' activity, In this cycle also used observation sheet to observe the students' activity in the learning process and it used test that was like the test in the cycle I by using different themes to be chosen.

b. Acting

1) The first meeting

In this meeting, after greeted the students, the teacher motivated the students. After that, the teacher asked the students to study in write report paragraph again. The theme of the write about report paragraph were different from cycle I. The student asked touse the hamburger

strategy to write report paragraph. After that, they should discuss and make sure the result of their writing.

2) The second meeting

The meeting conducted on Monday, November 14th, 2019. The researcher asked the students to check their wrote result. After the students finished, they asked to show the presentation about their result of writer in front of the class. The other groups paid attention to the presentation. Then, the teacher added the material that on the presentation.

During the discussion, the collaborator observed the students' cooperative and activeness in discuss the material. The condition of the class was more controlled than last meeting. After finished the discussion, the researcher closed the meeting because time is over.

3) The third meeting

The meeting conducted on Monday, November 18th, 2019. The researcher gave post-test 2. It had similarity as the task on the post-test 1 but in this test gave the different themes to be chosen by the students. The students had to create report text by choosing the themes that was given in 45 minutes.

Table 15
The Students' writing skill Score
Of the Post-Test 2 in Cycle 2

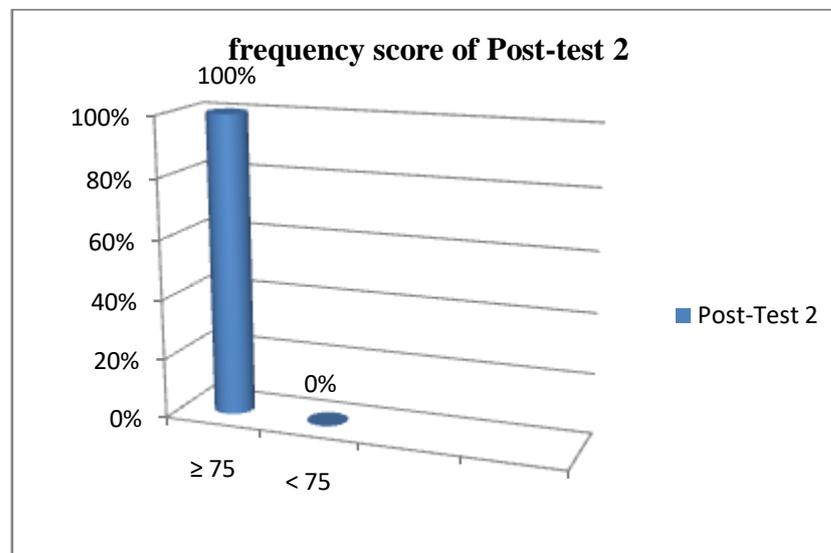
NO	Name	Total	Note
1	APZ	89	Complete
2	AKA	87	Complete
3	AKS	90	Complete
4	ADI	87	Complete
5	APN	88	Complete
6	FK	83	Complete
7	KB	80	Complete
8	KS	82	Complete
9	LS	86	Complete
10	M	87	Complete
11	MDA	80	Complete
12	MR	90	Complete
13	MZA	80	Complete
14	NRD	80	Complete
15	NLI	85	Complete
16	NLA	84	Complete
17	PA	80	Complete
18	PW	76	Incomplete
19	RK	76	Complete
20	RR	75	Complete
21	S	84	Complete
22	SN	86	Complete
Total			1.824
Average			83

Highest score	90
Lowest score	75

Table 16
Frequency of Students' Score of
the Post-test 2
in Cycle 2

No	Score	Frequency	Percentage	Category
1	≥ 75	22	100%	Complete
2	< 75	0	0%	Incomplete
	Total	22	100%	

Graph 5



The table and graphic above is the result of students' score at post-test 2. It can be seen that there was an increasing from the score of post-test 1 and post-test 2. There were 100% (22 students) got complete score and 0% (0 student) got incomplete score. The lowest score was 75, the highest score was 90, and the average score was 83. The average score on

post-test 1 was 72. It means that there was an increasing 11 points from post-test 1 and post-test 2.

a. Observing

The observing was done by the researcher that presented about two meeting in cycle 2. In this stage the students more active and enthusiastic in following the teaching learning process.

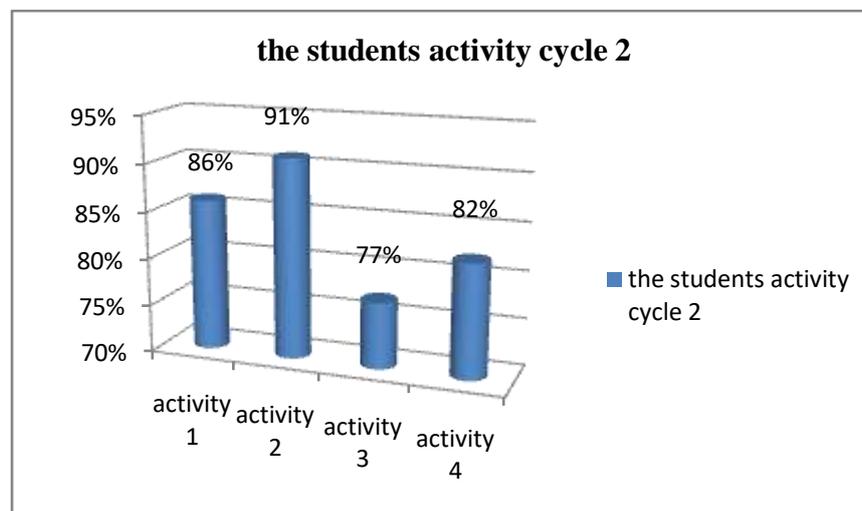
Table 17

The students activities result in cycle II

No	Name	Activities			
		1	2	3	4
1	APZ	✓	✓	✓	✓
2	AKA	✓	✓	✓	✓
3	AKS	✓	✓		✓
4	ADI	✓	✓	✓	✓
5	APN		✓		✓
6	FK	✓	✓	✓	
7	KB	✓	✓		✓
8	KS	✓	✓	✓	✓
9	LS	✓	✓	✓	✓
10	M	✓	✓		✓
11	MDA		✓	✓	✓
12	MR	✓		✓	✓
13	MZA		✓	✓	✓
14	MRD	✓		✓	
15	NLI	✓	✓	✓	✓
16	NLA	✓	✓	✓	
17	PA	✓	✓	✓	✓
18	PW	✓	✓	✓	✓
19	RK	✓	✓	✓	✓
20	RR	✓	✓	✓	
21	S	✓	✓	✓	✓
22	SN	✓	✓		✓
Total		19	20	17	18

Table 18**The Frequency of Students' Activities in Cycle II**

No	Students Activities	Frequency	Percentage
1	Paying attention of the teacher's explanation	19	86%
2	The students' ask/answer question	20	91%
3	The students active in the class	17	77%
4	The students able do the task	18	82%
Total Students		22	

Graph 6

According table and graphic above the result of the observation above it can be concluded that the learning process was successful. It can be inferred that the learning process has done well and the student were active in the class than cycle 1.

b. Reflecting

The result of cycle II was better than cycle I. There was significant improvement in this cycle. The condition of the class was getting better than before. The students listened to the teacher's explanation and did not make noisy in learning activity.

Finally, the researcher concluded that the problems has been solved by used Hamburger strategy. The teacher should motivate students to always read a lot of English text and motivate the passive students in order to be brave to express their idea. Furthermore, it proved that hamburger strategy could increase the students' writing skill.

Table 19
The result score of students post test 1 and post test 2

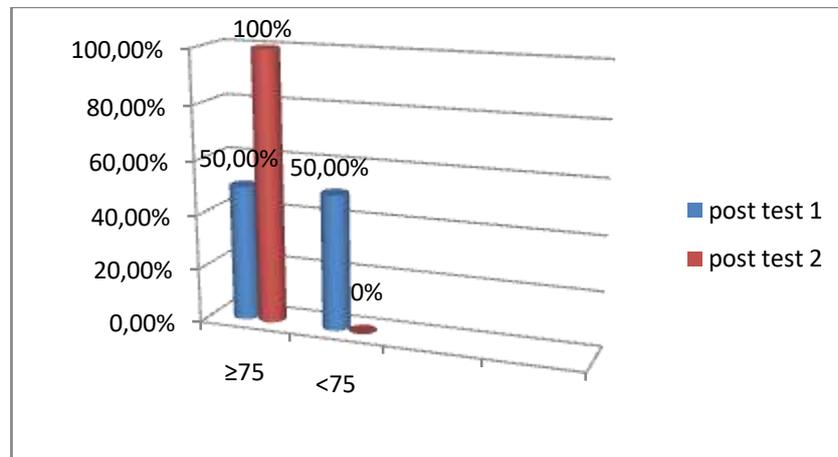
No	Name	Post test 1	Post test 2	Improve	Category
1	APZ	80	89	9	Improve
2	AKA	81	87	6	Improve
3	AKS	77	90	13	Improve
4	ADI	80	87	7	Improve
5	APN	76	88	12	Improve
6	FK	80	83	3	Improve
7	KB	62	80	18	Improve
8	KS	64	82	18	Improve
9	LS	75	86	11	Improve
10	M	74	87	13	Improve
11	MDA	70	80	10	Improve
12	MR	78	90	12	Improve
13	MZA	64	80	16	Improve
14	NRD	76	80	14	Improve

15	NLI	70	85	15	Improve
16	NLA	63	84	21	Improve
17	PA	79	80	19	Improve
18	PW	66	76	10	Improve
19	RK	68	76	8	Improve
20	RR	48	75	27	Improve
21	S	78	84	6	Improve
22	SN	72	86	14	Improve
Total		1.581	1.824		
Average		72	83		
Highest score		81	90		
Lowest score		62	75		

Table 20
Frequency of Students' Score at Post-test 1, and post test 2

No	Score	Post –test 1		Post-test 2		Category
		Frequency	percentages	Frequency	Percentage s	
1	≥ 75	11	50%	22	100%	Complete
2	< 75	11	50%	0	0%	Incomplete
Total		22		22	100%	

Graph 7
The Percentage of the Students' Grade of post test 1 and post test 2



From the table above, it could be seen that the grade of the students in post-test I is inadequate. It is because 11 students (50%) were successful and 11 (50%) other students were not successful. Based on the post-test II in cycle II, 22 students (100%) were successful and 0 students (0%) were not successful. It indicated that the students' writing skill was improved.

