

AN UNDERGRADUATE THESIS

**USING PROBLEM BASED LEARNING METHOD TO
IMPROVE STUDENTS' WRITING IN NARRATIVE TEXT AT
THE FIRST YEAR OF SMK MUHAMMADIYAH 2 METRO
ACADEMIC YEAR 2021/2022**

By

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**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H/2022 M**

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**USING PROBLEM BASED LEARNING METHOD TO
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ACADEMIC YEAR 2021/2022**

**Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department**

By:

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APPROVAL PAGE

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NOTA DINAS

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Kepada yth,
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Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya
maka Skripsi yang di susun oleh:

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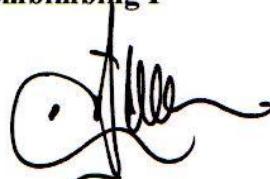
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NOTIFICATION LETTER

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To:
The Honorable the Head of Tarbiyah Department
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Assalamu'alaikum, Wr. Wb

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

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

Wassalamu'alaikum Wr. Wb

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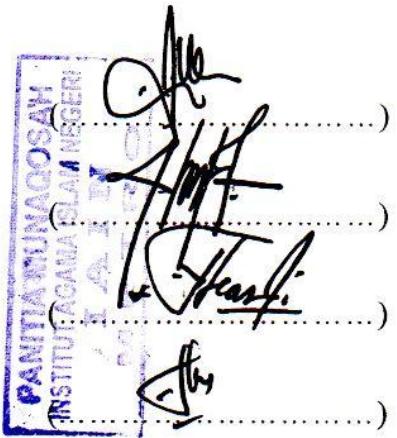
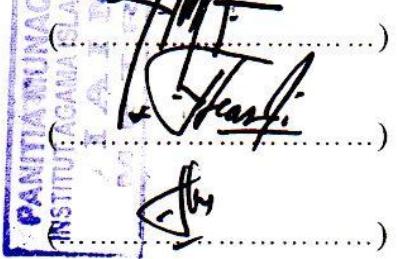
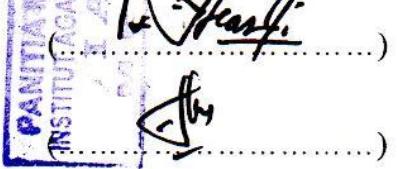
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RATIFICATION PAGE

No. B-5945/fn-28-1/0/PP-00-9/12/2022

An Undergraduate thesis entitled: USING PROBLEM BASED LEARNING METHOD TO IMPROVE STUDENTS' WRITING IN NARRATIVE TEXT AT THE FIRST YEAR OF SMK MUHAMMADIYAH 2 METRO ACADEMIC YEAR 2021/2022. Written by: Vicky Krisianata, Student Number 1601070132, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, December 13th, 2022 at 08.00-10.00 a.m.

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**USING PROBLEM BASED LEARNING METHOD TO IMPROVE
STUDENTS' WRITING IN NARRATIVE TEXT AT THE FIRST YEAR
OF SMK MUHAMMADIYAH 2 METRO ACADEMIC YEAR 2021/2022**

ABSTRACT

**By:
VICKY KRISIANATA**

The main purpose of this research is to know that using Problem Based Learning Method can improve the students' writing skills of narrative text in the teaching and learning process. The objective of this research was the tenth grade students of SMK Muhammadiyah 2 Metro Lampung. The subjects of this study were 29 students at SMK Muhammadiyah 2 Metro. The focus of this research is writing a narrative text. The problem is related to the problem identification that the students have low vocabulary mastery and low grammar comprehension.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consists of planning, acting, observing, and reflecting. The material used in this study is narrative text. The researcher used observation, tests, documentation, and field notes to collect data. The research is conducted collaboratively with an English teacher of SMK Muhammadiyah 2 Metro.

The finding of this research shows that there is enhancing the students' legend writing skills by using Problem Based Learning Method. It can be proved by the students' progress of the average score in pre test and post-test. The results of the study indicated that the overall scores of students writing legend text skills from two cycles are (a) 52,96 in pre-test, and (b) 69,48 in post-test. The activities of students in the learning process to be more active. The condition of the class was getting better. The students pay attention to the teacher's explanation in the learning activity. Based on the results of this study, it can be said that the Problem Based Learning Method can enhance the students' writing skill in writing naratif text.

Keywords: *Writing Skills, Writing Legend Text, Problem Based Learning Method, and Classroom Action Research*

**USING PROBLEM BASED LEARNING METHOD TO IMPROVE
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OF SMK MUHAMMADIYAH 2 METRO ACADEMIC YEAR 2021/2022**

ABSTRACT

**By:
VICKY KRISIANATA**

Tujuan utama dari penelitian ini adalah untuk mengetahui bahwa penggunaan Metode Pembelajaran Berbasis Masalah (*Problem Based Learning Method*) dapat meningkatkan kemampuan menulis siswa dalam menulis teks naratif dalam proses pembelajaran. Tujuan penelitian ini adalah siswa kelas X TKJ 1 SMK Muhammadiyah 2 Metro. Subjek penelitian ini adalah 29 siswa di SMK Muhammadiyah 2 Metro. Fokus penelitian ini adalah keterampilan menulis naratif. Permasalahan tersebut berkaitan dengan identifikasi masalah yaitu siswa kurang paham tentang bacaan, kurang berminat pada mata pelajaran menulis.

Dalam penelitian ini peneliti melakukan penelitian tindakan kelas (PTK) yang di laksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Materi yang di gunakan dalam penelitian ini adalah teks naratif. Penulis menggunakan observasi, tes, dokumentasi dan catatan lapangan untuk mengumpulkan data. Penelitian ini di lakukan secara kolaboratif dengan guru bahasa Inggris SMK Muhammadiyah 2 Metro.

Hasil penelitian menunjukkan bahwa terdapat peningkatan keterampilan menulis legenda siswa dengan menggunakan Metode Pembelajaran Berbasis Masalah (*Problem Based Learning Method*). Hal ini di buktikan dengan perkembangan nilai rata-rata pre test,dan post test siswa.Hasil penelitian menunjukkan bahwa nilai keseluruhan keterampilan menulis teks naratif siswa dari dua siklus adalah (a) 52,96 pada pre-test, dan (b) 69,48 pada post-test. Aktivitas siswa dalam proses pembelajaran lebih aktif. Kondisi kelas semakin membaik. Siswa memperhatikan penjelasan guru dalam kegiatan proses pembelajaran. Berdasarkan hasil penelitian, dapat di katakan bahwa Metode Pembelajaran Berbasis Masalah dapat meningkatkan skill menulis siswa dalam menulis teks naratif.

Kata Kunci : Kemampuan Menulis, Menulis teks legenda, Penelitian Tindakan Kelas

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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Study that this undergraduate thesis is original except certain part of it quoted from bibliography mentioned.

Metro, 24 Oktober 2022



Vicky Krisianata
Std ID. 1601070132

MOTTO

وَإِذْ تَأْذَنْنَا بِكُمْ لَبِّنِ شَكَرِ مِمْلَأَ رِيَّا دَنْكُمْ
وَلَبِّنِ كَفَرِ مِمْلَأَ إِعْدَادِيَّ لَشَدِيَّ دُ

“And ‘remember’ when your Lord proclaimed, ‘If you are grateful, I will certainly give you more. But if you are ungrateful, surely My punishment is severe.’”

(Q.S. Ibrahim:7)

``Intelligence is not the determinant of success, but hard work is the real determinant of your success`` (Jhons A.)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

1. My beloved Parents Mr. Waluyo, Alm Mrs. Susi Yanti , and My Brother Hengky Pranata,Sister In Law Vina Varima and My Partner Ikhwani always gave me support, spirit, motivation, and inspiration.
2. My sponsor Dr.Aria Septi Anggaira, M. Pd (thanks for your guidance).
3. My beloved friends and my beloved Almamater IAIN Metro.

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All praise due to Allah SWT, the most gracious and most merciful because of his wonderful blessing and his mercy, the researcher could finish this undergraduate thesis. Peace and salutation always be given to the beloved prophet Muhammad SAW was a great revolutionary and true educator who guided us from the darkness to the lightness.

This undergraduate thesis entitled: "Using Problem Based Learning Method To Improve Students' Writing In Narrative Text At The First Year Of SMK Muhammadiyah 2 Metro Academic Year 2021/2022". The undergraduate thesis is presented to fulfill one of the requirements for the undergraduate thesis in the English Education Department.

The researcher would like thanks to :

1. Dr. Hj. Siti Nurjanah, M.Ag. PIA as the Head of IAIN Metro Lampung.
2. Dr. Suhairi, M.Ag, as the Head of Tarbiyah and Teacher Training Faculty of IAIN Metro
3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.
4. Dr. Aria Septi Anggaira, M.Pd as the advisor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.
6. My lovely parents, Mr. Waluyo and Alm Mrs. Susi Yanti who always support and pray for my life.

Metro, 24 Oktober 2022
The researcher,



VICKY KRISIANATA
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CHAPTER I

INTRODUCTION

A. Background of Study

Structure may be very essential to recognize four language skills. In speaking, shape is used to assemble suitable sentences. If the new comers suppose that they've used wrong sentences, they'll rephrase or accurate their sentences the usage of their information of shape. In reading, the shape rule suggests an essential position in main the scholars to seize the concept of a passage; with the aid of using knowledge and reading the sentences sample used with inside the test, the scholars will recognize the that means of the sentence easily. In writing, the shape may be very essential to make a great sentence till to be a great paragraph. In listening, shape is used to recognize the that means of sentences well. By knowledge the shape, the new comers recognize the exceptional that means of each sentences used with inside the exceptional times.

Teaching shape is taught in vocational school, especially: SMK Muhammadiyah 2 Metro. The college students faces many issues, certainly considered one among them is that they have trouble of building the sentences. This takes place due to the fact they're lack of awareness shape, especially: easy beyond annoying. Further, it makes the scholars hard in gaining knowledge of and the usage of language. Because the shape is used to

attach paragraphs, which includes recount, narrative, and anecdote paragraphs, etc.

According to commentary is achieved in the beginning 12 months of SMK Muhammadiyah 2 Metro at twenty fifth March 2022, the end result of the scholars` easy beyond annoying rankings are:

**Table 1
The Recapitulation of The Students' Writing In Narrative Text Scores at The First Year of SMK Muhammadiyah 2 Metro Academic Year 2021/2022**

Number	Score	The Sum of students	Percentag
1.	< 60	308	73.33 %
2.	≥ 60	112	26.67 %
	Σ	420	100 %

Source: Iva Rohmatullaily, English Teacher of SMK Muhammadiyah 2 Metro, 2022

The researcher unearths that the scholars get rating much less than 60 are 308 college students and the presentation is 73,3 % and it's far greater than the scholars who get the rating as much as the usual of rating is 112 college students and the presentation is 26,67%. It way that the scholars cannot assemble a sentence or paragraph well. They recognize the shape of easy beyond annoying trouble. This is because of the structural variations among Indonesia and English. They have problems in shape so long as they do now no longer recognize the guideline of thumb of the language being learned. Moreover, the trainer with inside the coaching shape makes use of traditional techniques and is monotonous. It emphasizes the teacher because

the number one supply of information all through the gaining knowledge of technique. The trainer is the middle of information and is aware of all essential matters to college students. The trainer simply explains the lesson and offers an example. The college students simply pay attention what the trainer explains. Many college students are sleepy or gambling their cellular telephone whilst the trainer provide an explanation for the fabric. Therefore, they do now no longer be aware of the trainer. In addition, the teacher does now no longer hire the media in his or her coaching of gaining knowledge of processes. It makes the scholars sense bored easily. They do now no longer turn out to be inquisitive about the fabric due to the fact the manner it's far taught may be very boring. So, they could recognize the fabric that the trainer has explained. Then, The trainer additionally does now no longer deliver motivation and much less attantion to the scholars. The college students do now no longer need to invite some thing approximately the fabric. It makes the scholars are passive humans in coaching and gaining knowledge of technique.

As the impact of conventional approach, the trainer teaches with clarification and wondering approach. The college students simply memorize the sample then relate it to the sentences: They do now no longer recognize the lesson well. After that, the trainer offers the evaluation. Its impact is the scholars get pressured and frustrated.

Thereover, in coaching shape, the trainer need to gift exciting lesson primarily based totally on their information of the scholars. The educator

must likewise encourage the understudies in gaining knowledge of layout and increment their curiosities in shape. The trainer have to be innovative in dealing with sports within the school room. The creativity of the trainer may be very essential to make the scholars to be energetic and innovative in gaining knowledge of the lesson.

To assist the scholars boom their fulfillment and motivation. The trainer have to use new coaching techniques which can create the scholars` creativities and motivation in coaching and gaining knowledge of technique. One of the techniques is trouble primarily based totally gaining knowledge of approach.

Problem primarily based totally gaining knowledge of is a gaining knowledge of technique that the trainer offers a threat to the scholars to determine a trouble topic, despite the fact that virtually the trainer has put together what the scholars have a look at and the intention of this gaining knowledge of technique is the scholars can remedy the trouble sistematically and logically. Problem primarily based totally gaining knowledge of makes the scholars and trainer remedy the trouble approximately the lesson together. The college students have to be energetic to study the lesson and to remedy the trouble associated in actual situation. The roles of the trainer within the school room are posing many issues of the lesson, giving questions on them, and assisting the scholars` sports. So, the scholars can increase their wondering abilities, construct their communications, and remedy the issues with the aid of using theirselves. It way that this approach could make the

scholars to be energetic in coaching and gaining knowledge of technique. Because it is able to be appeared with the aid of using the scholars` interplay and communique in arranging the lesson idea withinside the coaching and gaining knowledge of technique. The trainer offers probabilities to them to make their thoughts approximately the lesson in making the idea. So, it is able to make the scholars knowledge the lesson easily.

By the usage of the trouble primarily based totally gaining knowledge of approach, the researcher hopes that the scholars will recognize the easy beyond annoying well. The researcher assumes that the trouble primarily based totally gaining knowledge of approach may be used to assault college students` hobby and motivation in gaining knowledge.

In view of depiction over, the professional is intrigued to touch the exam entittled **“using problem based learning method to improve students’ writing in narrative text at the first year of SMK Muhammadiyah 2 Metro.”**

B. Problem Identification

According to background of problem above, researcher get identification of problems. They are:

1. The teacher uses the monotonous and conventional method.
2. Teacher's method is not interesting in teaching the lesson.
3. The students are bored and frustrated in learning the lesson.
4. The students' narrative text achievements are low.

C. Problem Limitation

According to identification of problem above, the researcher get problem limitations. They are:

1. Teacher's method is not interesting in teaching the lesson.
2. The students' narrative text achievements are low.

D. Problem Formulation

Based on the background of this research, the problem formulations of this research is: can problem based learning method improve students' writing in narrative text at the first year of SMK Muhammadiyah 2 Metro academic year 2021/2022?

E. Objectives and Benefit of the Study

1. The Objectives of the Study

The research objectives of this research is to improve students' writing in narrative text throught problem based learning method at the first year of SMK Muhammadiyah 2 Metro academic year 2021/2022.

2. The Benefit of the Study

This research has research benefit. They are:

a. For the Teacher

- 1) It gives information for the English teacher about the effect of problem based learning in narrative text achievement.

- 2) It gives information for English teacher that problem based is one of alternative learning method that can be interesting to the students to learn the lesson.

b. For the students

- 1) The problem based learning method can make the students to be active in learning process.
- 2) The problem based learning process is a fun way to the students by providing real experience to solve the problem.

F. Prior Research

Erni Yunita (2017) in her research entitled a comparative study between problem based learning and direct instruction in teaching english grammar at private islamic junior high school perguruan islam al-ulum terpadu medan. This was a quantitative research. The result of this reasearch are firstly after analyzing the data, the mean of the students' scores in learning English grammar that was taught by using problem based learning was 72,083. The mean of the students' scores in learning English grammar that was taught by using direct instruction was 60,208. And the comparative between problem based learning and direct instruction in teaching English grammar was 4,9 by degree of t_{table} 1,99. So, the lternative hyphotesis of this result was accepted and null was higher than t_{table} . It means that there was the comparative study between problem based learning and direct instruction in teaching english

grammar at private islamic junior high school perguruan islam al-ulum terpadu medan.¹

Anggit Anggraeni (2019) in her research entitled the use of problem based learning methodto improve the students recount text of writing skill of the tenth grade of SMK Ma'arif 2 Panawaja Pugung Raharjo of East Lampung. This was an action research. The result of this research is problem based learning model can improve the students' accounting learning achievement that was proven that: the improvement of the students' learning achievement that the precentage before the action implementation was only 60,5 was improved to 70,63 and 76,55 after the action implementation.² The similarities and differences of prior researches with this research are:

The similarity of the first prior research is both of them uses problem based learning as the method. Meanwhile, the differences of this research are the previous research used comparative study as the type of research, while this research uses classroom action research as the type of research. And previous research used all grammar as dependent variable, but this research uses just only narrative text.

The similarities of the second prior research are both of the research uses classroom action research as the type of research and problem based learning

¹ Yunita, Erni. "A Comparative Study Between Problem Based Learning and Direct Instruction in Teaching English Grammar at Private Islamic Junior High School Perguruan Islam Al-Ulum Terpadu Medan". Medan: State Islamic University of North Sumatera, 2017.

² Anggraeni, Anggit."The Use of Problem Based Learning Method to Improve The Student's Recount Text of Writing Skill of Tenth Grade of SMK Ma'arif 2 Panawaja Pugung Raharjo of East Lampung". Metro: State Islamic Studies of Metro, 2019.

as the method. Whereas, the difference of this research is the previous research focus on writing skill of recount text, while this research uses structure of narrative text.

CHAPTER II

REVIEW OF RELATED THEORIES

A. The Concept of Writing and Achievement

1. The Concept of Writing

a. Definition of Writing

According Dewi, writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers. The writing can be formed on the wall of a cave, a piece of paper, or a computer screen. The writing process includes prewriting, composing, revising, and publishing. There are many kinds of writing such as expository, narrative, descriptive, and persuasive.³

According to Galuh Nur Rahmah, writing is specified into the skill in organizing ideas. Organizing ideas skill refers to the art of communicating the information. It involves the writer's way in presenting arguments and supporting the arguments with some convincing both subjective and objective evidence.⁴

Writing is procedure or reproduces written message. It means that writing is one of language skill using hand to transform what we think in our mind writing is within form in expressing idea, feeling and

³ Utami Dewi.(2011). *How To Write*, Medan: La – Tansa Press, p. 27

⁴ Nur Rahmah, Galuh. (2009). *How to Write Autonomously Practical and Simple Guide to Writing Skill*. Malang : UIN Malang Press. P. 5

opinion. We combine our ideas into sentences and then into the text/paragraph, and the text has the meaning, so the reader can understand the meaning of the text.

Writing refers to ability of someone to use and organize the lexical items to express the ideas in the form of written production. Heaton divided that skill of writing into five general components, (1) Grammatical skills: the ability to write correct sentences, (2) Stylistic skills: the ability to manipulate sentences and use language effectively, (3) Mechanical skills: the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, spelling, (4) Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.⁵

Writing has various kinds, it can be used as a means to express the writers' idea based on her experience, thoughts, and feelings. And in many schools, writing is principally conducted to demonstrate knowledge of decontextualized facts with little awareness of a reader beyond the teacher examiner.⁶

According to Hammer, process of writing can be represented below.⁷ There are four elements : (1) Planning, the writer has to start from planning. We must have a good plan to begin the writing.

J. B. Heaton. (1984). *Writing English Language Test*. London: Longman Group. p. 138

⁶ Ken Hyland.(2002). *Teaching and Researching Writing*. England: Pearson Education. p. 7

⁷ Jeremy Harmer. (2004). *How to Teach Writing*. Malaysia: Longman. p. 33

Planning relates to three main points : purpose, audience, and content structure, (2) Drafting, a series of strategies designed to organize and develop a substained piece of writing, (3) Editing, editing relates to reflecting and revising. Describe revising as a way to improve or correct draft. Competing of the last draft will be followed by re-examining and re-evaluating the draft itself, and (4) Final Drafting, written text that is ready to send to its intended audience. The final draft is the final product of written text. It can be a short story, article, book, newspaper, magazine and the other text.

Every written text (essay, article, and research papers) must have: (1) opening paragraph, (2) content paragraph, (3) closing paragraph.⁸

According to Langan,writing a paper is a process that can be divided into the following steps: (1) Getting started through prewriting, (2) Preparing a scratch outline, (3) Writing the first draft, (4) Revising, and (5) Editing and Proofreading.⁹

b. Process and Approaches in Teaching Writing

Based on Brown there are two approaches in teaching writing. Those two approaches are follows.¹⁰

⁸ Pardiyono.(2006).*12 Writing Clues for Better Writing Competence*. Yogyakarta: AndiOffset. p.192

⁹ John Langan. (2004). *Sentence Skills a workbook for Writers*. New York: McGraw-Hill Companies. Seventh Edition.p. 16

¹⁰ H. Douglas Brown, Op.Cit., p.335

1. Product-oriented

In Brown the compositions of product-oriented approach were supposed to:

- a) Meet certain standards of prescribed English rhetorical style;
- b) Reflect accurate grammar;
- c) Be organized in conformity with what the audience would consider to be conventional.¹¹

Product-based approaches see writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher.¹²

2. Process-oriented

In Brown adapted from Shih, process approaches do most of the following:

- a) Focus on the process of writing that leads to the final written product;
- b) Help student writers to understand their own composing process;
- c) Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- d) Give students time to write and rewrite;
- e) Place central importance on the process of revision;

¹¹ H. Douglas Brown, *Ibid.*, p.335

¹² Richard Badger and Goodith White, “A process genre approach to teaching writing”, *ELT Journal*, (2000), p.154

- f) Let students discover what they want to say as they write;
- g) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
- h) Encourage feedback from both the instructor and peers;
- i) Include individual conferences between teacher and student during the process of composition.¹³Process approaches focus primarily on what writers do as they write rather than on textual features, but depending on the writer's immediate task, these approaches also consider text features.¹⁴

c . The Genre in Writing

The genre perspective covers two distinctive dimensions in teaching and learning writing. First, genre is a kind of text or writing work itself. It views that the language (writing form) must be related to social function. Second, genre as a process or strategy of how the writing work is developed, taught, and learned. In this case, there is a certain process of production and reproduction.

Basically, teaching and learning writing through genre based approach is a matter of mixture among the process, the text of writing, and social practice. Genre writing as a new approach to teaching and learning truly

¹³ H. Douglas Brown, Op.Cit., p.335-336

¹⁴ Caroline Coffin et.al., *Teaching Academic Writing*, (New Fetter Lane: Routledge Taylor & Francis Group, 2005), p.33

combines two things-the product of the writing and the way or technique or strategy of how the product is produced.