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

C. INTERPRETATION

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 skill before implementing the treatment. The researcher

obtained the data through test in the form of written test. 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 21 students (95%) were not successful and 1 other student (5%) was successful. The successful students were those who got the minimum mastery criteria at MA Ma`arif NU 5 Sekampung is 75.

b. Result of Students Post- Test I Grade

In this research, to know the students' writing skill after implementing the treatment the researcher conducted the post-test I. Based on the result of post-test 1, it could be seen that 11 students (50%) got grade up to the standard and 11 students (50%) got grade less than the standard. It was higher than the result of pre-test. The criteria of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said successful when 70% of students got grade ≥ 75 . 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 fulfill the MMC yet that was only 50%. The researcher presented the post-test II to measure the students' skill after implementing the treatment. The researcher obtained the data through test in the form of writing test. It could be seen that the grade of the students in post-test II was various. It could

be inferred that 22 students (100%) were successful and 0 other students (0%) were not successful. From the post test 2 results, the researcher got the average of 83. 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 $\geq 70\%$ students got grade 75. It indicated that the students' writing skill was improved.

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

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

Table 21
Table of the Result Score of Students' Pre test,
Post test 1 and Post test 2

No	Name	Students result			
		Pre test	Post test I	Post test II	Category
1	APZ	34	80	89	Improved
2	AKA	34	81	87	Improved
3	AKS	34	77	90	Improved
4	ADI	37	80	87	Improved
5	APN	36	76	88	Improved
6	FK	37	80	83	Improved
7	KB	68	62	80	Improved
8	KS	70	64	82	Improved

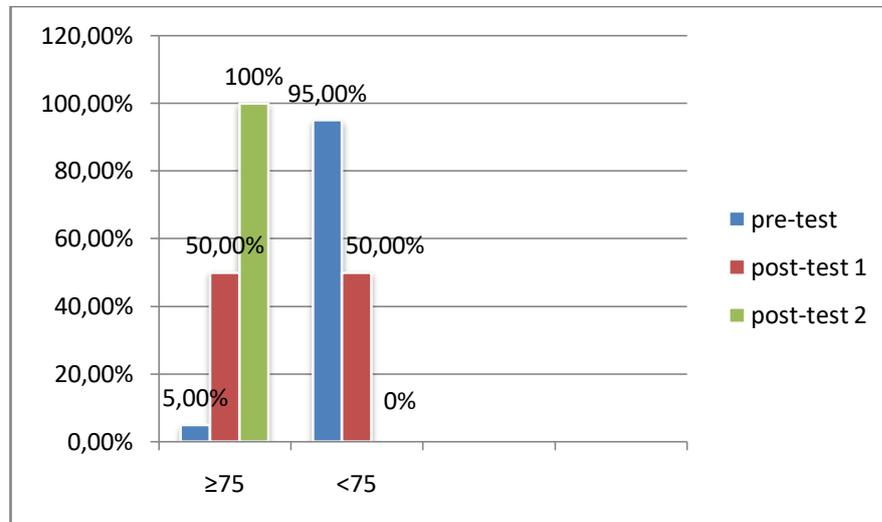
9	LS	39	75	86	Improved
10	M	38	74	87	Improved
11	MDA	70	70	80	Improved
12	MR	75	78	90	Improved
13	MZA	38	64	80	Improved
14	NRD	71	76	80	Improved
15	NLI	69	70	85	Improved
16	NLA	46	63	84	Improved
17	PA	38	79	80	Improved
18	PW	40	66	76	Improved
19	RK	68	68	76	Improved
20	RR	66	48	75	Improved
21	S	55	78	84	Improved
22	SN	56	72	86	Improved
Total		1.114	1.581	1.824	
Average		51	72	83	
Highest score		75	81	90	
Lowest score		34	62	75	

Table 22
Frequency of Students' Score at Pre test, Post-test 1, and post test 2

Score	Pre-Test		Post-Test I		Post-Test II		Explanati on
	Freque ncy	Perce ntaes	Freque ncy	Perce ntaes	Freque ncy	Perce ntaes	
≥ 75	1	5%	11	50%	22	100%	Complete
< 75	21	95%	11	50%	0	0%	Incomplet e
Total	22	100%	22	100%	22	100%	

Graph 8

The Percentage of the Students' Grade of the students' at pre test, post test 1 and post test 2



Based on the graph above, it could be inferred that hamburger as strategy could improve the students' writing skill. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

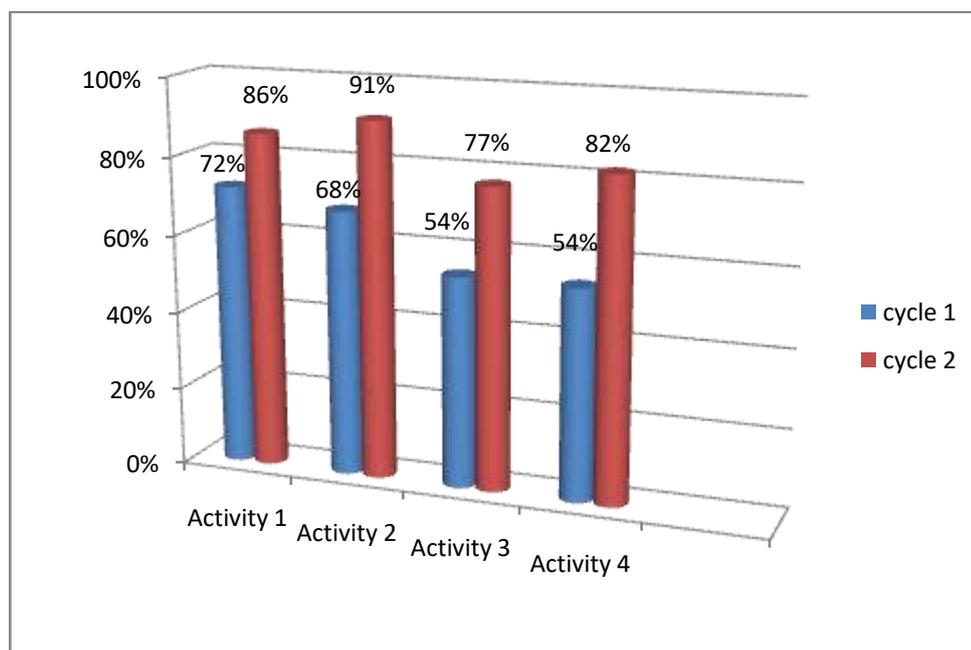
3. The Result of the Students' Learning Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in Cycle I and Cycle II can be seen in this table as follow:

Table 23
The percentage of the Students' Activity in cycle I&II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Paying attention on teacher's explanation	16	72%	19	86%	Improve
2	Asking or answering the question	15	68%	20	91%	Improve
3	Being active in the class	12	54%	17	77%	Improve
4	The students able do the task	12	54%	18	82%	Improve
The Average Percentage		62%		84%		

Graph 9
Figure of Learning Activity in Cycle I and Cycle II



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

a) Paying Attention to the Teacher's Explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was Improved. In cycle I it was only 72% and in cycle II 86%, it is improved 14%.

b) Asking/Answering Question from the Teacher

The students who ask/answered question from the teacher was Improved from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 23%, from cycle I 68% and cycle II 91%.

c) Being Active in the Class

The active students in class were improved. It could be seen on the cycle I 54% and cycle II also 77%, it improved 23%.

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 skill when hamburger as strategy was applied in learning process from cycle I up to cycle II.

d) Being Able to Do the Task

The students who had done the task were Improved. It could be seen on the cycle I 54% and cycle II 82%, it Improved 28%. Then, based on the explanation of cycle I and cycle II, it could be inferred

that the use of hamburger strategy improve the students' inwriting skill. There was progress average grade from 51 to 72 and to 83.

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 21 students' did not achieve the criteria (95%).

Moreover, in the post-test I there was 11 students or (50%) passed the test the indicator students get grade ≥ 75 with average 72. Meanwhile, in the post-test II there was 100 students or (100%) passed the test the indicator students get grade ≥ 75 with average 83. 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 70% of students got grade 75 was achieved.

D. DISCUSSION

In teaching writing to the students' of MA Ma'arif NU 5 Sekampung especially in students of XI class, based on the pre survey there are some problems like some students have inadequate vocabulary mastery and explored their ideas in writing skill. The researcher choose hamburger strategy to improve the students' writing skill.

The researcher used this strategy to organize students' idea and made students more active in writing skill in learning English. Therefore,

it is proved that the implementation of hamburger strategy improves the students' learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of hamburger strategy could improve the students' in writing skill. There is progress from the students gets grade ≥ 75 from pre-test 5% or 1 students, post-test I 50% or 11 students and post-test II become 100% or 22 students. It is inferred that there is improvement 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 70% of students got grade ≥ 75 are reached.

The result of the student's activities in cycle I and cycle II are improved. Pay' attention of the teacher' explanation from 72% become 86%, Asking or Answering the Questions from 68% become 91%, Being Active in the Class from 54% become 77%, Being able to do the Task from 54% become 82%. The result of students' activities in cycle I and cycle II, there is improvement in students' learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Hamburger as strategy can improve writing skill. It can be seen on the progress from pre-test to cycle I and cycle II. The percentage of students' writing skill got from post test II of cycle II is 100%. It means that result of cycle II had already achieved the indicator of success that is 70% of the students achieve the minimum mastery criteria (MMC). It is because hamburger as strategy consists of the effective teaching procedures that significantly encourage and improve the students' writing skill.

In addition, hamburger as strategy can improve students' learning activity at the eleventh grade of MA Ma'arif NU 5 Sekampung . It was investigated that the percentage of learning activity of cycle II is 84%. It means that hamburger as strategy can improve the students' learning activity. It is caused the use of all teaching procedures in hamburger as strategy can support the researcher effectively in improving the students' learning activities.

B. Suggestion

Based on the result of the research above, the researcher would like to suggestion as follow:

1. For Students, in order to:
 - a. Active in learning process especially English writing subject.

- b. Improve their writing skill through hamburger strategy.
 - c. The students can understand and comprehend the material which teacher has given.
2. For English Teacher, in order to:
- a. Have various strategy like hamburger strategy.
 - b. To teach English, especially to improve the students` writing skill.
 - c. Prepare some books to increase their knowledge especially in English subject.
3. For Headmaster, in order to
- a. Support the English learning process by the preparing the facilitations and instruments completely.
 - b. Recommended to make the further research about improving writing through hamburger strategy.

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APPENDICES

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS

Kelas : XI

Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

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

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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.