According to .Dirgeyasa, there are some genre of text in writing, Descriptive text, Recount, Narrative, Procedure, Report, Explanation, Discussion, Hortatory exposition, Analytical exposition, News item, Spoof text, Anecdote, Commentary, Book review, Critical review.¹⁵

They are : (1) Descriptive text is a text that describe or illustrate the object, person or idea by his/her eyes physically, (2) Recount is a text that retelling or recounting of an event or an experience or recount is a text that retells events or experiences in the past, (3) Narrative is a text that amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution, (4) Procedure is a text that discusses and explains how something works or how something is done. Procedure text is a text that designed to describe how something is achieved through a sequence of actions or steps, (5) Report is a text to describe the way things in around of our environment are described. Usually tells the natural or non-natural phenomena or even social phenomena, (6) Explanation is a text that explaining a process of formation. This genre explain why an object exists as it is or to describe how an object works, (7) Discussion is a text which presents a

¹⁵ I Wayan.Dirgeyasa. (2014). *Collage Academic Writing: A Genre-Based Perspective*. Medan: Unimed Press.

problematic discourse. This problem will be discussed from different points of view, (8) Hortatory exposition is a type of English text that belongs to the class of argumentation, (9) Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. This genre will often involve the writer comparing opposite points of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument, (10) News item is a text that informs the daily and real factual happenings in human life, (11) Spoof text is text that tells a funny incident or event that has happened in the past, (12) Anecdote is a text that shares with others an account of an unusual or amusing incident, (13) Commentar is a text that uses analysis and interpretation to find patterns of meaning in events, trends, and ideas, (14) Book review is both a description and an evaluation of a book. It should focus on the book's purpose, contents, and authority, and (15) Critical review is the summarization and evaluation of the ideas and information in an article.

c. The Assessment of Writing

In order to determine how well the writing is, the teacher, as an evaluator has right concept of writing assessment to assess the students, writing work appropriately. According to Brown & Bailey, there are some components in assessment in writing, they are :

1. Organization : introduction, body and conclusion (Score Max: 20),
the assessment that include in the organization are : appropriate title, effective introductory paragraph, topic is stated, leads to

- body; transitional expression used; arrangement of material shows plan (could be outline by reader); supporting evidence given for generalization; conclusion logically and complete.
2. Logical Development of Ideas : Content (Score Max: 30), the assessment that include in the content are : Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay must based on own thought.
 3. Grammar : (Score Max : 25), the assessment that include in the grammar are : Native-like fluency in English grammar; correct use of relative clauses, preposition, modals articles; verb forms and tense sequencing; no fragments or run on sentences.
 4. Punctuation, spelling, and mechanics : (Score Max : 5), correct use of English writing conventions; left and right margins, all needed capitals, paragraph indented, punctuation, and spelling; very neat.
 5. Style and quality of expression : (Score Max : 20), precise vocabulary usage; use of parallel structures; concise; register good.¹⁶

B. The Concept of Narrative Text

a. Definition of Narrative Text

A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence

¹⁶ Douglas,Brown. *Language Assessment Principles and ClassroomPractices*. (America: Logman. 2004), p.244-246

always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.¹⁷

A narrative is most generally described as a story told by the narrator. Narratives are not as simple as that. They are construction of certain characteristics that relate a tale through an organization of words. This construction includes three discernible layers, the elements that make up the content of the narrative, and the agent. Understanding these concepts is the key to defining a narrative.¹⁸

The narrative text is type of written text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener. It is related to the recount type. Narrative is central to children's learning. They use it as a tool to help them organize their ideas and to explore new ideas and experience. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively.¹⁹

¹⁷ Kane, Thomas S, *The Oxford; Essential Guide to Writing*. (New York: Berkley Books, 2000), p.336

¹⁸ George E. Wishon and Julia M.Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980), p. 128

¹⁹ Mark Anderson and Kathy Anderson, *Text Type in English 2*, (Australia: MacMillan, 1998), p.20.

The essensial purpose of narrative is to tell a story, but the detailed purpose may vary according to genre. For example, the purpose of a myth is often to explain a natural phenomenon and legend is often intended to pass on cultural traditions or beliefs.²⁰

From the definition above, it can be concluded that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers. You are using narrative when you tell a friend about something interesting that happen to you at work or at school, when you tell someone a joke.

b. Generic Structure of Narrative Text

The most common structure is: an opening that established setting and introduces characters; a complication and resulting events; a resolution/ending. Effective writers are not constrained by predictable narrative structure. Authors and storytellers often modify or adapt a generic structure, e.g. changing chronology by not telling the events in order (time shifts, flashback, backtracking). Children can add these less predictable narrative structures to their own writing repertoires.²¹ (a) Orientation, in this paragraph the narrator tells the audience who are in the story, when it is happening, who are in the story, when it is happening, where it is happening, and what is going on, (b) Complication, this is part of the story where the narrator tells about something that will begin a chain of events. These events will effects one or more of the

²⁰ *Ibid*, p.3.

²¹ Santi V. Buscemi, *A reader for Developing Writers*, (New York: McGraw-Hill Companies, Inc., 2002), P.267.

characters. The complication is the trigger, (c) Sequence of events, this is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The event can be told in chronological order or with flashback. The audience is given the narrator's point of view, (d) Resolution, in this part of the narrative where the complication is sorted out or the problem is solved, and (e) Code, the narrator includes a code if there is to be a moral message to be learned from the story.²²

c The Language Feature of Narrative Text

They are : (a) Noun; table, chair, etc, (b) Adjective formed noun phrase; two red apples, etc, (c) Time connectives; then, before, soon, etc, (d) Adverb and adverbial phrase; here, in the mountain, etc, (e) Action verb in past tense; stayed, dimed, etc, (f) Saying verb and thinking verb; said, told, felt, etc.²³

Narrative writing has some grammatical features that can be a guide to write a narrative writing, namely: (a) Focus on specific and usually individualized participants, (b) Use of material process, verbal process, relational process, and mental process, (c) Use of temporal conjunction and temporal circumstances, (d) Use of past tense, and (e) In creating imagination of reader, the writer uses descriptive language.

The simple past tense is a sentence which happens in the past tense. The simple past tense is a sentence which change of its verb explains an event which is done at the specific time in the past time. We use the special form of

²² Mark Anderson and Kathy Anderson, op. Cit., p.4.

²³ *Ibid*, p.20.

verb, called past form (Verb-2), it is a change of present form (Verb-1). The simple past tense is often used with adverb phrases, such as: adverb of time like: yesterday, the last.... (Last week, last month etc), ago (two days ago, three months ago etc) and this morning.

The forms of simple past tense are:

a. Simple Past Tense Using Verb

The simple past tense using verb contains affirmative, negative, and interrogative sentence.

1) Affirmative Sentence

In the simple past tense, the use of verb for all subjects can use the verb in past form (Verb-2). The formula is : { Subject + Verb 2 + Object + Complement }

For example:

- a) I watched television yesterday
- b) You watched television yesterday
- c) They watched television yesterday
- d) We watched television yesterday
- e) She watched television yesterday
- f) He watched television yesterday
- g) It watched television yesterday

2) Negative Sentence

The negative sentence adds “did not” before the present form of verb (Verb-1). The formula is: { Subject + did not + Verb 1 + Object + Complement }

For example:

- a) I did not watch television yesterday
- b) You did not watch television yesterday
- c) They did not watch television yesterday
- d) We did not watch television yesterday
- e) She did not watch television yesterday
- f) He did not watch television yesterday
- g) It did not watch television yesterday

3) Interrogative Sentence

Interrogative sentence is formed by adding auxiliary “did” before subject. The formula is: { Did + Subject + Verb 1 + Object + Complement+? }

The examples are:

- a) Did I watch television yesterday?
- b) Did you watch television yesterday?
- c) Did they watch television yesterday?

- d) Did we watch television yesterday?
- e) Did she watch television yesterday?
- f) Did he watch television yesterday?
- g) Did it watch television yesterday?

The answers are:

- a) Yes, I did / No, I did not
- b) Yes, you did / No, you did not
- c) Yes, they did / No, they did not
- d) Yes, we did / No, we did not
- e) Yes, she did / No, she did not
- f) Yes, he did / No, he did not
- g) Yes, it did / No, it did not

b. The Simple Past Tense Using Verb Be

The simple past tense using verb be consist of affirmative, negative and interrogative sentence.

1) Affirmative Sentence

Affirmative sentence is formed by using “was or were” after subjects.

Formula : { Subject + Was/Were + Complement }

For example:

- a) I was smart
- b) You were smart
- c) They were smart
- d) We were smart
- e) She was smart
- f) He was smart
- g) It was hot

2) Negative Sentence

Negative sentence is formed by using “was not or were not” before the complement word.

The formula is : { Subject + was not/ were not + complement word }

For the examples:

- a) I was not smart
- b) You were not smart
- c) They were not smart
- d) We were not smart
- e) She was not smart
- f) He was not smart
- g) It was not hot

3) Interrogative Sentence

Interrogative sentence is formed by using the auxiliary “was or were” before the subject.

The formula is : { Was/Were + Subject + Complement+? }

For the examples:

- a) Was I smart?
- b) Were you smart?
- c) Were they smart?
- d) Were we smart?
- e) Was she smart?
- f) Was he smart?
- g) Was it hot?

The answers are:

- a) Yes, I was / No, I was not
- b) Yes, you were / No, you were not
- c) Yes, they were / No, they were not
- d) Yes, we were / No, we were not
- e) Yes, she was / No, she was not
- f) Yes, he was / No, he was not
- g) Yes, it was / No, it was not

There are the usages of simple past tense sentence. They are:

- a. To express event this happened in the past time.

Example:

- 1) My father worked in the office yesterday.
- 2) They studied English two days ago.
- b. To express habitual action this repeated in the past time.

Example:

- 1) Sinta went to office by bus every day two years ago.
- 2) Tono drank medicine every day ten days ago.
- c. To express an event on certain time in the past time and it is not continued now.

Example:

- 1) I was Junior High School students for three years.
- 2) My father married my mother for twenty five years.

C. The Concept of Problem Based Learning

a. Definition of Problem Based Learning

Problem-Based Learning (PBL) is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, PBL can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in

groups, finding and evaluating research materials, and life-long learning (Duch et al, 2001).²⁴

PBL can be incorporated into any learning situation. In the strictest definition of PBL, the approach is used over the entire semester as the primary method of teaching. However, broader definitions and uses range from including PBL in lab and design classes, to using it simply to start a single discussion. PBL can also be used to create assessment items. The main thread connecting these various uses is the real-world problem.

Any subject area can be adapted to PBL with a little creativity. While the core problems will vary among disciplines, there are some characteristics of good PBL problems that transcend fields (Duch, Groh, and Allen, 2001)²⁵: The problem must motivate students to seek out a deeper understanding of concepts. problem should require students to make reasoned decisions and to defend them. The problem should incorporate the content objectives in such a way as to connect it to previous courses/knowledge. If used for a group project, the problem needs a level of complexity to ensure that the students must work together to solve it. If used for a multistage project, the initial steps of the problem should be open-ended and engaging to draw students into the problem.

²⁴ Duch, B. J., Groh, S. E., & Allen,D.E. (Eds.). (2001). *The power of problem-based learning*. Sterling, VA:Stylus.

²⁵ Ibid

The problems can come from a variety of sources: newspapers, magazines, journals, books, textbooks, and television/ movies. Some are in such form that they can be used with little editing; however, others need to be rewritten to be of use. The following guidelines from The Power of Problem-Based Learning (Duch et al, 2001) are written for creating PBL problems for a class centered around the method; however, the general ideas can be applied in simpler uses of PBL:

Choose a central idea, concept, or principle that is always taught in a given course, and then think of a typical end-of-chapter problem, assignment, or homework that is usually assigned to students to help them learn that concept. List the learning objectives that students should meet when they work through the problem.

Think of a real-world context for the concept under consideration. Develop a storytelling aspect to an end-of-chapter problem, or research an actual case that can be adapted, adding some motivation for students to solve the problem. More complex problems will challenge students to go beyond simple plug-and-chug to solve it. Look at magazines, newspapers, and articles for ideas on the story line. Some PBL practitioners talk to professionals in the field, searching for ideas of realistic applications of the concept being taught.²⁶

²⁶ *Ibid*

The problem needs to be introduced in stages so that students will be able to identify learning issues that will lead them to research the targeted concepts. The following are some questions that may help guide this process:

Write a teacher's guide detailing the instructional plans on using the problem in the course. If the course is a medium- to large-size class, a combination of mini-lectures, whole-class discussions, and small group work with regular reporting may be necessary. The teacher's guide can indicate plans or options for cycling through the pages of the problem interspersing the various modes of learning. The final step is to identify key resources for students. Students need to learn to identify and utilize learning resources on their own, but it can be helpful if the instructor indicates a few good sources to get them started. Many students will want to limit their research to the Internet, so it will be important to guide them toward the library as well. The method for distributing a PBL problem falls under three closely related teaching techniques: case studies, role-plays, and simulations. Case studies are presented to

discussions, and small group work with regular reporting may be necessary. The teacher's guide can indicate plans or options for cycling through the pages of the problem interspersing the various modes of learning. The final step is to identify key resources for students. Students need to learn to identify and utilize learning resources on their own, but it can be helpful if the instructor indicates a few good sources to get them

started. Many students will want to limit their research to the Internet, so it will be important to guide them toward the library as well.

The method for distributing a PBL problem falls under three closely related teaching techniques: case studies, role-plays, and simulations. Case studies are presented to students in written form. Role-plays have students improvise scenes based on character descriptions given. Today, simulations often involve computer-based programs. Regardless of which technique is used, the heart of the method remains the same: the real-world problem.

Problem based learning is a learning process that the teacher gives a chance to the students to decide a problem topic, although actually the teacher has prepared what the students study and the goal of this learning process is that the students can solve the problem systematically and logically. In addition, Problem Based Learning (PBL) is a method of learning which guides the learners to solve the problem and make some reflection by using their experiences so that their cognitive skills can be developed (inquiry, communication and connection) especially in solving the problem which is meaningful, relevance and contextual.

With PBL, the teacher makes the lesson plan before starting the subject. The teacher starts with problem simulation. This problem simulation is used to activate students' curiosity before starting to learn a

subject. PBL prepares students to think in critical ways, and able to obtain and use appropriate learning resources to solve the problems.

Problem based learning offers the students' freedom in learning process. Panen says the students are expected to involve in learning process which require to identify the problem, collect the data, and use the data to solve the problem. PBL is a learner-centered learning method by exposing these students to various problems faced in their lives. With this learning method, students from beginning have been exposed to various life problems that they might encounter later when they graduate from school. PBL can be interpreted as an educational method that encourages students to know how to learn and work together in groups to find solutions to problems in the real world.

Problem based learning is a series of learning activities that emphasize the process of solving the problem faced scientifically. There are three characteristics of problem based learning. They are:

1. It is a series of learning activities, it means that in implementing of it, there are a number of activities that the students must do. It does not expect students to just listen, take notes, then memorize the subject matter, but through it, the students actively think, communicate, seek and process the data, and finally conclude.

2. Learning activities are directed to solve the problems. Problem based learning places the problems as the keywords of the learning process.

This means that without problems there will be no learning process.

3. Problem solving is done by using approach to think scientifically.

Thinking by using the scientific method is thinking process is done systematically and empirically. Systematic means that scientific thinking is carried out through certain stages. Meanwhile, empirical means that the problem solving process is based on clear datas an facts.

According to Baron, the characteristics of problem based learning are:

1. Using problem in the real world.
2. Learning is focused on solving problems.
3. Learning objectives are determined by students.
4. The teacher acts as a facilitator.

For example, a problem-based learning project could involve students pitching ideas and creating their own business plans to solve a societal need. Students could work independently or in a group to conceptualize, design, and launch their innovative product in front of classmates and community leaders.

In addition to course content, PBL can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding

and evaluating research materials, and life-long learning (Duch et al, 2001).²⁷

b. The Steps of Problem Based Learning

According to John Dewey, an American education expert, explained the six steps of problem based learning, they are:

1. Formulating the problem, it means the steps of students determine the problem to be solved.
2. Analizing the problem, it means the steps of the students review the problem from points of view.
3. Formulating hypothesis, it means the steps of students formulate variuos of possible solutions to problems according their knowledge.
4. Collecting the data, it means the steps of the students look for and describe information needed for problem solving.
5. Testing hypothesis, it means the steps of the students take or formulate conclusions in accordance with the acceptable and rejection of proposed hyporhesis.
6. Formulating problem-solving recommendations, it means the steps of the sudents describe recomendations that can be carried out according to the formulating of the results of submitting hypothesis and formulating conclusions.

²⁷ *Ibid*

David and Johnson state that there are five steps of problem based learning through group activities. They are:

1. Defining the problem is formulating the problem from certain incents that contain conflict issues, so that the students become cleare about what problems will be studied. In this activities the teacher can ask students for their opinions and explanations about hot issues that are interesting to solve.
2. Diagosing problems is determining the causes of the problem, and analyzing various factors, both factors that can support the problem solving. This activity can be done in small group discussions, so that in the end the students can rank priority actions that can be carried out according to the expectation.
3. Formulating alternative strategies is testing each actions that has been formulated through class discussions. At this stage, each student is encouraged to think, express opinions and arguments about the possiibility of each action that can be taken.
4. Determining and implementing the chosen strategy is making decisions about which the strategies can be done.
5. Conducting evaluation, both evaluation process and outcome evaluation. Evaluation process is an evaluation of all activities implementing activities. Meanwhile, outcome evaluation is an evaluation of the consequences of implementing the strategy applied.

c. The advantages of Problem Based Learning

According to Sanjaya, the advantages of problem based learning are as follows:

1. Problem solving is a good technique to more understand the content of the lesson.
2. Problem solving can challenge students' abilities and provide satisfaction to find new knowledge for the students.
3. Problem solving can increase students' learning activities.
4. Problem solving can help the students how to transfer their knowledge to understand problems in real life.
5. Problem solving can help the students to develop new knowledge and take responsibility in the learning process that they do.in addition, problem solving can also encourage self-evaluation of both the results and the learning process.
6. Through problem solving, it can show the students that every subject is basically a way of thinking, and something that students have to understand, not just learning from the teacher or from the books.
7. Problem solving is considered more fun and preferred by students.
8. Problem solving can develop students' abilities to think critically and develop their abilities to adapt to new knowledge.
9. Problem solving can give students the opportunities to apply the knowledge that they have in the real world.

10. Problem solving can develop students' interest to continuously learn even through studying at formal education has ended.²⁸

d. The disadvantages of Problem Based Learning

Besides the advantages, problem based learning has disadvantages. They are:

1. When the students do not have belief that studied problems are difficult to solve, and they reluctant to try.
2. The success of learning process through problem solving requires sufficient time for preparation.
3. Without understanding why they are trying to solve the problem being studied, they will not learn what they want to learn.

e. The Stages in Implementing Problem Based Learning

Through the problem based learning students present their ideas, trained to refelect perceptions, argue and communicate to the others. So the teacher can understand the process of the students thinking, guide, and intervention of new ideas on the cocepts and principles. Thus, the students will have ideas and imagination to process writing the text.

²⁸ Sanjaya, Wina. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, Edisi Pertama. Jakarta:Kencana Prenadamedia Group,2006.

One of the teacher activities with problem based learning is making a lesson plan. Furthermore, there are five stages to implement problem based learning as follow:

Table 2 Learning Stage by Problem Based Learning

Learning stages	Teacher Behavior
Stage 1: Organizing students to problem	The teacher informs the learning goals, describes the essential logistical needs and motivates the students to engage in problem solving activities of their own choosing.
Stage 2: Organizing the students to learnign	The teacher helps the students to define and organize learning tasks related to the problems
Stage 3: Helping independent inquiry and group	The teacher encourages students to collect appropriate informations, collect experiment, seek explanations, and solutions.
Stage 4: Developing and presenting the work of exhibitors	The teacher assists the students in planning and preparing the appropriate work such as reports, video recordig, and models, and help them to share their work.
Stage 5: Analyzing and evaluating the problem solving process	The teacher helps to reflect on the investigation and processes they use.

Source: Rusmono, (2017:82)²⁹

f. Action Hypothesis

The researcher formulates the hypothesis is using problem based learning method correctly can improve the students' writing in narrative text at the first year of SMK Muhammadiyah 2 Metro.

²⁹ Rusmono. *Strategi Pembelajaran dengan Problem Based Learning itu Perlu*, Edisi Kedua. Bogor: Ghalia Indonesia, 2017.

CHAPTER III

RESEARCH METHOD

A. Variable and Operation Definition of Variable

The research is action research in the classroom. Instructional action research is a survey of learning activities in the form of actions that are consciously triggered and collectively performed in the classroom. The test results can be used to develop learning methods. The purpose of classroom behavior studies is to change the teaching behavior of teachers in the classroom and the behavior of students in the classroom, improve learning practices, change the framework for conducting classroom learning taught by teachers, and provide services for teachers in the learning process.

Variable is characteristic of a group of people and is the different behavior or environment of an individual and others. In addition, variables are the subject of research or the focus of research. According to Fred N. Kerlinger says:

All experiments have one fundamental idea behind them: to test the effect of one or more independent variables on a dependent variables ...

There are two variables in this study. They are dependent variables and independent variables. The survey variables are:

1. The dependent variable is the student's grade in the past tense. This variable is measured throughout the test. The tests are pre-test and post-test. These tests consist of 5 essay tests. If correct, each element has

four points. And the minimum scoring standard is 60. If a student achieves a score of 60 to 100, he / she will pass. Otherwise, if the student's score is less than 60, it means that he / she has failed.

2. Independent variables are a problem-based learning method. This variable is measured by observation. The instrument used was a teacher's observation sheet with a scale on the left. Scales range from grades 1 to 5, grade 5 is very good, grade 4 is good, grade 3 is good on average, grade 2 is bad, grade 1 is very bad.

B. Research Location

This studies can be carried out at SMK Muhammadiyah 2 Metro. This region is at Jalan Khairbrass II Ganjarasri No. 12 14/IV Kecamatan Metro Barat Kota Metro Provinsi Lampung.

C. Subject and Object of Study

The subject of this research is the students of X TKJ 1 of SMK Muhammadiyah 2 Metro. They consist of 29 students. They are 24 male students and 5 female students.

The object of this research is the increasing of the students' writing in narrative text achievement through using problem based learning method at the first year of SMK Muhammadiyah 2 Metro.

D. Action Plan

This studies is an school room motion studies. According Arikunto, motion is an hobby given through the trainer to college students in order that they do some thing distinct from the common, now no longer simply doing at the questions written at the blackboard, or doing on worksheets. so examine corridor hobby studies is hobby studies directed through the educator completely rationale on running on the character of mastering rehearses withinside the homeroom. This exploration occurs withinside the examine corridor as unique sports taken to paintings at the teaching and mastering manner to in addition increase mastering outcomes higher than all of us would possibly have expected. To enhance the exceptional of mastering, the sports should be withinside the shape of movements which are believed to be higher than common sports. In different words, the movements are given to the scholars should appearance innovative.³⁰

The goal of school room motion studies is to enhance or accurate coaching exercise this is performed through the trainer. The goal may be done through doing numerous opportunity movements to resolve the mastering trouble withinside the class. To understand the motion fulfillment, it should be performed time and again to be able to advantage

³⁰ Arikunto, Suharsimi, Suhardjono dan Supardi, *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara, 2006.

self belief withininside the efficacy of the motion and to obtain the aim of mastering the material.

The cycle of action research is as follow:

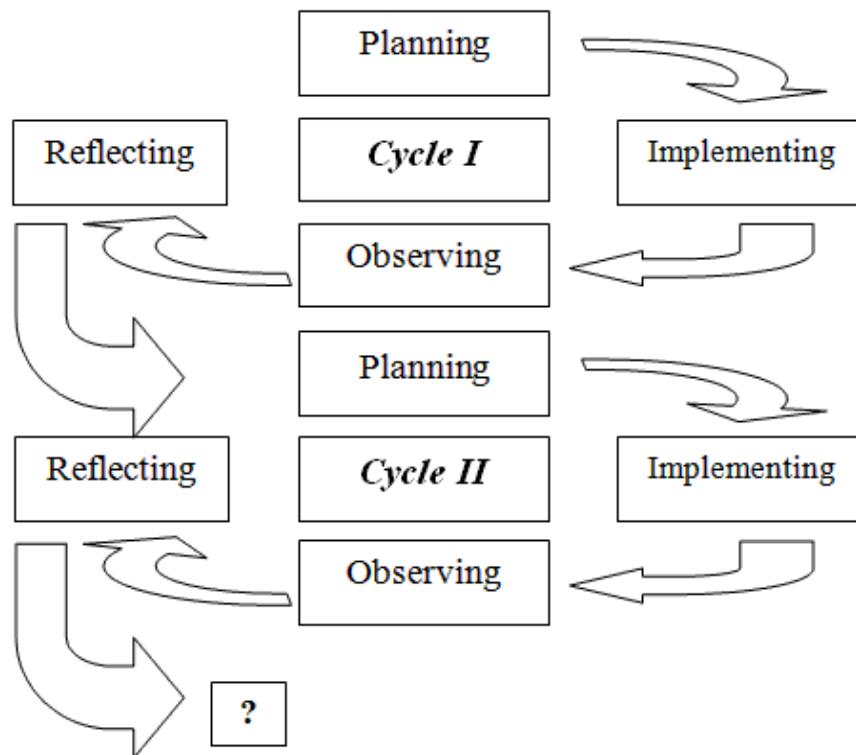


Figure 1. Model of Action Research according to McNiff.