KI 4: 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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta</p>	<p>Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> • Menjaga hubungan interpersonal dengan guru, teman, dan orang lain • Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya <p><i>Ungkapan</i></p> <p>Saran dan tawaran: <i>Why don't you...</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. • Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. • Siswa belajar mengambil giliran dalam melakukan tindak komunikasi <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> - Fungsi sosial - Ungkapan yang digunakan untuk memberi saran dan tawaran 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya • Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p>	<p>2 x 2jp</p>	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>responnya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>What about ...?</i> <i>You should ...</i> <i>You can</i> <i>Do you need?</i></p> <p><i>Unsur kebahasaan</i> (1) Ucapan, tekanan kata, intonasi, (2) Rujukan kata</p> <p><i>Topik</i> Keteladanan tentang perilaku peduli, kerjasama, dan proaktif</p>	<p>- Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan dan tawaran dan meresponnya • Siswa berlatih menggunakan ungkapan tersebut • Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan. • Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa bermain peran memberi saran dan tawaran serta responnya • Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar 	<p>Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya . • Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>kelas,dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks.</p> <ul style="list-style-type: none"> Siswa membuat 'learning journal' 			
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International</p> <p>2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk menyatakan dan</p>	<p>Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <p><i>Ungkapan</i></p> <p>menyatakan pendapat/pikiran</p> <p><i>I think ...</i></p> <p><i>I suppose...</i></p> <p><i>In my opinion ...</i></p> <p><i>Unsur Kebahasaan</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya Siswa mengikuti interaksi menyatakan pendapat dan pikiran Siswa menirukan model interaksi menyatakan pendapat dan pikiran Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p>		<p>Mengeksplorasi</p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>). 	<p>pertanyaan tentang ungkapan menyatakan pendapat dan pikiran.</p> <ul style="list-style-type: none"> • Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan komunikasi • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		
<p>1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International</p> <p>2.1.Mengembangkan</p>	<p>Teks lisan dan tulis untuk menyatakan harapan dan doa serta responnya</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/menonton interaksi ungkapan harapan dan doa • Siswa mengikuti interaksi harapan dan doa • Siswa menirukan model interaksi harapan dan 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi social ungkapan menyatakan harapan dan doa • Tingkat kelengkapan dan 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan harapan dan doa bersayap (<i>extended</i>), sesuai dengan konteks penggunaannya</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan harapan dan doa, bersayap (<i>extended</i>) dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p><i>Fungsi sosial:</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</p> <p><i>Ungkapan:</i></p> <p>harapan dan doa</p> <ul style="list-style-type: none"> - <i>I hope ...</i> - <i>I wish you all the best. Thank you.</i> <p><i>Unsur kebahasaan:</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p>doa</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi harapan dan doa. (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan harapan dan doa dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan harapan dan doa dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan harapan dan doa yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan harapan dan doa dalam bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan penggunaan ungkapan harapan dan doa dalam bahasa Inggris dalam jurnal belajar (<i>learning journal</i>). 	<p>keruntutan struktur teks ungkapan menyatakan harapan dan doa bersayap</p> <ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan harapan dan doa bersayap • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyatakan harapan dan doa serta responnya. <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyatakan harapan dan doa ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam 		<p>internet:</p> <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya</p> <p>4.4 Menangkap makna teks undangan resmi.</p> <p>4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Teks khusus, lisan dan tulis, berbe ntuk undangan resmi sederhana</p> <p><i>Fungsi Sosial</i></p> <p>Menjagahubungan transaksional dengan orang lain</p> <p><i>Struktur</i></p> <p><i>Salutation</i></p> <ul style="list-style-type: none"> - <i>Will/ Couid you come with me to the exhibition?</i> - <i>Is it possible for you to attend my birthday partyr?</i> <p><i>Closing</i></p> <p>Unsur kebahasaan:</p> <ol style="list-style-type: none"> (1) Kata dan tata bahasa baku (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (4) Layout (5) Rujukan kata 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan berbagai ungkapan yang digunakan guru dalam mengundang secara resmi dari berbagai sumber (a.l. media massa, internet). • Siswa berlatih menentukan gagasan utama, dan informasi rinci • Siswa membacakan contoh-contoh teks mengundang tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Siswa menyalin contoh-contoh teks undangan resmi sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru siswa terpancing untuk mempertanyakan tujuan; struktur dan kebahasaan yang digunakan dalam mengundang secara resmi. • Siswa memperoleh pengetahuan tambahan tentang tujuan, struktur teks, dan unsur kebahasaan dalam mengundang secara resmi. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri dan dalam kelompok mencari contoh undangan yang lain dari berbagai sumber • Siswa <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis berbagai macam undangan terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. 	<p>melaksanakan komunikasi</p> <p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Melakukan <i>role-play</i> (bermain peran) mengundang secara resmi • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi <p>Pengamatan (observations)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan 	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> • Berbagai undangan dalam bahasa Inggris • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> • Secara berkelompok siswa mendiskusikan ungkapan yang mereka temukan dari sumber lain. • Siswa menyunting undang yang diambil dari berbagai sumber • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang di sampaikan dalam kerja kelompok <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melengkapi teks undangan resmi dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam membuat kliping undangan resmi • Siswa menyunting undang yang diambil dari berbagai sumber • Dengan menggunakan multimedia, siswa membuat kartu undangan • Siswa memperoleh penguatan dari guru dan teman sejawat 	<p>komunikasi</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi undangan resmi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan teks undangan resmi berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi	Surat pribadi sederhana Fungsi Sosial	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa memperhatikan berbagai surat pribadi yang digunakan guru dari berbagai sumber (a.l. media massa, internet). 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial dalam menyampaikan 	4 x 2 JP	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>internasional yang diwujudkan dalam semangat belajar</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya</p> <p>4.7 Menangkap makna teks surat pribadi.</p> <p>4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis</p> <p>Memberi informasi kepada teman</p> <p>Struktur</p> <p>Date</p> <p><i>Salutation: Dear</i></p> <p><i>Opening paragraph: Greetings dan mengabarkan keadaan sekarang dan apa yang sedang dilakukan</i></p> <p><i>Content: Mengabarkan hal yang sudah/ akan terjadi</i></p> <p><i>Closing: Menutup surat dengan harapan untuk bertemu kembali</i></p> <p><i>Signature</i></p> <p><i>Unsur kebahasaan:</i></p> <ul style="list-style-type: none"> • Kata dan tata bahasa baku • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan • Rujukan kata 	<ul style="list-style-type: none"> • Siswa membacakan contoh-contoh surat pribadi tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Siswa menyalin contoh-contoh tersebut sesuai dengan aslinya agar menangkap isi, format dan tata letak penulisan. • Siswa berlatih menentukan gagasan utama, dan informasi rinci <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarahan dari guru siswa terpancing untuk mempertanyakan <ul style="list-style-type: none"> - Fungsi Sosial; - Struktur - Unsur kebahasaan yang digunakan dalam surat pribadi. • Siswa mempertanyakan cara menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa secara mandiri dan dalam kelompok mencari contoh surat pribadi yang lain dari berbagai sumber • Siswa berdiskusi menentukan gagasan utama, dan informasi rinci dan informasi tertentu • Siswa menyusun paragraph-paragraph pendek menjadi surat pribadi. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis berbagai macam surat pribadi terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur 	<p>surat pribadi</p> <ul style="list-style-type: none"> • Tingkat kelengkapan dan keruntutan struktur teks surat • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observasi)</p> <ul style="list-style-type: none"> • Upaya menggunakan Bahasa Inggris dalam menulis surat pribadi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan karya siswa yang mendukung proses penulisan surat pribadi, 		<p>Inggris</p> <ul style="list-style-type: none"> • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<ul style="list-style-type: none"> • simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi 	kebahasaan yang sampaikan dalam surat pribadi Komunikasi <ul style="list-style-type: none"> • Siswa melengkapi surat pribadi sederhana dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa berkreasi dalam menuliskan surat pribadi kepada teman/ guru • Siswa memperoleh penguatan dari guru 	berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>), sesuai dengan konteks penggunaannya. 4.9 Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (<i>tips</i>). 4.10 Menyunting teks prosedur berbentuk manual	teks prosedur berbentuk manual dan kiat-kiat (<i>tips</i>) <i>Tujuan komunikasi :</i> menyelesaikan pekerjaan, secara lengkap dan urut. <i>Struktur</i> menyebutkan bahan/bagian dari benda yang dipaparkan secara lengkap, serta daftar langkah yang dilakukan <i>Unsur Kebahasaan</i> <ul style="list-style-type: none"> • simple present tense • imperative, • Nomor yang menyatakan urutan • kata keterangan • ejaan, ucapan, 	Mengamati <ul style="list-style-type: none"> • Siswa membaca/ membacakan/ mendengarkan berbagai macam manual dan tip. • Siswa mengamati tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur yang membaca, membacakan, menonton, dan mendengarkan Mempertanyakan <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa mempertanyakan tujuan komunikasi, struktur, dan unsur kebahasaan dari teks prosedur Mengeksplorasi <ul style="list-style-type: none"> • Siswa berlatih menggunakan kalimat imperative dalam memberikan tip secara lisan dan tulis • Siswa membacakan manual dan tip kepada teman dengan menggunakan unsur kebahasaan yang tepat • Secara individu siswa menyalin beberapa tips Mengasosiasi <ul style="list-style-type: none"> • Siswa membandingkan beberapa manual dan tips • Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menuliskan 	Kriteria penilaian: <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks prosedur • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian Pengamatan (observations) Tujuan untuk memberi balikan. Sasaran penilaian adalah: <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Portofolio <ul style="list-style-type: none"> • Kumpulan catatan 	4 x 2 JP	<ul style="list-style-type: none"> • Manual dari berbagai produk • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan kiat-kiat (<i>tips</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>intonasi, tekanan kata, tanda baca, tulisan tangan yang jelas dan rapi.</p>	<p>manual dan tips dengan fokus pada tujuan komunikasi, struktur, dan unsur kebahasaan.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mempresentasikan beberapa tips yang disalin dari beberapa sumber Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p>kemajuan belajar berupa catatan atau rekaman monolog teks prosedur berbentuk manual dan tips</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mendukung proses penyuntingan teks prosedur. Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan</p>	<p>Tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya (Passive Voice)</p> <p><i>Fungsi Sosial</i> menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya</p> <p><i>Struktur Teks</i> Insects are considered dangerous animals. Tsunami is caused by earthquake affecting the seabed.</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> Kata kerja be (is/ 	<p>MENGAMATI</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat Passive, dalam berbagai konteks. Siswa mengikuti interaksi tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan struktur Passive Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan kalimat Passive (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai kalimat Passive yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan keruntutan struktur teks Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, 	<p>3 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americaneenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>am/ are/ was/ were) dan verb 3rd form.</p> <ul style="list-style-type: none"> tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi. <p><i>Topik</i></p> <p>Berbagai hal terkait dengan kejadian/ kegiatan/ tindakan ilmiah yang tanpa perlu melibatkan pelakunya</p>	<p>dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>EKSPERIMEN (Explore)</p> <ol style="list-style-type: none"> Siswa bertanya jawab dengan kalimat Passive dalam bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur. Siswa berusaha menyatakan dan menanyakan dalam bentuk passive dalam bahasa Inggris dalam proses pembelajaran. <p>MENGASOSIASI</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat passive yang telah dipelajari dengan kalimat aktive. Siswa membandingkan antara kalimat passive dalam bahasa Inggris dengan bahasa ibu atau bahasa Indonesia. <p>KOMUNIKASI</p> <ul style="list-style-type: none"> Siswa bertanya jawab dengan kalimat passive dalam bahasa Inggris, di dalam dan di luar kelas. Siswa berkreasi dengan tulisan ilmiah mereka dengan kalimat passive Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan kalimat passive dalam jurnal belajarnya. 	<p>percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk passive Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p>	<p>Pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang</p> <p>Conditional Sentence</p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat pengandaian, dalam berbagai konteks. Siswa mengikuti interaksi tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.</p> <p>4.12 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>Fungsi Sosial</i></p> <p>Menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang</p> <p><i>Struktur Teks</i></p> <ul style="list-style-type: none"> - <i>If teenagers eat too much fast food, they can easily become overweight.</i> - <i>If you exercise regularly, you will get the benefit physically and mentally</i> <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> - If Clauses dalam simple present - Main Clause dengan modals can/ will <p><i>Topik:</i></p> <p>Berbagai hal terkait dengan mengandaikan keadaan/ kejadian/ peristiwa di waktu yang akan datang</p>	<p>pembelajaran, dengan bimbingan guru.</p> <ul style="list-style-type: none"> • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>MEMPERTANYAKAN</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pengandaian yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur. • Siswa berusaha menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/ kejadian/ peristiwa di waktu yang akan datang dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan pengandaian yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara ungkapan pengandaian dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. 	<p>ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks dalam bentuk <i>pengandaian/ If clause</i> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. 		<p>internet:</p> <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas. Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya. 			
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di</p>	<p>Teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam,</p> <p><i>Fungsi sosial</i></p> <ul style="list-style-type: none"> Mengamati alam Menulis paparan ilmiah mengenai benda, binatang dan gejala/ peristiwa alam <p><i>Struktur</i></p> <ul style="list-style-type: none"> Klasifikasi Umum tentang binatang/ benda yang ditulis, e.g. Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. <p>Mengeksplorasi</p> <p>Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks ilmiah faktual Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks ilmiah faktual Kesungguhan siswa dalam 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pelajaran lain di Kelas XI</p> <p>4.13 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p>	<ul style="list-style-type: none"> - Penggambaran mengenai bagian, sifat dan tingkah lakunya <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> - Simple Present - Kata kerja yang menggambarkan binatang/ benda/ gejala alam - Kata sifat - Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati - ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. - Rujukan kata 	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. • Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok <p>Komunikasi</p> <ul style="list-style-type: none"> • Siswa menyalin teks report yang diduplikatnya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacanya di kelas • Siswa menyampaikan laporan berupa catatan (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual. • Membuat learning journal dalam pembelajaran ini. • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan 	<p>proses pembelajaran dalam setiap tahapan</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p>	<p>Teks eksposisi analitis</p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks eksposisi analitis • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, 	<p>4 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/ majalah berbahasa Inggris • Sumber dari internet:

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.</p> <p>4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum</p>	<p><i>Struktur teks</i></p> <p>a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan</p> <p>b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung</p> <p>c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut</p> <p><i>Unsur Kebahasaan:</i></p> <ul style="list-style-type: none"> - Kalimat Simple Present - Conditional Clauses - Modals 	<p>eksposisi analitis</p> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa secara berkelompok menuliskan /menyalin teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks eksposisi kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan • Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, 	<p>intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> • Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		<ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		struktur dan unsur kebahasaannya. <ul style="list-style-type: none"> Siswa mempresentasikannya di kelas Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks eksposisi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. Siswa membuat 'learning journal' 	Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks biografi pendek dan sederhana tentang tokoh terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.15 Menangkap makna teks biografi pendek dan sederhana tentang tokoh terkenal</p>	<p>Teks biografi pendek dan sederhana tentang tokoh terkenal</p> <p><i>Fungsi Sosial</i> Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan</p> <p><i>Struktur</i></p> <ol style="list-style-type: none"> Menyebutkan tindakan/ peristiwa/kejadian secara umum Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut Jika perlu, ada kesimpulan umum. <p><i>Unsur Kebahasaan</i></p> <ul style="list-style-type: none"> Kata-kata terkait 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks biografi yang diberikan/ diperdengarkan guru secara santun dan tanggung jawab. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari teks biografi yang dipelajari. Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks biografi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text biografi dari berbagai sumber. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Pengamatan (observations):</p> <p>Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks biografi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian 	4 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americaneenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.</p> <ul style="list-style-type: none"> - Simple, Continuous, Perfect tense - Penyebutan kata benda - Modal auxiliary verbs 	<ul style="list-style-type: none"> • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beberapa teks biografi sederhana • Siswa secara berkelompok menuliskan /menyalin teks biografi dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teksbiografit kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks biografi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menceritakan kembali teks biografi sederhana tentang keteladanan dari tokoh terkenal dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks biografi dengan menyalin dan beberapa sumber. • Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing-masing dalam mencari teks biografi selama proses pembelajaran di dalam dan di luar kelas, termasuk kendala yang dialami. • Siswa membuat ‘learning journal’ 	<p>menggunakan strategi dalam membaca</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.12 Menyebutkan fungsi sosial dan kebahasaan dalam lagu</p> <p>4.16 Menangkap pesan dalam lagu</p>	<p>Lagu</p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> • Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. • Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. • Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan lagu yang diperdengarkan • Siswa menirukan model secara terbimbing. • Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan yang disampaikan dari lagu • Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dari lagu tersebut <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa melengkapi rumpang pada lagu tersebut dengan ungkapan yang benar sesuai dengan model yang dipelajari • Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat • Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin • Siswa mengaitkan syair lagu dengan ungkapan yang sudah dipelajari 	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> • kesantunan saat melakukan tindakan • Perilaku tanggung jawab, peduli, kerjasama dan cinta damai • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu • kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan • penilaian sejawat, berupa komentar atau cara penilaian lainnya 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> • CD/ Audio/ VCD • Koran/Majalah berbahasa Inggris • Buku lagu bahasa Inggris • Sumber dari internet: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa mendemonstrasikan kemahiran mereka menyanyikan lagu tersebut dengan pengucapan dan tekanan kata yang benar. • Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di dalam lagu-lagu tersebut • Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 			

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 1)

Satuan Pendidikan	: SMA/MA
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI / 1
Materi Pokok	: Report Text
Alokasi Waktu	: 2 pertemuan (4 jam)

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotongroyong, 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.

KI 4 : 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. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam

<p>2.2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>3.9. Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.</p> <p>4.13. Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p>	<p>semangat belajar</p> <p>2.2. Siswa dapat menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>3.9. Siswa dapat menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.</p> <p>4.13. Siswa dapat menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p>
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C. Tujuan Pembelajaran

1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2. Siswa dapat menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
3. Siswa dapat menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI
4. Siswa dapat menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

D.Materi Pembelajaran

Teks ilmiah faktual (*factualreport*) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam.

- *Fungsi sosial*
 - Mengamati alam
 - Menulis paparan ilmiah mengenai benda,binatang dan gejala/ peristiwa alam
- *Struktur*
 - Klasifikasi Umum tentang binatang/ benda yang ditulis, e.g.
Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with
 - Penggambaran mengenai bagian, sifat dan tingkah lakunya
- *Unsur kebahasaan*
 - Simple Present
 - Kata kerja yang menggambarkan binatang/ benda/ gejala alam
 - Kata sifat
 - Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati
 - Ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi

E.Metode Pembelajaran

Metode : CTL
 Strategy : Hamburger strategy
 Pendekatan scientific dan Pendekatan Komunikatif

F.Kegiatan Pembelajaran

Pertemuan Ke 1 (2x 40 menit)

Fase	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam (greeting) -Guru memeriksa kehadiran siswa -Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan 	10 menit
Kegiatan inti	<p>Mengamati</p> <ul style="list-style-type: none"> - Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan - Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual - Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> - Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. - Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. <p>Mengeksplorasi</p>	60 menit

	<ul style="list-style-type: none"> - Siswa mendengarkan/membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> - Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. - Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. - Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok <p>Komunikasi</p> <ul style="list-style-type: none"> - Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas - Siswa menyampaikan laporan berupa catatan (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual. - Membuat learning journal dalam pembelajaran ini - Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang 	
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	dihasilkan	
Penutup	<ul style="list-style-type: none"> - Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya - Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran - Peserta didik menerima tugas mandiri - Peserta didik dan guru mengucapkan salam penutup 	10 menit

Pertemuan Ke 2 (2x 40 menit)

Fase	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam (greeting) -Guru memeriksa kehadiran siswa -Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan 	10 menit
Kegiatan inti	<p>Mengamati</p> <ul style="list-style-type: none"> - Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan - Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual - Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> - Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. 	60 menit

	<ul style="list-style-type: none"> - Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Siswa mendengarkan/membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> - Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. - Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. - Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok <p>Komunikasi</p> <ul style="list-style-type: none"> - Siswa menyalin teks report yang diduplikatnya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacanya di kelas - Siswa menyampaikan laporan berupa catatan (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual. 	
--	---	--

	<ul style="list-style-type: none"> - Membuat learning journal dalam pembelajaran ini - Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan 	
Penutup	<ul style="list-style-type: none"> - Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya - Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran - Peserta didik menerima tugas mandiri - Peserta didik dan guru mengucapkan salam penutup 	10 menit

G. Alat pembelajaran

Alat dan bahan :

- Spidol
- White Board

H. Penilaian Hasil Pembelajaran (Assessment)

1. Teknik penilaian

- Sikap spiritual
- Sikap sosial
- Pengetahuan
- Keterampilan
 - 1) Pengetahuan
 - Teknik : Test Tulisan

- Teknik : Test Tulisan
- Bentuk Instrumen : Uraian Singkat

Penilaian yang digunakan adalah menggunakan *rubrics of writing*. Aspek-aspek yang dinilai adalah *content (C)*, *organization (O)*, *grammar (G)*, *vocabulary (V)*, dan *mechanics (M)*.

(The Rubric Score of Writing Report Text)

Pedoman penilaian

Nilai sempurna = $30+20+20+25+5=100$

Metro, November 2019

The Collaborator



M. Husni Ubaidillah, S.Pd

NIP.