Based on the model in Figure 1, the McNiff model has four phases of action research. They plan, execute, observe and reflect. They are related to each other in the process of teaching and learning in class. Action research begins in Cycle 1, which consists of four phases. If the implementation is successful and a failure is found during the implementation of cycle 1, the researcher designs the activity for cycle 2.

In cycle 2, researchers can repeat cycle 2 activities if they want to enhance cycle 1 results.

Cycle 2 activities are refined and complemented with additional activities to overcome the obstacles and difficulties found in Cycle 1. The teacher can continue the procedure as in cycle 1 by designing the activity in cycle 2.

The procedures of action research are as follow:

1. Preparation stage

- a. Ask for permission to entrust the research to the principal and English teacher of SMK Muhammadiyah 2 Metro.
- b. Conduct preliminary observations to find out the status of the teaching and learning process in the class and conduct preliminary tests.
- c. Awareness of problems in the teaching and learning process.

2. Cycle 1

a. Planning stage

In this stage, the researcher assemble research tools such as: Syllabus, lesson plan, test, student score list, student participation observation sheet, teacher observation sheet.

b. Implementing stage

In implementing stage, the researcher implements Problem Based Learning method to improve the students' performance. This action is based on the lesson plan. The researcher then conducts a post-test for the student.

c. Observing stage

In this stage occurs evaluation of learning achievement. Focusing, observing, and documenting take place during the learning process. The discussion aspect includes finding problems, causing problems, and resolving them. Researchers observe the activities of students and teachers.

d. Reflecting stage

In this stage, the researcher conducts investigate the interactions and impacts of cycle 1 execution. Failures that occur in cycle 1 will also be resolved in the next cycle.

3. Cycle 2**a. Planning stage**

The research instrument composing is done in this stage. The instruments are syllabus, lesson plan, tests, lists of students'

scores, observation sheets of students' participation and observation sheets of teacher.

b. Implementing stage

In implementing stage, the researcher implements Problem Based Learning method to improve the students' performance. This action is based on the lesson plan. The researcher then conducts a post-test for the student.

c. Observing stage

In this stage occurs evaluation of learning achievement. Focusing, observing, and documenting take place during the learning process. The discussion aspect includes finding problems, causing problems, and resolving them. Researchers observe the activities of students and teachers.

d. Reflecting stage

In this stage, the researcher perform an analysis of the process and impact of the implementation of Cycle 2, compare the results of students in Cycle 1 and Cycle 2, and then draw conclusions to see if these results increase. Make sure it is there. It may or may not rise.

E. Data Collecting Technique

The data collecting technique of this research are

1. Observation

Observation is an observational activity in which a researcher plays an active role in the research field and makes it truly visible to the activity of the research subject. In this observation, the researcher is involved in the daily activities of the person being observed or is used as a source of research data. Observations are used to understand the problems that exist around the student.

Observations are made by direct observations to obtain actual information about the student's attitudes and behaviors. The information obtained is analyzed, interpreted and concluded. Researchers work with local English teachers and colleagues by applying this method in the course of education and learning. This helps determine the extent to which a previously created lesson plan can be used as a control over the implementation of the lesson plan.

2. Test

The tests are pre-test and post-test. Pre tests are performed to establish the identity and dissimilarity of the types of pre tests in

essay tests. The students' asked to write a narrative text about legend the write will be score :

Table 3
The Measurement Rubrics of Writing

No	Assessment Indicators	Score	Category	Standard
1.	Content	30-27	Excellence	Highly understand; very clever; very wide and complete; very suitable with title
		26-22	Good	Average to good; some knowledge of the subject, mostly relevant to the topic but lack detail
		21-17	Fair	Poor to fair; limited knowledge of the subject, inadequate development of the topic
		16-13	Poor	Very poor; does not show knowledge, not pertinent to the topic
2.	Organization	20-18	Excellence	Very good excellent; ideas clearly stated, well organized, logical sequencing and relevant to the generic structure
		17-14	Good	Average to good; loosely organized, limited support and logical but incomplete sequencing, relevant to the generic structure but sometimes using unclear sentences

No	Assessment Indicators	Score	Category	Standard
		13-10	Fair	Poor to fair; not fluent, ideas confused, lacks logical sequencing, generic structure not clear
		9-7	Poor	Very poor; does not communicate, no organization, not enough to evaluate
3.	Vocabulary	20-18	Excellence	Very good to excellent; sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
		17-14	Good	Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured
		13-10	Fair	Poor or fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured
		9-7	Poor	Very poor; essentially translation, little knowledge of vocabulary, idiom, word form, or not enough to evaluate

No	Assessment Indicators	Score	Category	Standard
4.	Grammar	25-22	Excellence	Very good to excellent; effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
		21-18	Good	Average to good; effective but simple construction, a minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured
		17-11	Fair	Poor to fair; a major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of the fragment, deletion, meaning confused or obscured
		10-5	Poor	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
5.	Mechanic	5	Excellence	Very good to excellent; demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing

No	Assessment Indicators	Score	Category	Standard
		4	Good	Average to good; occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
		3	Fair	Poor to fair; frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
		2	Poor	Very poor; no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate
	Total scores ³¹			

3. Documentation

A document is a collection of data that is processed through the document. Used to collect data from documentary sources that support the results of interviews and observations. The documentation is used to check the status of teachers and students in class and to see what happens when teaching and learning activities are carried out.

³¹J.B Heaton, Writing English Language Test, (New York: London, 1988), p. 145-146

F. Data Collecting Instrument

The data collecting instruments of this research are as follow :

1. Observation sheet

Observation is done by staff or an English teacher. It serves as a guideline for monitoring the implementation of teaching and learning processes.

2. Test sheets

The tests used in this study are pre-test and post-test. The purpose of the test is to measure student performance in a simple past tense.

3. Camera

Researchers use the camera to capture important moments that occur during their research. Images can explain the research process.

G. Data Analysis Technique

The data analysis techniques of this research are

1. Data qualitative technique

To present data in an easy-to-understand way, the data analysis step used in this study is a Miles and Huberman interactive analysis model that divides the steps of a data analysis activity into several parts. That is, data acquisition, data reduction, data presentation (data display) and data inference.

2. Data Collection

Data Collection Analysis collects data from interviews, observations, and then through data retrieval to create a variety of documents based on classifications according to the research problem.

3. Data Reduction

Reduction is a form of analysis that sharpens, classifies, directs, discards, and organizes unwanted data so that final conclusions can be drawn and validated. Data reductions will continue unless the search is complete. The results of the data reduction are field notes, extensions, and additional summaries.

4. Data Presentation

Data Presentation is a set of intelligence organizations that makes it possible to draw inferences about research. The presentation of data needs to provide opportunities to find meaningful patterns, draw conclusions, and take action. Specifies the format of the sentence, photo, and table.

5. Data Conclusion

Conclusions are part of the complete configuration activity. The conclusions will also be reviewed during the study. Conclusions are drawn when researchers follow memos, patterns, propositions, compositions, causal directions, and various propositions.

The guidelines are used in the data analysis process can be stated as follows:

- a. Complete field notes are created from the results of interviews, observations and recordings. These field notes consist of explanations and discussions.
- b. Next, data reduction is performed based on the field notes. Data reduction is provided in the form of important insights.
- c. After data reduction, the presentation of the data is prepared in the form of a systematic story edited by the researcher to better understand the meaning. This data display has supporting elements such as methods, schemes, charts, and tables.
- d. Then, based on the presentation of the data, a preliminary conclusion is formulated.
- e. Preliminary conclusions constantly evolve with the discovery of new data and new knowledge. Therefore, it produces reliable results that actually correspond to the actual situation. Research activities are carried out, that is. The continuous interaction between the three components of the analysis and the collection of new data can generate complete data and draw definitive conclusions.
- f. Formulating the final conclusion to avoid the subjective element seeks to complete the qualitative data and develop intersubjectivity through discussions with others.

6. Data quantitative technique

Quantitative data is measured against the standard minimum score of a simple past tense test. In this study, students become proficient when they can achieve standard minimums of classical learning integrity. 75% of all students in the entire class with SMK's standard minimum English teaching material score are 60.

In scoring the test, researchers use a scoring formula to score pre-test and post-test student scores. The scoring formula is:

$$S = \frac{R}{N} \times 100$$

Notes:

S : score

R : The right answers of students

N : Total items of test

The formula of classical learning completeness is:

$$PK = \frac{JT}{JS} \times 100\%$$

Notes:

PK = percentage of classical learning completeness

JT = the total of students are passed

JS = the total of students in the class

H. Indicator of Success

An indicator of the success of this study is whether students can achieve the standard minimum of classical learning integrity. 75% of all students are in class and the standard minimum score for SMK's English language materials is 60.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of The Research

1. Description of the Research Setting

The general description of a research location intended as complementary data, subjectively certainly pays attention to some important things related to the condition of the school. These are the history of the school, the geography of the school, the condition of the school building, and the organizational structure of the school.

a. The Brief History of SMK Muhammadiyah 2 Metro

No.	List of principals	Period
1.	Drs. Zaini Djas	1977 – 1977
2.	Drs. Hi. Sukidal	1977 - 1978
3.	Soekamtono	1976 - 1986
4.	Drs. Simin Efendi, M. M.	1986 - 2006
5.	Hi. Mushonif, S. P.	2006 - 2015
6.	Wihan Afriono, S . T ., M. Pd.	2015 - 2020
7.	Dr. Julitri Maria, M. Pd	2021 - now

Muhammadiyah which was founded by KH. Ahmad Dahlan in 1912 tried to proclaim himself as an Islamic movement which led to the da'wah amar makruf nahi munkar, which was also a tajdid movement in Indonesia. Through charities, Muhammadiyah which manages educational institutions has been able to provide a reflection and enlightenment to the community to shape attitudes and entrepreneurial spirit that are ready to face challenges in the global era. SMK Muhammadiyah 2 Metro was established in 1977 which at that

time was still called STM, the principal was Drs. Zaini Djas, his major consisted of agriculture, mechanical engineering until the end of 1977. STM did not have its own building before, but still rode with SMA Muhammadiyah 1 Metro until 2000, then opened a new department, namely automotive 1990/1991. Then opened a new department, namely TITL and STM began to change its name to SMK Muhammadiyah 2 Metro and moved to the SMK building in 1999/2000. In the era of the free market and AFTA 2003, SMK Muhammadiyah 2 Metro as one of the educational institutions that has long been trusted by the public and the government feels called to be able to prepare quality human resources (HR) graduates who are able to compete and be selective in determining positive attitudes so that they can play a role. productively in the midst of the reforms we are carrying out.

SMK Muhammadiyah 2 Metro based on the Letter of the Director of Vocational Secondary Education of the Ministry of National Education No. 420/2114/III.11/DP.3/2004 dated November 3, 2004 has been designated as a SMK that has the potential to be developed into a National Standard SMK. On this basis, SMK Muhammadiyah 2 Metro tries to improve itself by improving management both internally and externally. With all the potential that exists, SMK Muhammadiyah 2 Metro strives to exist in the midst of global competition by improving the quality of human resources, facilities and infrastructure

as well as cooperation with the business world and the industrial world both at home and abroad. With the Motto "EDUCATION FOR THE FUTURE" SMK Muhammadiyah 2 Metro with Expertise Program in Light Vehicle Engineering, Mechanical Engineering, Electrical Power Installation Engineering and Computer Network Engineering in the 2012/2013 Academic Year has 949 students with 30 study groups. With the potential and human resources of SMK Muhammadiyah 2 Metro, they try to exist and try to realize the school's vision. SMK Muhammadiyah 2 Metro was appointed as a pilot project of a flagship school by the Ministry of National Education, which was realized by the addition of machine tools, welding machines and metal fabrication machines. Furthermore, in the success of the LINK and MATCH Program through Industrial Work Practices, SMK Muhammadiyah 2 Metro has collaborated with government and private agencies, such as, UPTD BLK Metro, CHEVEST Bekasi Instructor Training Center, AUTO 2000 Bandar Lampung, BLPT Yogyakarta, POLMAN ASTRA JAKARTA, and with several Overseas Industries, such as SELL ELECTRONICS, SDN.BHD. Pagoh-Johor Bahru Malaysia. In 2005 SMK Muhammadiyah 2 Metro had sent 15 students Prakerin participants to the company. In order to improve the quality of students, SMK Muhammadiyah 2 Metro has also opened a Special Program class (Enterprise Class)/Engineering Machine Engineering

Excellence class and a Mitsubishi Special Program class and a Honda class.

1.	School vision	Exemplary in IMTAK and achievement in the field of science and technology.
2.	School mission	<ul style="list-style-type: none"> 1. Improving the achievement of SMK Muhammadiyah 2 Metro as a holistic and character education center. 2. Prepare highly competent skilled workers at the intermediate level who are productive, independent, professional in their fields. 3. Preparing young entrepreneurs who are productive and tough

b. The Structure Organization of SMK Muhammadiyah 2 Metro



c. The Profile And Facilities of SMK Muhammadiyah 2 Metro

1. School Profile

School Name	:	SMK Muhammadiyah 2 Metro
School Statistics Number	:	402126103006
NPSN Number	:	10807594
Full Address/phone/fax	:	Jl. Khairbras II Ganjar Asri No.12 14/IV Kec.Metro Barat Kota Metro telp/fax. (0725) 42983
Accreditation Status	:	Accreditation B
Number/Date of Accreditation Decree	:	MK040811 / 30 November 2017
Charter PP. MPDM	:	Number : 4226/II.15/LP- 78/1986
Date	:	23 may 1986
Since	:	1977 / 1978
Operational Permit	:	013/K1PS/03/D.3/2012
Founding Charter	:	1869/I12.B7/V/1991
School Account Number	:	1. BRI BRITAMA
No	:	0130-01-011924-50-9
Name	:	SMK Muhammadiyah 2 Metro

2. Bank Lampung

No : 381.03.04.05347.9
 Name : SMK Muhammadiyah 2
 Address : Metro
 Teaching and learning activities : Daring
 Warehouse Status : One's own / Borrow
 Number of Tuition Fees/Month : Class X : Rp.160.000,00
 Class XI : Rp.150.000,00
 Class XII : Rp.130.000,00
 Total Students :

No.	Class									Amount		
	I			II			III					
	L	P	AMT	L	P	AMT	L	P	AMT	L	P	AMT
1.	384	68	452	460	80	540	331	50	381	1175	198	1373

Number of Study Groups : 48 Rombel

Field of Study / Package to Expertise:

1. Mechanical Engineering / Machining Engineering
2. Automotive Engineering / Light Vehicle Engineering
3. Electricity Engineering / Electrical Power Utilization Installation Engineering
4. Computer and Informatics Engineering / Computer and Network Engineering
5. Finance / Sharia Banking

6. Automotive Engineering / Business Engineering and Motorcycle /
Automotive Body Engineering

2. Head Master

Name : Dr. Julitri Maria, M. Pd

Place and Date of Birth : Tempuran, 19 April 1978

Gender : Woman

Employment Status : Foundation Tasks

3. Teacher

No.	Teacher Status	Gender			Last Education						etc
		L	P	AMT	=D2	D3	S M	S1	S2	S3	
1.	GTY	27	15	42	4	2		31	1		
2.	G DPK Pemda	6	1	8				3	4		
3.	GDPK Depag	1	1	2				2			
4.	Honorary Teacher	18	10	28	2	1		25	4		
	Amount :	53	27	80	6	3		62	9		

Source: Documentation of The Profile of SMK Muhammadiyah 2 Metro

4. Employee

No.	Employee Status	Gender			Last Education						etc	
		L	P	AMT	=	D2	D3	SM	S1	S2	S3	
1.	PTY	3	4	7								
2.	PDPK Pemda											
3.	PDPK Depag											
4.	PTT	11	4	15	15	3			4			
	Amount :	14	4	22	15	3			4			

5. Achievements That Have Been Achieved in 2016

No.	Followed Achievements	Level	Year
1.	LKS City Level Metro Electrical Installation Branch	City	2016
2.	LKS Metro City Level Automotive Branch	City	2016
3.	STO CUP Futsal Competition	Province	2016
4.	STAIN CUP Futsal Competition	Province	2016
5.	SMANDA Boliga 2 Futsal Competition Se-Lampung	Province	2016
6.	STAIN CUP Futsal Competition	Province	2016
7.	LKS Provincial Level Automobile Technology Branch	Province	2016
8.	LKS Provincial Level Automobile Technology Branch	Province	2016
9.	CUP Teknocrat Pencak Silat Championship Class E Women (55-59 Kg)	Province	2016
10.	OLIQ 2016	National	2016
11.	OLIQ 2016	National	2016
12.	OLIQ 2016	National	2016
13.	High School / Vocational High School GLF Choir	Province	2016

14.	Regional Jamboree UN Competition	City	2016
15.	Regional Jamboree Art Performance Competition	City	2016
16.	Regional Jamboree Cooking Competition	City	2016
17.	Men's Regional Jamboree Dionering Competition	City	2016
18.	Women's Regional Jamboree Dionering Competition	City	2016
19.	Futsal Competition in Semantri	Province	2016
20.	LKS Metro City Level in Lathe / Machining Engineering	City	2017
21.	Light Vehicle Engineering LKS	City	2017
22.	LKS Machining / Welding Engineering	City	2017
23.	Electrical Engineering LKS	City	2017
24.	LKS Metro City Level in Lathe / Machining Engineering	Province	2018
25.	Light Vehicle Engineering LKS	Province	2018
26.	LKS Machining / Welding Engineering	Province	2018
27.	Electrical Engineering LKS	Province	2018

6. Condition of Students in the last 3 Years

School Year	Registrant	Received	Target	The Ratio of Students Accepted and Enrolled
2014 / 2015	567	433	440	97 %
2015 / 2016	720	530	530	74 %
2016 / 2017	695	501	520	72 %

7. Facilities and Infrastructure

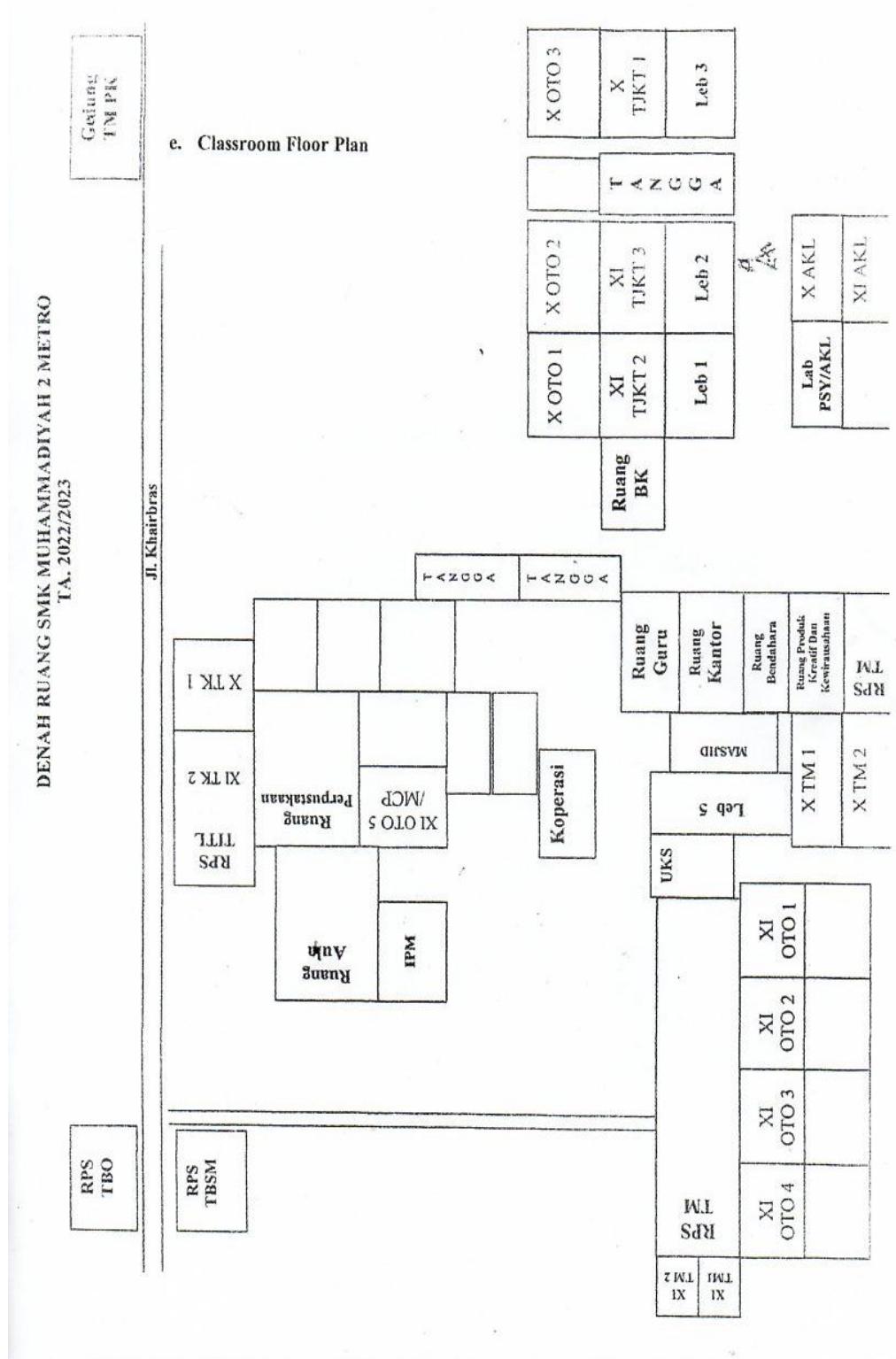
Room	One's Own	Amount	Size (m2)
Theory / class	27	27	2016 m2
laboratory	1	1	64 m2
Library	-	1	225 m2
Computer	3	3	216 m2
Office	1	1	87 m2
Teacher's room	2	2	204 m2
workshop	3	3	630 m2
Sports field	1	1	750 m2
Parking yard	1	1	1600 m2
Mosque	1	1	584 m2

Source: Documentation of The Profile of SMK Muhammadiyah 2 Metro

d. The Location Sketch of SMK Muhammadiyah 2 Metro

Jl.Khairbras II Ganjarasri No.12 14/IV, Kec. Metro Barat, Ganjarasri, Metro Bar., Kota Metro, Lampung 34114, Indonesia.

e. Classroom Floor Plan



f. The conditions of teachers and official employees in SMK Muhammadiyah 2 Metro

Teacher Conduct

Obligations :

1. Obligation to maintain the teacher's code of ethics.
2. Must be present 10 minutes before KBM starts for teachers and 30 minutes before KBM starts for wakasek and staff.
3. Neat and polite appearance.
4. Must sign the attendance list / computer attendance.
5. Enter and exit class on time (according to lesson hours).
6. Notify the principal if unable to attend and deliver assignments to students.
7. Prepare learning programs at the beginning of the school year.
8. Submit the device at each semester and the end of the school year.
9. Participate in securing the principal's policy.
10. Help enforce school discipline.
11. Caring for the cleanliness and beauty of the school environment.
12. Do not smoke in the school environment except in designated places.
13. Maintain family relations among school members.
14. Have high loyalty and dedication.
15. Ready to carry out the tasks assigned by the school leadership.
16. Provide reports on the implementation of tasks that have been carried out to the principal.