The Researcher



Sintia Marcella Anggelina

NPM. 1501070207

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 2)

Satuan Pendidikan	: SMA/MA
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI / 1
Materi Pokok	: Report Text
Alokasi Waktu	: 2 pertemuan (4 jam)

C. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotongroyong, 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.

KI 4 : 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.

D. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KOMPETENSI DASAR	INDIKATOR
1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.2. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam

<p>2.2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>3.9. Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.</p> <p>4.13. Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p>	<p>semangat belajar</p> <p>2.2. Siswa dapat menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p> <p>3.9. Siswa dapat menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.</p> <p>4.13. Siswa dapat menangkap makna dalam teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.</p>
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C. Tujuan Pembelajaran

5. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

6. Siswa dapat menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.
7. Siswa dapat menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI
8. Siswa dapat menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

D.Materi Pembelajaran

Teks ilmiah faktual (*factualreport*) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam.

- *Fungsi sosial*
 - Mengamati alam
 - Menulis paparan ilmiah mengenai benda,binatang dan gejala/ peristiwa alam
- *Struktur*
 - Klasifikasi Umum tentang binatang/ benda yang ditulis, e.g.
Slow loris is a mammal. It is found in ... It is a nocturnal animal. It is very small with
 - Penggambaran mengenai bagian, sifat dan tingkah lakunya
- *Unsur kebahasaan*
 - Simple Present
 - Kata kerja yang menggambarkan binatang/ benda/ gejala alam
 - Kata sifat
 - Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati
 - Ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi

E.Metode Pembelajaran

Metode : CTL
 Strategy : Hamburger strategy
 Pendekatan scientific dan Pendekatan Komunikatif

F.Kegiatan Pembelajaran

Pertemuan Ke 3 (2x 40 menit)

Fase	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam (greeting) -Guru memeriksa kehadiran siswa -Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan 	10 menit
Kegiatan inti	<p>Mengamati</p> <ul style="list-style-type: none"> - Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan - Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual - Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> - Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut. - Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. <p>Mengeksplorasi</p>	60 menit

	<ul style="list-style-type: none"> - Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> - Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. - Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. - Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok <p>Komunikasi</p> <ul style="list-style-type: none"> - Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas - Siswa menyampaikan laporan berupa catatan (<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual. - Membuat learning journal dalam pembelajaran ini - Pada saat yang sama, antar siswa melakukan 	
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	penilaian sejawat, tentang teks report yang dihasilkan	
Penutup	<ul style="list-style-type: none"> - Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya - Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran - Peserta didik menerima tugas mandiri - Peserta didik dan guru mengucapkan salam penutup 	10 menit

Pertemuan Ke 4(2x 40 menit)

Fase	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam (greeting) -Guru memeriksa kehadiran siswa -Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan 	10 menit
Kegiatan inti	<p>Mengamati</p> <ul style="list-style-type: none"> - Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan - Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual - Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> - Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang 	60 menit

	<p>digunakan dalam paparan tersebut.</p> <ul style="list-style-type: none"> - Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan tujuan, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> - Dalam kerja kelompok terbimbing siswa menganalisis struktur dan unsur bahasa yang ada dalam beberapa teks report. - Siswa mengelompokkan struktur, fungsi sosial dan unsur kebahasaan teks berdasarkan penggunaannya. - Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok <p>Komunikasi</p> <ul style="list-style-type: none"> - Siswa menyalin teks report yang didapatkannya tentang benda, binatang dan gejala alam atau peristiwa lain yang terkait dengan mata pelajaran lain dan membacakannya di kelas - Siswa menyampaikan laporan berupa catatan 	
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	<p>(<i>note taking</i>) dari hasil membaca beberapa teks ilmiah faktual.</p> <ul style="list-style-type: none"> - Membuat learning journal dalam pembelajaran ini - Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang teks report yang dihasilkan 	
Penutup	<ul style="list-style-type: none"> - Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya - Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran - Peserta didik menerima tugas mandiri - Peserta didik dan guru mengucapkan salam penutup 	10 menit

G. Alat pembelajaran

Alat dan bahan :

- Spidol
- White Board

H. Penilaian Hasil Pembelajaran (Assessment)

2. Teknik penilaian

- Sikap spiritual
- Sikap sosial
- Pengetahuan
- Keterampilan

- Teknik : Test Tulisan
- Bentuk Instrumen : Uraian Singkat

Penilaian yang digunakan adalah menggunakan *rubrics of writing*. Aspek-aspek yang dinilai adalah *content (C)*, *organization (O)*, *grammar (G)*, *vocabulary (V)*, dan *mechanics (M)*.

(The Rubric Score of Writing Report Text)

Pedoman penilaian

Nilai sempurna = $30+20+20+25+5=100$

Metro, November 2019

The Collaborator



M. Husni Ubaidillah, S.Pd

NIP.

The Researcher



Sintia Marcella Angelina

NPM. 1501070207

PRE-TEST INSTRUMENT
OF WRITING REPORT TEXT

Subject : English (writing)

Class : XI IPS 1

Time allocation : 45 minutes

Direction :

- ❖ Please write your name and class on answer sheet.
- ❖ Please use your own hand writing.
- ❖ Please write carefully.

Exercise :

1. Please write report paragraphs about cat, 4 till 5 sentences.
2. Remember to include the part of a report text (generic structure and language feature)
3. Your written a report text will be scored on these considerations:
 - a. Content
 - b. Organization (Identification - Description)
 - c. Grammar
 - d. Vocabulary
 - e. Mechanics

POST-TEST 1
OF WRITING REPORT TEXT

Subject : English (writing)

Class : XI IPS 1

Time allocation : 45 minutes

Direction :

- ❖ Please write your name and class on answer sheet.
- ❖ Please use your own hand writing.
- ❖ Please write carefully.

Exercise :

1. Please write report paragraphs text about mobile phone, 4 till 5 sentences.
2. Remember to include the part of a report text (generic structure and language feature)
3. Your written a report text will be scored on these considerations:
 - f. Content
 - g. Organization (Identification - Description)
 - h. Grammar
 - i. Vocabulary
 - j. Mechanics

POST-TEST 2
OF WRITING REPORT TEXT

Subject : English (writing)

Class : XI IPS 1

Time allocation : 45 minutes

Direction :

- ❖ Please write your name and class on answer sheet.
- ❖ Please use your own hand writing.
- ❖ Please write carefully.

Exercise :

1. Please write report paragraphs about whiteboard/blackboard,
4 till 5 sentences.
2. Remember to include the part of a report text (generic structure and language feature)
3. Your written a report text will be scored on these considerations:
 - k. Content
 - l. Organization (Identification - Description)
 - m. Grammar
 - n. Vocabulary
 - o. Mechanics

ANSWER SHEET

Name : FEBRY KURNIASIH Date : 21 - October - 2015
Class : VI ISI Time : 45 Minutes

I have a cat the color is black
It is have two ears, two ear and
Four fot it verr.Y cute

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GOOD LUCK ☺

ANSWER SHEET

Name : Ha Setiyana

Date : 25-10-2019

Class : XI IPS

Time : 45 Minutes

I have a cat in house . a cat is very cute
because I very like cat house

39

GOOD LUCK ☺

ANSWER SHEET

Name : Melisa Rahmawati Date : 28 October 2019

Class : XI IPS 1 Time : 45 Minutes

I have a cat in the house. my cat is very cute. the colour is white and grey. my cat is name kitty. it is a small cat. it is very like eat and play ball. it is has eye's ovale and blue colours.

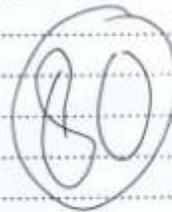
75

ANSWER SHEET

Name : FEBRY KURNIASIH Date : 7 - November - 2019

Class : XI IPS.1 Time : 45 Minutes

I have a Handphone colored Blue
Brand Nopia 105; the form is small
only to sms and telephone. Don't can
make facebook, Instagram, or whatapps.
every Day only to listen radio.



GOOD LUCK ☺

ANSWER SHEET

Name : Aisya

Date : 11.11.2019

Class : XI IPA 1

Time : 45 Minutes

HP is a long distance and close communication device. HP is very useful in all respects for people who have various forms and brands

75

ANSWER SHEET

Name : Melisa Rahmawati Date : 7-11-2019

Class : XI IPC I Time : 45 Minutes

① Handphone is an electronic device which is very difficult to carry anywhere and inside the cellphone provides all the features that can access everything with an application that can be download in Geogle Play store.

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FEBRY KURNIASIH

XI.1151

Blackboard is one
of the facilities in the classroom
that is usually used for teaching
and learning process for
students and teacher.

the black board that we usually
use is made of wood or plywood

which tends to be white and rectangular
in shape

is a learning tool commonly used for
teaching and learning

83

Nama : Lia Setiyana
Kelas : XI-1151

No. _____

Date : _____

Blackboard is one
of the facilities in the classroom → opening
that is usually used for teaching
and learning process for students and
teacher

the blackboard that we usually
use is made of wood or plywood

which tends to be white and rectangular
rectangular in shape

→ description

is a learning tool commonly used for
teaching and learning process in schools → closing

86



90

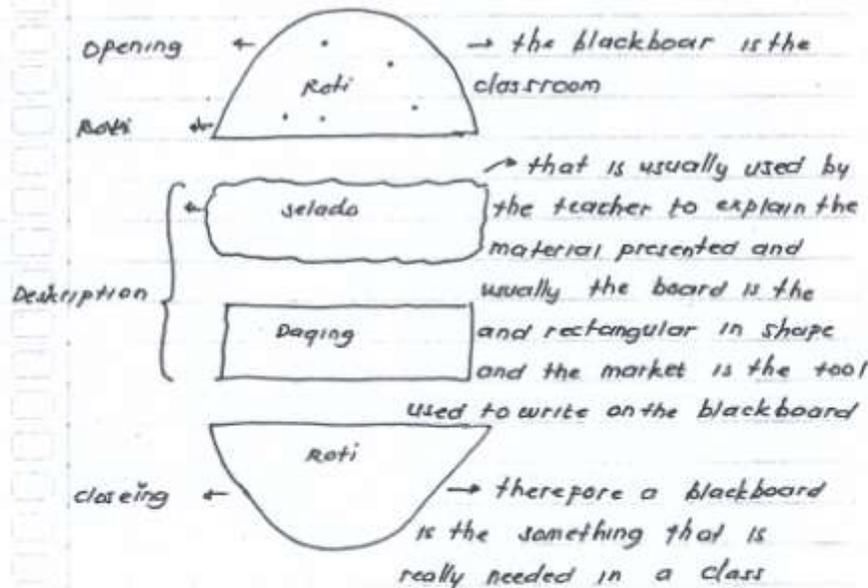
Kamis

13-11-2019.