Prohibitions :

1. Do not leave the classroom during teaching, without the permission of superiors.
2. It is forbidden to do things that can degrade the dignity of the school.
3. It is forbidden to use school property for personal gain without the permission of the principal.

Employee procedure**Obligations :**

1. Obey the provisions of working hours (according to the schedule of KBM).
2. Sign the attendance list carry out official duties as well as possible with full dedication, awareness, and responsibility.
3. Provide the best service to the community according to their respective fields of work.
4. Can create a conducive work atmosphere.
5. Dress neatly and politely.
6. Obey official orders from superiors.
7. Mutual respect for fellow employees and teachers.
8. Maintain the good name of the profession and school organization.
9. Can keep state / school secrets.
10. If you don't come to work, you have to get permission from your boss.
11. Do not smoke in the school environment except in the designated places.

Prohibitions :

1. Do not leave the place of work without the permission of superiors.
2. Do not do things that can degrade the dignity of the school.
3. It is forbidden to use school property for personal gain without the permission of the principal.

g. Regulation of SMK Muhammadiyah 2 Metro

I. General Provisions :

Every student of SMK Muhammadiyah 2 Metro is obliged to maintain the good name of the school both inside and outside the school by :

1. Creating a sense of unity, unity and friendship with the entire big family of the blue campus of SMK Muhammadiyah 2 Metro.
2. Improve and maintain self-discipline in carrying out duties and obligations as students.
3. Uphold the promise of Muhammadiyah student, understand and be able to practice it in daily behavior as a student.
4. Demonstrate noble character, polite in speaking and polite in actions and not committing criminal, immoral and immoral acts.
5. As long as you are a student of SMK Muhammadiyah 2 Metro, you are not allowed to get married.

II. Order in school :

1. At least 5 minutes before the sign sounds, students must be at school.

2. Students are not allowed to enter class if they are late for more than 15 minutes after the sign is sounded, unless it has been processed by a competent teacher or officer (teacher picket and or student section).
3. During school activities, students are prohibited from leaving the classroom or school with out the permission of the teacher or competent officer.
4. Students are required to attend the dhuhur and Friday prayers in congregation at school.
5. Students are required to take lessons at school at least 95 % face to face.
6. Students are required to attend ceremonies every Monday at school and ceremonies for national holidays and islamic holidays.
7. Students are required to participate in extracurricular activities according to the desired choice.
8. Students are required to report to the school if they are going to carry out the students activities, both inside and outside the school.
9. Students are required to report if they are absent, late for attendance, or returning prematurely to the picket teacher, homeroom, teacher or students department.
10. Students are strictly prohibited from bringing goods / tools that will disrupt security and order in the process of teaching and learning activities at school.
11. Students must participate in maintaining cleanliness, preserving the beauty, security and order of the school.

12. Students are allowed but not encouraged to bring two- wheeled vehicles (motorcycles), then if there is a loss of the vehicle (motorcycle), helmet or motor implement tool, the school is not responsible for the consequences of the loss.
13. Students are required to turn off the engine of two wheeled vehicles when entering the school gate and or with in the school environment, during the KBM (from 07:00 to 14 :00).

III. ORDER IN THE CLASS

1. Each class must have an administrator consisting of the class president, secretary, treasurer and other officers selected by class members,
2. During the lesson it is forbidden to leave the class, do (actions that can interfere with teaching and learning activities, such as canteens, toilets and etc.
3. During break students are prohibited from leaving the school environment.
4. If the teacher is not present, the class leader must immediately report to the picket teacher and the class is calm, orderly and safe.
5. Before and after the lesson the class must be neat and clean.
6. The class leader must be responsible for the existence of learning tools such as erasers, chalk, attendance lists and research journals.

7. The class leader is obliged to take student attendance when study hours begin and return the attendance back when study hours end to the Student Room and be responsible for the truth the absence.
8. Students turn off their cellphones during KBM, so students are prohibited from bringing cellphones with cameras and or playing/turning on cellphones in the classroom during the KBM.

IV. CONDITION OF CLOTHING AND HEALTH

Uniforms to be worn by students:

1. Monday & Tuesday: uniform white shirt and trousers (male), long gray skirt, ankle-length and veiled (female), complete with attributes.

Wednesday & Thursday: special uniform for alma mater trousers (Putra) ankle-length skirt and veil, complete with attributes.

Friday & Saturday: Hizbul Wathan clothes complete with attributes.

2. During sports lessons, students must wear sports clothes while during practical/vocational productive lessons they must wear practical clothes (wearpack).
3. Students are not allowed to have long hair (boys), no make-up and no valuable/excessive jewelery (girls).
4. Students are prohibited from smoking, using narcotics/drugs, drinking alcohol and the like, carrying pictures of pomo, cell

phones with pomo pictures and films, pomo comics, saying dirty words inside and outside the school environment.

5. Students are required to maintain the beauty, cleanliness and environmental sustainability, students are required to maintain the use of supporting facilities such as libraries, art tools, trading equipment and study rooms.
6. Students who are not in uniform in accordance with the provisions are not allowed to take KBM in class.

V. ADMINISTRATIVE ORDER

1. In providing personal data in schools, it must be completely complete.
2. Students are prohibited from making false and falsified reports (signatures of parents, guardians, teachers/principals).
3. Education operational development funds sourced from parents must be repaid in accordance with the provisions.
4. To take report cards, take mid-semester/semester exams, National Final Examinations/ The school is expected that students have completed the grades of the subjects, and paid off the school's financial administrative obligations/education fees that have been determined. If they have not been able to pay off the provisions in question, students must bring their parents to take care of the dispensation from the school.

VI. PUNISHMENT

If students of SMK Muhammadiyah 2 Metro are found to have acted contrary to the applicable rules, they will receive sanctions from the school according to the weight of the sanctions set by the school, namely:

1. **STAGE I:** Direct verbal warning to students, if the weight of the violation is 5 -15 points.
2. **STAGE II :** The first written warning to students if the weight of the violation is 30-40 points.
3. **STAGE III :** Call the parents/guardians of students with a statement, if the weight of the violation is 40-70 points.
4. **STAGE IV:** Second Written Warning (SPT) if the weight of the violation is 55-70 points.
5. **STAGE V:** Calls parents/guardians to approve the decision: Leave for a specified period of time, if the weight of the violation is 75-100 points (leave). Returned to parents/guardians, if the weight of the violation is more than 100 points (dismissed).

2. Description of the Research Data

a. Action and Learning at Pre-Test

This research was Classroom Action Research, and it was conducted at the Tenth Grader of SMK Muhammadiyah 2 Metro Central Lampung in the academic years of 2021/2022. This

research is used the Problem based learning to enhance the students writing skills. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which were accomplished in two meetings. The students' result of writing narrative text was gained through the test which consisted of pre-test and post-test that was given to the students at the beginning of research and the end of each cycle, while the students' activity was gained from the observation of the students' learning activities.

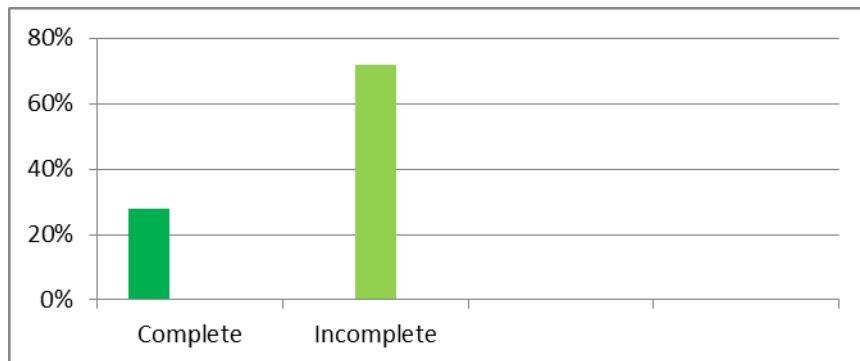
Before the process of cycle one, a pre-test was presented to the students which were aimed to find out students' skills before the treatment was implemented. It was conducted on September, Tuesday 6st, 2022 from 08.30-10.00 A.M and it took about 90 minutes. Afterward, to measure their skill before giving the treatment, the researcher gave them a pre-test. The researcher used an essay test that consisted of one topic which had to be completed for 60 minutes. The students doing a test by themself. Some students were enjoying the task and others looked so worried. Then, the result of the pre-test can be seen in the table below :

Furthermore, the results of the students' pre-test above can be summarized into the table of percentage and graph below:

Table 4
**Percentage of Students Writing
Narrative Text Pre-Test Score**

Interval	Frequency	Percentage	Explanation
≥ 60	7	28 %	Complete
≤ 60	22	72 %	Incomplete
Total		100 %	

Figure 2
Percentage Pre Test of Students Writing



Based on the result above, it can be inferred that 22 students (72%) were not successful and 7 other students (28%) were successful. The successful students were those who got a good score in writing measurement at least 60. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got an average of (52,96). It indicated that the result of students' writing skills was still low. It was the reason why the researcher used the problem based learning to enhance the students writing legend text skills. Therefore, the researcher and collaborator made a plan to implement the action or treatment that

consisted of planning, action, observation, and reflection to repair the weaknesses of the students.

b. CYCLE I

Researchers used classroom actions to be carried out by collecting data and information systems through four stages. In classroom action research, this research had been conducted in two cycles. Cycle 1 was divided into planning, acting, observing, and reflecting. Here's the explanation:³²

1. Planning

Planning is the phase that prepares lesson plans, instructional material, and teaching media. In this step, the researcher prepared the lesson plan, material, and media that would be used in the teaching learning process. The material of this research was a legend text. The material included the definition, the generic structure, the language features, and the example of the legend text. Moreover, the researcher made an observation sheet that consists of a list of students' names and a list of the students' activities that would be observed during the teaching learning process.

2. Acting

Acting is the realization of the planning that the researcher had made. The action is the second step in this research. The researcher

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

conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 5
The Schedule of Action in Cycle 1

Meeting	Day/Date	Time	Activity
1st	Tuesday, September 6th 2022	08.30 – 10.00 a.m.	Treatment
2nd	Wednesday, September 7th,2022	08.30 – 10.00 a.m.	Treatment

a. First meeting

The first meeting was conducted on Tuesday, September 6th 2022 at 08.30 – 10.00 a.m., and it took about 2x45 minutes or 90 minutes. In this meeting, the researcher was a teacher and Iva Rohmatullailly, S. Pd was the collaborator and the observer. At the beginning of the teaching learning process, the researcher greeted students by saying “salam and good morning” and all of the students answered by saying “salam and good morning miss” friendly.

Moreover, the researcher asked about their condition first before checking the attendance list. Before giving the material, the researcher gave some questions, for example, “what do you know about a text?”. Some students could answer it but they used the Indonesian language. It could happen because they usually discuss it in the Indonesian language. Therefore, the researcher explained what is text in English first before he explained it about a legend text. After that, the explanation continued about the legend text.

Furthermore, the researcher gave the students a topic and the students had to make a legend text about a certain topic in the narrative text by themselves. The students look seriously during the pre test. Some of the students look so confused to do the test. After 2 x 45 minutes, the bell rang and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

b. Second Meeting

The second meeting was conducted on Wednesday, September 7th, 2022 at 08.30 – 10.00 a.m. This meeting was starting the class by greeting, praying, and checking attendance, and asking about the students' condition. The condition of the class is less effective because the collaborator handed the class to make sure the students' effectiveness before the researcher was researching the class. It shows that some students gave their full nice attention to the researcher during the learning process. The researcher starts the lesson by asking the question about the legend text. Next, the researcher asks about their knowledge in the legend text. After that, the researcher explains about the definition, generic structure, and example of the legend text. Most students still did not understand it. Next, the researcher invited the students to divide into five groups consist of 5 students to discuss the topics. The researcher gave some topics for each member in a group and the students had to discuss and make a legend text about the topics with their groups. At the end of the meeting, the researcher gave an

evaluation about some of the students learning results. For the closing part, the researcher gave motivation to the students and stimulated the students to conclude the material. And then, the researcher greets to closing the meeting. Then, the researcher greets to closed the meeting. and reminded the students that it would be a post-test in the next meeting.