Nama : Melisa Rahmawati

Kelas : XI IPS 2

the blackboard is in the classroom. that is usually used by the teacher to explain the material presented and usually used the board is white and rectangular in shape and the marker is the tool used to write on the blackboard. therefore a blackboard is something that is really needed in a class



TABLE**OBSERVATION SHEET OF STUDENTS' ACTIVITIES**Date : October , 31st 2019

Class : XI IPS1 Cycle : One (1)

No	Name	Activities			
		1	2	3	4
1	APZ	✓	✓		✓
2	AKA		✓	✓	✓
3	AKS	✓	✓		
4	ADI	✓		✓	
5	APN	✓		✓	✓
6	FK	✓	✓	✓	
7	KB	✓	✓		
8	KS		✓	✓	✓
9	LS	✓		✓	
10	M	✓	✓		
11	MDA			✓	✓
12	MR	✓	✓		
13	MZA		✓	✓	✓
14	MRD	✓		✓	
15	NLI		✓	✓	✓
16	NLA	✓	✓	✓	
17	PA	✓			✓
18	PW	✓	✓		
19	RK		✓	✓	✓
20	RR	✓	✓		✓
21	S	✓			✓
22	SN	✓	✓		✓
	Total	16	15	12	12

NOTES:

- Tick (✓) for each positive activity
- Indicator of the teacher's activities that observed are:
 1. Paying attention of the teacher's explanation

2. The students' ask/Answer the question
3. The students' active in the class
4. The students' doing the task

Metro, November 2019

The Collaborator



M. Husni Ubaidillah, S.Pd

NIP.

The Researcher



Sintia Marcella Angelina

NPM. 1501070207

TABLE
OBSERVATION SHEET OF STUDENTS' ACTIVITIES

Date : November, 4th 2019

Class : XI IPS1

Cycle : One (Second meeting)

No	Name	Activities			
		1	2	3	4
1	APZ	✓	✓		✓
2	AKA		✓	✓	✓
3	AKS	✓	✓		✓
4	ADI	✓	✓	✓	
5	APN		✓	✓	✓
6	FK	✓		✓	
7	KB	✓	✓		✓
8	KS		✓		✓
9	LS	✓		✓	✓
10	M	✓	✓		
11	MDA		✓	✓	✓
12	MR	✓		✓	✓
13	MZA		✓		✓
14	MRD	✓	✓	✓	
15	NLI	✓	✓		✓
16	NLA	✓	✓	✓	
17	PA	✓		✓	✓
18	PW	✓	✓	✓	
19	RK		✓	✓	✓
20	RR	✓	✓		✓
21	S		✓	✓	✓
22	SRI	✓	✓	✓	
Total		17	18	14	15

NOTES:

- Tick (✓) for each positive activity
- Indicator of the teacher's activities that observed are:
 1. Paying attention of the teacher's explanation
 2. The students' ask/Answer the question

3. The students' active in the class
4. The students' doing the task

Metro, November 2019

The Collaborator



M. Husni Ubaidillah, S.Pd

NIP.

The Researcher



Sintia Marcella Angelina

NPM. 1501070207

TABLE

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

Date : November , 11th 2019

Class : XI IPS1

Cycle : Two (First meeting)

No	Name	Activities			
		1	2	3	4
1	APZ	✓	✓		✓
2	AKA		✓	✓	✓
3	AKS	✓	✓	✓	
4	ADI	✓	✓	✓	
5	APN		✓		✓
6	FK	✓		✓	
7	KB	✓	✓		
8	KS		✓		✓
9	LS	✓		✓	✓
10	M	✓	✓		
11	MDA		✓	✓	✓
12	MR	✓	✓	✓	
13	MZA	✓	✓		✓
14	MRD	✓	✓	✓	
15	NLI		✓	✓	✓
16	NLA	✓	✓	✓	
17	PA	✓		✓	✓
18	PW	✓	✓		✓
19	RK		✓	✓	✓
20	RR	✓	✓	✓	
21	S		✓	✓	✓
22	SN	✓	✓	✓	
Total		14	17	12	12

NOTES:

- Tick (✓) for each positive activity
- Indicator of the teacher's activities that observed are:
 1. Paying attention of the teacher's explanation
 2. The students' ask/Answer the question

3. The students' active in the class
4. The students' doing the task

Metro, November 2019

The Collaborator



M. Husni Ubaidillah, S.Pd

NIP.

The Researcher



Sintia Marcella Angelina

NPM. 1501070207

TABLE

OBSERVATION SHEET OF STUDENTS' ACTIVITIES

Date : November, 14th 2019

Class : XI IPS1

Cycle : Two (Second meeting)

No	Name	Activities			
		1	2	3	4
1	APZ	✓	✓	✓	✓
2	AKA	✓	✓	✓	✓
3	AKS	✓	✓		✓
4	ADI	✓	✓	✓	✓
5	APN		✓		✓
6	FK	✓	✓	✓	
7	KB	✓	✓		✓
8	KS	✓	✓	✓	✓
9	LS	✓	✓	✓	✓
10	M	✓	✓		✓
11	MDA		✓	✓	✓
12	MR	✓		✓	✓
13	MZA		✓	✓	✓
14	MRD	✓		✓	
15	NLI	✓	✓	✓	✓
16	NLA	✓	✓	✓	
17	PA	✓	✓	✓	✓
18	PW	✓	✓	✓	✓
19	RK	✓	✓	✓	✓
20	RR	✓	✓	✓	
21	S	✓	✓	✓	✓
22	SN	✓	✓		✓
Total		19	20	17	18

NOTES:

- Tick (✓) for each positive activity
- Indicator of the teacher's activities that observed are:
 1. Paying attention of the teacher's explanation
 2. The students' ask/Answer the question

3. The students' active in the class
4. The students' doing the task

Metro, November 2019

The Collaborator



M. Husni Ubaidillah, S.Pd

NIP.

The Researcher



Sintia Marcella Angelina

NPM. 1501070207

OBSERVATION SHEET OF TEACHER ACTIVITIES

Date : _____

Teacher Activity	3	2	1
1. Pre teaching a. Prepare the lesson plan b. Prepare the media that will be used c. Ability in opening the learning process	✓		
2. While teaching a. Talk to students about what a hamburger looks like. Ask: What kinds of things do you absolutely need to make a hamburger? What kinds of things can you add to the burger to make it better? b. Explain that a paragraph is like a hamburger. The hamburger is made of three basic parts: the top bun, the patty, and the bottom bun. A paragraph also consists of three basic parts: an opening sentence, a supporting argument, and a closing sentence. c. Ask students whether burger tastes better when they adds pickles, lettuce, ketchup, and/or other condiments. Explain that a paragraph is more enjoyable when it has more to it as well. d. Have students draw a hamburger or give her a copy of the Hamburger Graphic Organizer. e. Using the graphic organizer, have students write an idea for an opening sentence on the top bun. The opening sentence states the thesis, or what your child believes to be true. For example, she might write, "Hamburgers taste best when they contain more than just a bun and patty." f. Next, students write a supporting sentence on the patty. This is the meat of her argument, so to speak. For instance, she might say, "Without condiments, the patty sticks to the bun and makes the hamburger dry and hard to swallow." g. Show to students how to write other supporting details on the lettuce and cheese of the graphic organizer. These		✓	

<p>details both back up her opening sentence and provide more information.</p> <p>h. Lastly, ask to students to write closing line on the bottom bun. This is the sentence that sums up argument and ties supporting details in to her thesis.</p> <p>i. Once the Hamburger Graphic Organizer is filled in, it's time to write the whole paragraph.</p>			
<p>3. Post teaching</p> <p>a. Conclude the result learning</p> <p>b. Close the learning activities</p>	✓		

NOTES:

- 1 = Bad
- 2 = Enough
- 3 = Good

DIRECTION:

1. Give a tick (✓) for the active students

Metro, November 2019

The Collaborator



M. Husni Ubaidillah, S.Pd

NIP.

The Researcher



Sintia Marcella Angelina

NPM. 1501070207

STUDENTS ATTENDANCE LIST

(PRE TEST)

Class: XI IPS1

Day/Date:

NO	NAME	SIGNATURE	
1	ALITA PUTRI ZANAYA	1	2
2	AMANDA KHOIRI AZIZAH		
3	ANISA KURNIA SARI	3	4
4	ANISA DIAH IFFADAH		
5	AZIZAH PUSPITA	5	6
6	FEBRI KURNIASIH		
7	KHARISMA BELLANI	7	8
8	KHORIATUS SA'ADDAH		
9	LIA SETIYANA	9	10
10	MARATUS		
11	MELISA DWI	11	12
12	MELISA RAHMAWATI		
13	M. ZAINAL ANWAR	13	14
14	NOVITA RAMADINA		
15	NURLENI	15	16
16	NURLENA		
17	PUTRI AMALIYA	17	18
18	PUTRA WIJAYA		
19	RAHAYU KURNIATI	19	20
20	REDA RAMADHANI		
21	SISKAWATI	21	22
22	SRI NURIMANAH		

STUDENTS ATTENDANCE LIST

(FIRST MEETING IN CYCLE 1)

Class: XI IPS1

Day/Date:

NO	NAME	SIGNATURE	
1	ALITA PUTRI ZANAYA	1	Alita
2	AMANDA KHOIRI AZIZAH	2	Amanda
3	ANISA KURNIA SARI	3	Anisa
4	ANISA DIAH IFFADAH	4	Anisa
5	AZIZAH PUSPITA	5	Azizah
6	FEBRI KURNIASIH	6	Febri
7	KHARISMA BELLANI	7	Kharisma
8	KHORIATUS SA'ADDAH	8	Khoriatu
9	LIA SETTYANA	9	Lia
10	MARATUS	10	Maratus
11	MELISA DWI	11	Melisa
12	MELISA RAHMAWATI	12	Melisa
13	M. ZAINAL ANWAR	13	M. Zainal
14	NOVITA RAMADINA	14	Novita
15	NURLENI	15	Nurle
16	NURLENA	16	Nurle
17	PUTRI AMALIYA	17	Putri
18	PUTRA WIJAYA	18	Putra
19	RAHAYU KURNIATI	19	Rahayu
20	REDA RAMADHANI	20	Reda
21	SISKAWATI	21	Siskawati
22	SRI NURIMANAH	22	Sri Nur

STUDENTS ATTENDANCE LIST
(SECOND MEETING IN CYCLE 1)

Class: XI IPS1

Day/Date:

NO	NAME	SIGNATURE	
1	ALITA PUTRI ZANAYA	1	2
2	AMANDA KHOIRI AZIZAH		
3	ANISA KURNIA SARI	3	4
4	ANISA DIAH IFFADAH		
5	AZIZAH PUSPITA	5	6
6	FEBRI KURNIASIH		
7	KHARISMA BELLANI	7	8
8	KHORIATUS SA'ADDAH		
9	LIA SETIYANA	9	10
10	MARATUS		
11	MELISA DWI	11	12
12	MELISA RAHMAWATI		
13	M. ZAINAL ANWAR	13	14
14	NOVITA RAMADINA		
15	NURLENI	15	16
16	NURLENA		
17	PUTRI AMALIYA	17	18
18	PUTRA WIJAYA		
19	RAHAYU KURNIATI	19	20
20	REDA RAMADHANI		
21	SISKAWATI	21	22
22	SRI NURIMANAH		

STUDENTS ATTENDANCE LIST

(POST TEST 1)

Class: XI IPS1

Day/Date:

NO	NAME	SIGNATURE	
1	ALITA PUTRI ZANAYA	1	Am
2	AMANDA KHOIRI AZIZAH	2	Jh
3	ANISA KURNIA SARI	3	Am
4	ANISA DIAH IFFADAH	4	Am
5	AZIZAH PUSPITA	5	Am
6	FEBRI KURNIASIH	6	Am
7	KHARISMA BELLANI	7	Am
8	KHORIATUS SA'ADDAH	8	Am
9	LIA SETIYANA	9	Am
10	MARATUS	10	Am
11	MELISA DWI	11	Am
12	MELISA RAHMAWATI	12	Am
13	M. ZAINAL ANWAR	13	Am
14	NOVITA RAMADINA	14	Am
15	NURLENI	15	Am
16	NURLENA	16	Am
17	PUTRI AMALIYA	17	Am
18	PUTRA WJAYA	18	Am
19	RAHAYU KURNIATI	19	Am
20	REDA RAMADHANI	20	Am
21	SISKAWATI	21	Am
22	SRI NURIMANAH	22	Am

STUDENTS ATTENDANCE LIST

(FIRST MEETING IN CYCLE 2)

Class: XI IPS1

Day/Date:

NO	NAME	SIGNATURE	
1	ALITA PUTRI ZANAYA	1	2
2	AMANDA KHOIRI AZIZAH		
3	ANISA KURNIA SARI	3	4
4	ANISA DIAH IFFADAH		
5	AZIZAH PUSPITA	5	6
6	FEBRI KURNIASIH		
7	KHARISMA BELLANI	7	8
8	KHORIATUS SA'ADDAH		
9	LIA SETIYANA	9	10
10	MARATUS		
11	MELISA DWI	11	12
12	MELISA RAHMAWATI		
13	M. ZAINAL ANWAR	13	14
14	NOVITA RAMADINA		
15	NURLENI	15	16
16	NURLENA		
17	PUTRI AMALIYA	17	18
18	PUTRA WIJAYA		
19	RAHAYU KURNIATI	19	20
20	RED RAMADHANI		
21	SISKAWATI	21	22
22	SRI NURIMANAH		

STUDENTS ATTENDANCE LIST

(SECOND MEETING IN CYCLE 2)

Class: XI IPS1

Day/Date:

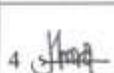
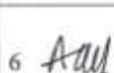
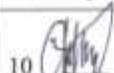
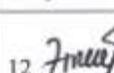
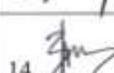
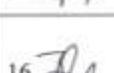
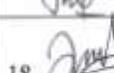
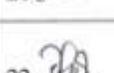
NO	NAME	SIGNATURE	
1	ALITA PUTRI ZANAYA	1	Am
2	AMANDA KHOIRI AZIZAH	2	Am
3	ANISA KURNIA SARI	3	Am
4	ANISA DIAH IFFADAH	4	Am
5	AZIZAH PUSPITA	5	Am
6	FEBRI KURNIASIH	6	Am
7	KHARISMA BELLANI	7	Am
8	KHORIATUS SA' ADDAH	8	Am
9	LIA SETIYANA	9	Am
10	MARATUS	10	Am
11	MELISA DWI	11	Am
12	MELISA RAHMAWATI	12	Am
13	M. ZAINAL ANWAR	13	Am
14	NOVITA RAMADINA	14	Am
15	NURLENI	15	Am
16	NURLENA	16	Am
17	PUTRI AMALIYA	17	Am
18	PUTRA WIJAYA	18	Am
19	RAHAYU KURNIATI	19	Am
20	RED RAMADHANI	20	Am
21	SISKAWATI	21	Am
22	SRI NURIMANAH	22	Am

STUDENTS ATTENDANCE LIST

(POST TEST 2)

Class: XI IPS1

Day/Date:

NO	NAME	SIGNATURE	
1	ALITA PUTRI ZANAYA	1	
2	AMANDA KHOIRI AZIZAH	2	
3	ANISA KURNIA SARI	3	
4	ANISA DIAH IFFADAH	4	
5	AZIZAH PUSPITA	5	
6	FEBRI KURNIASIH	6	
7	KHARISMA BELLANI	7	
8	KHORIATUS SA'ADDAH	8	
9	LIA SETIYANA	9	
10	MARATUS	10	
11	MELISA DWI	11	
12	MELISA RAHMAWATI	12	
13	M. ZAINAL ANWAR	13	
14	NOVITA RAMADINA	14	
15	NURLENI	15	
16	NURLENA	16	
17	PUTRI AMALIYA	17	
18	PUTRA WIJAYA	18	
19	RAHAYU KURNIATI	19	
20	REDA RAMADHANI	20	
21	SISKAWATI	21	
22	SRI NURIMANAH	22	

THE FIELD NOTE

Cycle I	First Meeting	Some students did not pay much attention to the teacher explanation but they begun very enthusiast when the teacher told interesting topic.
	Second Meeting	Some students little bit annoyed when the teacher explained the material but the other students felt enjoy the learning process.
	Third Meeting	The Students paid more attention when the teacher evaluated the common mistakes and they had more spirit in doing post test I.
Cycle II	First Meeting	The students rather feel bored because they had to similar task in every meeting but they still paid attention to the teacher.
	Second Meeting	The students had understood the way and the rule to follow the teacher's instruction and feel easier to do the task together with their friends.
	Third Meeting	The students were very glad to do post test II because it was very easy after they got the treatment in every meeting and learnt their mistakes.

DOCUMENTATION SHEET

No	Documentation Point	Availability
1	Syllabus of English subject	✓
2	Lesson plan and learning material	✓
3	History of the school	✓
4	Conditional of teachers and official employers in MA Ma'arif NU 5 Sekampung	✓
5	Quantity of the students	✓
6	Organization structure of MA Ma'arif NU 5 Sekampung	✓

DIRECTION:

1. Give a tick (✓) for each positive availability

Metro, November 2019

The Collaborator



M. Husni Ubaidillah, S.Pd

NIP.

The Researcher



Sintia Marcella Angelina

NPM. 1501070207

Writing Assessment

Aspect	Score	Performance Description
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 clearly stated, etc.
	17-14 (Good to average)	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10 (Fair to poor)	Non fluent, ideas confused or disconnected, etc.
	9-7 (Very poor)	Does not communicate, no organization, etc.
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, etc.
	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 constructions, etc.
	21-19 (Good to average)	Effective but simple construction, 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	Demonstrate mastery of conventions, etc.

THE STUDENTS SCORE OF PRE TEST

SCHOOL : MA MA'ARIF NU 5 SEKAMPUNG

SUBJECT : ENGLISH

DATE : October, 28th 2019

CLASS : XI IPS1

NO	Name	Content	Organization	Vocabulary	Language Use	Mechanic	Total	Note
1	APZ	13	7	7	5	2	34	Incomplete
2	AKA	13	7	7	5	2	34	Incomplete
3	AKS	13	7	7	5	2	34	Incomplete
4	ADI	14	8	8	6	3	37	Incomplete
5	APN	13	7	8	5	3	36	Incomplete
6	FK	13	8	7	5	4	37	Incomplete
7	KB	17	14	14	19	4	68	Incomplete
8	KS	17	15	15	19	4	70	Incomplete
9	LS	14	10	7	5	3	39	Incomplete
10	M	13	7	8	7	3	38	Incomplete

11	MDA	17	15	14	20	4	70	Incomplete
12	MIR	18	17	16	20	4	75	Complete
13	MZA	13	7	8	7	3	38	Incomplete
14	NRD	18	14	15	20	4	71	Incomplete
15	NLJ	17	15	14	19	4	69	Incomplete
16	NLA	14	12	10	7	3	46	Incomplete
17	PA	13	8	8	6	3	38	Incomplete
18	PW	13	9	8	7	3	40	Incomplete
19	RK	17	15	14	18	4	68	Incomplete
20	RR	16	14	15	17	4	66	Incomplete
21	S	15	10	15	12	3	55	Incomplete
22	SN	14	12	13	14	3	56	Incomplete
Total Score							1,114	
Average							51	
Highest Score							75	
Lowest Score							34	

THE STUDENTS SCORE OF POST TEST 1

SCHOOL : MA MA'ARIF NU 5 SEKAMPUNG

SUBJECT : ENGLISH

DATE : November, 7th 2019

CLASS : XI IPS1

NO	Name	Content	Organization	Vocabulary	Language Use	Mechanic	Total	Note
1	APZ	22	21	15	18	4	80	Complete
2	AKA	22	19	18	18	4	81	Complete
3	AKS	22	18	14	19	4	77	Complete
4	ADI	22	20	14	20	4	80	Complete
5	APN	21	19	14	18	4	76	Complete
6	FK	22	20	14	20	4	80	Complete
7	KB	15	13	14	17	3	62	Incomplete
8	KS	16	14	15	16	3	64	Incomplete
9	LS	20	18	15	18	4	75	Complete
10	M	20	18	15	18	4	74	Incomplete

11	MDA	20	17	14	15	4	70	Incomplete
12	MIR	22	20	14	18	4	78	Complete
13	MZA	18	14	13	16	3	64	Incomplete
14	NRD	21	18	15	18	4	76	Complete
15	NLI	20	16	15	15	4	70	Incomplete
16	NLA	16	15	14	15	3	63	Incomplete
17	PA	22	21	14	18	4	79	Complete
18	PW	16	15	15	17	3	66	Incomplete
19	RK	17	16	16	16	3	68	Incomplete
20	RR	14	12	10	10	2	48	Incomplete
21	S	21	20	15	18	4	78	Complete
22	SN	18	20	16	14	4	72	Incomplete
Total Score								1,581
Average								72
Highest Score								81
Lowest Score								62

THE STUDENTS SCORE OF POST TEST 2

SCHOOL : MA MA'ARIF NU 5 SEKAMPUNG

SUBJECT : ENGLISH

DATE : November, 18th 2019

CLASS : XI IPS1

NO	Name	Content	Organization	Vocabulary	Language Use	Mechanic	Total	Note
1	APZ	27	20	18	20	4	89	Complete
2	AKA	26	18	18	21	4	87	Complete
3	AKS	27	19	18	22	4	90	Complete
4	ADI	26	18	18	21	4	87	Complete
5	APN	26	20	17	21	4	88	Complete
6	FK	25	18	16	20	4	83	Complete
7	KB	22	18	18	18	4	80	Complete
8	KS	24	18	17	19	4	82	Complete
9	LS	25	19	18	20	4	86	Complete
10	M	25	20	18	20	4	87	Complete

11	MDA	22	15	20	15	4	80	Complete
12	MR	25	20	20	21	4	90	Complete
13	MZA	24	17	17	18	4	80	Complete
14	NRD	23	18	20	16	3	80	Complete
15	NLI	25	18	18	20	4	85	Complete
16	NLA	22	18	20	20	4	84	Complete
17	PA	23	18	19	17	3	80	Complete
18	PW	22	16	17	17	4	76	Incomplete
19	RK	24	16	17	15	4	76	Complete
20	RR	20	18	18	15	4	75	Complete
21	S	22	20	20	18	4	84	Complete
22	SN	22	22	20	18	4	86	Complete
Total Score							1,824	
Average							83	
Highest Score							90	
Lowest Score							75	

The reseacher gives pre test for the students'



The reseacher gives the material in cycle I for students'



The reseacher gives post test 1



The reseacher gives the material in cycle II for students'



The reseacher gives post test 2





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

Jalan Ki Hajar Dewantara Kampus 15 A Iningmuiyo Metro Timur Kota Metro Lampung 34111
METRO Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1043/ln.28/S/OT.01/12/2019**

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

Nama : SINTIA MARCELLA ANGGELINA
NPM : 1501070207
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 1501070207.

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, 06 Desember 2019
Kepala Perpustakaan



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Sintia Marcella Angelina

NPM : 1501070207

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul: *Introduction How to Use this Book*


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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Sintia Marcella Angelina

NPM : 1501070207

Fakultas : FTIK

Angkatan : 2015

Telah menyerahkan buku berjudul: *Introduction How to Use this Book*

Metro,
Ketua Jurusan TBI

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



LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH ALIYAH MA'ARIF NU 5

STATUS : TERAKREDITASI A NOMOR : 580/BAN-SM/SK/2019

NSM/NPSN: 131218070009/10816318

Alamat: Jl. Kampus Ma'arif Sumbergede 56 A, Kec. Sekampung, Kab. Lampung Timur (34182), Telp. 0725-7850794

SURAT IZIN PRA-SURVEY

Nomor: 041/421.3-MAMNU.5/X/2019

Berdasarkan surat dari Institut Agama Islam Negeri Metro, Tanggal 07 Oktober 2019 Nomor : B-3158/In.28.1/J/TL.00/10/2019 tentang Izin PRA-SURVEY, dengan ini Kepala Madrasah Aliyah Ma'arif NU 5 Sekampung Lampung Timur memberikan izin kepada:

Nama : SINTIA MARCELLA ANGGELINA
Npm : 1501070207
Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris

Telah mengadakan Pra-Survey pada Tanggal 09 Oktober 2019 dalam rangka pembuatan Proposal dengan judul :

"THE USE OF HAMBURGER STRATEGY IN IMPROVING WRITING SKILL AMONG THE ELEVENTH GRADE OF MA MA'ARIF NU 5 SEKAMPUNG IN ACADEMIC YEAR OF 2019/2020"

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

Dikeluarkan di

: Sekampung

Kepala Madrasah

: 09 Oktober 2019



RIYANTO, S.Ag^t



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

Jalan Ki. Hajar Dewantara Kampus 15 A Ilirngulyo 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

Nomor : B-3158/In.28.1/J/TL.00/10/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MA MA'ARIF 5 SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **SINTIA MARCELLA ANGGELINA**
NPM : 1501070207
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE USE OF HAMBURGER STRATEGY IN IMPROVING WRITING SKILL AMONG THE ELEVENTH GRADE OF MA MA'ARIF NU 5 SEKAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

untuk melakukan *pra-survey* di MA MA'ARIF 5 SEKAMPUNG.

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.

Metro, 07 Oktober 2019

Ketua Jurusan
Pendidikan Bahasa Inggris



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



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

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

Nomor : B-3579/In.28/D.1/TL.00/11/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA MA'ARIF NU 5
SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

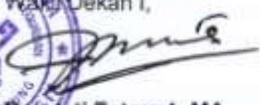
Sehubungan dengan Surat Tugas Nomor: B-3578/In.28/D.1/TL.01/11/2019,
tanggal 04 November 2019 atas nama saudara:

Nama : **SINTIA MARCELLA ANGGELINA**
NPM : 1501070207
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MA'ARIF NU 5 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF HAMBURGER STRATEGY IN IMPROVING WRITING SKILL AMONG THE ELEVENTH GRADE OF MA MA'ARIF NU 5 SEKAMPUNG IN THE ACADEMIC YEAR 2019/2020".

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

Wassalamu'alaikum Wr. Wb.

Metro, 04 November 2019
Wakil Dekan I,

Drg. Isti Fatonah MA
NIP. 19670531 199303 2 003





LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH ALIYAH MA'ARIF NU 5

STATUS : TERAKREDITASI A NOMOR : 580/BAN-SM/SK/2019

NSM/NPSN : 131218070009/10816318

Alamat: Jl. Kampus Ma'arif Sumbergede 56 A, Kec. Sekampung, Kab. Lampung Timur (34182), Telp. 0725-7850794

SURAT IZIN RESEARCH

Nomor: 054/421.3-MAMNU.5/XI/2019

Berdasarkan surat dari Institut Agama Islam Negeri Metro (IAIN), tanggal 04 November 2019 Nomor B-3579/In.28/D.1/TL.01/11/2019, tentang Izin Research, dengan ini Kepala Madrasah Aliyah Ma'arif NU 5 Sekampung Lampung Timur menerangkan bahwa:

Nama : SINTIA MARCELLA ANGGELINA
NPM : 1501070207
Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan Research di MA Ma'arif NU 5 Sekampung, Lampung Timur dari Tanggal 28 Oktober sampai dengan 18 November 2019 dengan judul:

" THE USE OF HAMBURGER STRATEGY IN IMPROVING WRITING SKILL AMONG THE ELEVENTH GRADE OF MA MA'ARIF NU 5 SEKAMPUNG IN THE ACADEMIC YEAR 2019/2020"

Demikian surat Research ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Sekampung
Tanggal : 18 November 2019

Kepala Madrasah


FITRIYANTO, S.Ag



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-3339 /In.28.1/J/PP.00.9/10/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

17 Oktober 2019

Kepada Yth:

1. Ahmad Subhan Roza, M.Pd (Pembimbing I)
 2. Syahreni Siregar, M.Hum (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:

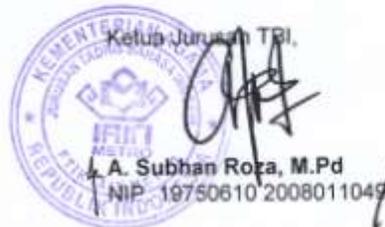
Nama : Sintia Marcella Anggelina
NPM : 1501070207
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Use of Hamburger Strategy in Improving Writing Skill Among The Eleventh Grade of MA Ma'arif NU 5 Sekampung in The Academic Year 2019/2020

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.





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

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

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Sintia Marcella .A Fakultas/Jurusan : FTIK/TBI
NPM : 1501070207 Semester/TA : IX/ 2019

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.	31/10/2019	✓	Pa 1-3 Me Lms Francis	

Diketahui :
An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014



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

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Sintia Marcella .A Fakultas/Jurusan : FTIK/TBI
NPM : 1501070207 Semester/TA : IX/ 2019

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	17/10/2019	✓	Revise again.	
2	31/10/2019	✓	Acc Research Instrument	

Diketahui :
An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

Dosen Pembimbing II

Svahreni Siregar, M. Hum
NIP.197608142009122004



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

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

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Sintia Marcella .A Fakultas/Jurusan : FTIK/TBI
NPM : 1501070207 Semester/TA : IX/ 2019

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	TandaTangan
	Thursday, 12/9 2019	✓	- Revise Chapter 1	
	Thursday, 12/9 2019	✓	- Revise chapter II, III	
	Friday, 13/9 2019	✓	M. Subhan	

Diketahui :
An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd
NIP.17505102008011004



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

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

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Sintia Marcella .A Fakultas/Jurusan : FTIK/TBI
NPM : 1501070207 Semester/TA : IX/ 2019

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	Thursday 29/08/2019	✓	Revise chapter 3-4 Reference ?	
2	Thursday 05/09/2019	✓	Revise again Show reference	
3	Thursday 12/09/2019	✓	Acc and continue to the first sponsor	

Diketahui :
An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

Dosen Pembimbing II

Syahreni Siregar, M. Hum
NIP.197608142009122004



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

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

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Sintia Marcella .A Fakultas/Jurusan : FTIK/TBI
NPM : 1501070207 Semester/TA : IX/ 2019

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	TandaTangan
1.	Thursday/12-12-2019	✓	Revise Chapter I, II, IV - Revise Motto	
2	Monday 16/12/2019	✓	Revise Chapter III Revise Chapter II	
3	Tuesday 17/12/2019	✓	ke karyawati	

Diketahui :
An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Sintia Marcella .A Fakultas/Jurusan : FTIK/TBI
NPM : 1501070207 Semester/TA : IX/ 2019

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	TandaTangan
1	Thursday 05/Dec '19	✓	Revise your abstract Revise the table in Chapter W	
2	Thursday 12/12/19	✓	Acc and continue to the first sponsor	

Diketahui :
An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

Dosen Pembimbing II

Syahreni Siregar, M. Hum
NIP.197608142009122004

CURRICULUM VITAE



Sintia Marcella Anggelina was born in Semuli Raya on March, 1st 1996. She is the second of two children. She is from moslem family of Mr. Agustinus and Mrs. Yuyun Marconah. She was graduated from Elementary School of 1 Astra-Ksetra, Menggala, Tulang Bawang on 2008.

Then, She continued her study in Junior High School 1 Tulang Bawang Tengah on 2011. After that she studied at Senior High School 1 Terusan Nunyai, and graduated on 2014. Then, State Institute for Islamic Studies (IAIN) of Metro was her choice to accomplish her studied at S1 English Study Program of Tarbiyah Department at 1440 H/2020 M.