3. Observing

Observing is a process of recording the event and action in the class. Observation would be done to get data needed and to see whether the comprehensively. Based on the collected data is achieved or not. The researcher used some had better prepare for the next action. In observation of the researcher's action, the collaborator observed the students' activities. The researchers as a teacher gave material about writing text especially legend text by using problem based learning.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in the teaching and learning process would get the point by ticking it on the observation sheet for meeting 1 until meeting

3. The indicators of the students' activities were:

- a. Students pay attention to the indicators: Listening, qualification, showing, evidence.
- b. Students respond teacher's questions with the indicators: Answering, agreement, refusing, saying, submitted

- c. Students ask questions with the indicators:
Clarifying, examine, clear, concluding, finding, solving
- d. Students comprehend the material with the indicators: Mention, explaining, identifying, marking out, example, concluding.³³

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

Table 6
The Frequency Students' Activities in Cycle I

No	Aspect of the Research	Frequency	Percentage
1.	Give attention to the teachers' explanation	19	68%
2.	Students respond to the teacher's	8	28%
3.	Ask / answer the question from the teacher	10	40%
4.	Student comprehend the material	13	48%

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

Notes:

P = Percentage of Students Activity

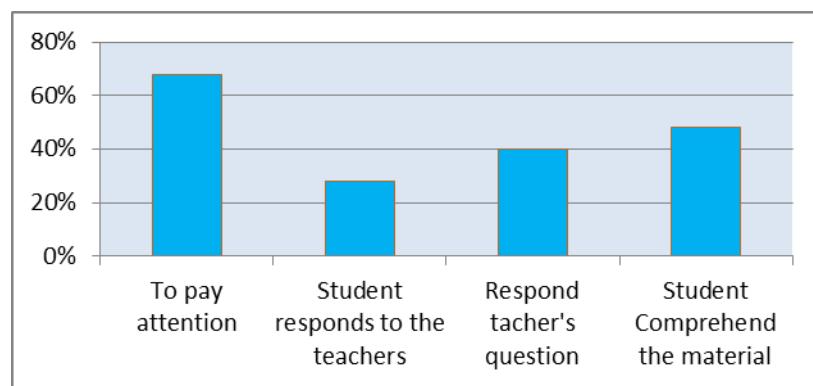
F = The total number of students' scores

N = Number of students

Furthermore, the results of the percentage of students' activities in cycle I above can be summarized in the graph below:

³³ Mimin Haryati, Model Dan Teknik Penilaian Pada Tingkat Satuan Pendidikan (Jakarta: Gaung Persada Press, 2017). p.125-126

Figure 3
Percentage Post Test of Students Activities



The table showed that not all the student's activities in the learning process. There were 19 students (68%) who gave attention to the teacher's explanation. 8 students (28%) the students give the response to the teacher's questions, 10 students (40%) were active in the group, and 13 students (48%) comprehend the material.

4. Reflecting

Reflecting is the last step in this process. The researcher analyzed and evaluated by eliminating not useful action. The researcher explained and discussed the result of students' work during teaching-learning, like strengths and weaknesses done by the teacher and students during the teaching-learning process.

From the result observation in the learning process in cycle I, it could be concluded that the learning process has not achieved a good to the average measurements writing score of the research yet.

c. Cycle II

In other that to repair the weakness in cycle I the researcher need to continue the treatment in cycle II because of cycle I was not successful. In this phase cycle II had four essential phases namely planning, action, observing, and reflecting. The implementation of cycle II could be explained on the following sequences:

1. Planning

Planning is the phase that prepares lesson plans, instructional material, and teaching media. In this step, the researcher prepared the lesson plan, material, and media that would be used in the teaching learning process.

In the planning of cycle 2, the researchers and collaborator discussed some of the problems found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material, and media that would be used in teaching learning process. The material was legend text. The material included the definition, the generic structure, the language features, and the example of the legend text. Moreover, the researcher made an observation sheet that consists of a list of students' names and a list of the students' activities that was be observed during teaching learning process.

2. Acting

Action is the realization of the planning that the researcher had made. The researcher and collaborator arranged the schedule of action in cycle II. It can be seen on the table below:

Table 7
The Schedule of Action in Cycle II

Meeting	Day/Date	Time	Activity
1st	Tuesday, September 13th,2022	08.30 – 10.00 a.m.	Treatment
2nd	Friday,September 16th,2022	08.30 – 10.00 a.m.	Treatment

a) First Meeting

The first meeting was held on Tuesday, September 13th,2022 at 08.30 – 10.00 a.m. and it took about 90 minutes or 2x45 minutes. In this meeting, the researcher was a teacher, and Mom Iva Rohmatullailly S.Pd was the collaborator as well as an observer.

At the beginning of the teaching and learning process, the researcher began the meeting by praying, greeting, checking the attendance list, and asking about the student's condition. Afterward, the researcher gave the learning material about writing legend text. In this section, the researcher as the teacher also explained the material clearly.

After the explanation was done, the teacher asked the students about the material to know the student's comprehension. In this meeting, the condition of the class was effective. Most of the

students were paying attention to the teacher's explanation. Then for the next section, the teacher ordered the students to listen and pay attention to what is explained by the teacher until the students understand the material.

Afterward, the researcher invited the students to divide into five groups consist of 5 students such as the group before to discuss the topics. The researcher gave some topics for each group, every student in a group has one topic. The students had to discuss and make legend text about the topics with their groups. The researcher used problem based learning to do the practice. Later on, if the students still have difficulties, the students can ask the teacher. To strengthen their result learning the teacher gave some evaluation from their learning results, the feedback, and questions as needed to check their understanding of the topic that had been taught. Before the time was up, the teacher gave motivation to the students and remind them to keep on learning at home. Then, the teacher greets to close the meeting. and reminded the students that it would be post-test in the next meeting.

b) Second Meeting

The second meeting was conducted on Friday, September 16th, 2022 at 08.30 – 10.00 a.m. and it took about 90 minutes or 2x45 minutes. The meeting was started by praying and greeting, checking the attendance list, and asking about the students'

condition. On this occasion, the researcher gave some topics to the students in every group. The topic is about narrative text to the students write in the legend text. Every student in a group has one topic. In this meeting the students did the treatment by using the problem based learning technique. They do the treatment with their members' group. They are discussing and coaching each other to solve the task. The first students did the treatment and the others are coaching. For the next, the second student did the treatment and the others are coaching. The students did it seriously. Its repeat until the last students.

3) Observing

Observation is a process of recording the event and action in the class. Observation would be done to get data needed and to see whether the comprehensively. Based on the collected data was achieved or not. In this step, the researcher presented the material by mcniff. In the learning process, there were also four indicators used to know the students' activities like in the learning process previously. Based on the result of the observation sheet in cycle II, the researcher indicated that the learning process in cycle II was successful. It can be seen on the result score of students' learning activities observation, as follows:

Table 9
The Frequency of Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Students pay attention	28	96%
2	Students respond teacher's questions	16	60%
3	Students ask questions	19	68%
4	Students comprehend the material	26	88%
Total Students		29	

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

Notes:

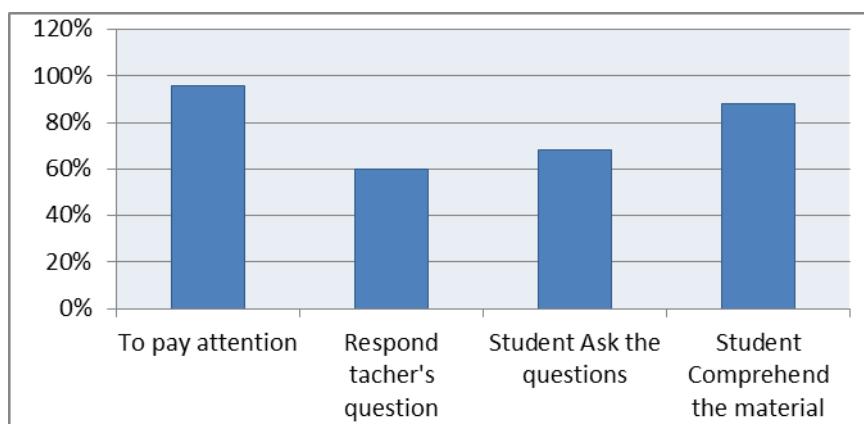
P = Percentage of Students Activity

F = The total number of students' scores

N = Number of students

Besides that the results of the percentage of students' activities in cycle II above can be summarized in the graph below:

Figure 5
Percentage of Students Activities in Cycle II



The table above showed that the students' activity in cycle II was improved. The students' activity had a high percentage were the students ask questions 68%, the first high percentage was the students pay attention to the teacher's explanation 96% and the students comprehend the material 88%, and the last the students respond the teacher's questions 60%. Based on the result above, the researcher indicated that the learning process in cycle II was successful because the students' activity got a percentage $\geq 60\%$.

4) Reflecting

Reflecting is the last step in this process. The researcher analyzed and evaluated by eliminating not useful action. The researcher explained and discussed the result of students' work during teaching-learning, like strengths and weaknesses done by the researcher and students during the teaching-learning process.

Furthermore, the comparison of the result students' pre-test and post-test can be seen into the table of percentage and graph below:

Table 10
The Evaluation Frequency of Students' Pre-Test Score and Post-Test

No	Name	Pre Test	Post Test	Deviation	Explanation
		Score	Score		
1	ABDUL LATIF	61	74	13	Enhanced
2	ADITYA DAFFA PRATAMA	57	79	22	Enhanced

No	Name	Pre Test	Post Test	Deviation	Explanation
		Score	Score		
3	ALFIATUR ROHMANIA	46	57	11	Enhanced
4	ANDRE PUTRA DITAMA	56	74	18	Enhanced
5	DICKY HENDRAWAN	63	84	21	Enhanced
6	DIMAS IRLANGGA	61	70	9	Enhanced
7	HENGKY DWI ASMORO	54	64	10	Enhanced
8	IKE NURJANA	47	72	25	Enhanced
9	INTAN SOFIANA	63	73	10	Enhanced
10	IVAN ADIRRA PRANAJA	49	54	5	Enhanced
11	M. AZZAM AL FAKIH	65	65	0	Enhanced
12	M. DIRLI PRAYOGI	61	69	8	Enhanced
13	M. FUAD FARDANI	52	72	20	Enhanced
14	M. RAFFIE ALVIANSYAH	50	74	24	Enhanced
15	M. ROSYID ARDIANSYAH	60	77	17	Enhanced
16	MUHAMMAD AIDIL	58	74	16	Enhanced
17	NABAWI GABELA	40	52	12	Enhanced
18	NADIN ALIDYA CANTIKA	55	75	20	Enhanced
19	NAZRIL ARAFAD	53	90	37	Enhanced
20	NOVAN FEBIAN	53	75	22	Enhanced

No	Name	Pre Test	Post Test	Deviation	Explanation
		Score	Score		
21	PRASETYA ZINEDA	46	55	9	Enhanced
22	REZA IRAWAN	52	80	28	Enhanced
23	RIDHO MIFTAHUL HUDA	45	58	13	Enhanced
24	RIFKI FADHILAH	57	79	22	Enhanced
25	RIKOHANDRE VANSA	48	54	6	Enhanced
26	RIZQY AMMAR FAUZAN	45	80	35	Enhanced
27	TINA RAHMADANI	46	74	28	Enhanced
28	ZAKI ALFASYAH YUSUF	53	57	4	Enhanced
29	REFKI FEBRIYANSYAH	40	54	14	Enhanced
Total Score		1536	2015		
Average		52,96	69,48		
Hig Score		65	90		
Low Score		40	52		

From the table and above, it could be seen that the score of the students in post-test was various. The highest score was 90 and the lowest score is 52. The average score of post-tests was 69,48. Besides, the percentages of students' successfulness of post-score was 76% or 21 students of the total students passed the good to the average score in writing measurement and 24% or 8 students did not pass the good to the average

score in writing measurement at least 60. It means that the indicator of the success of this research had been achieved that was $\geq 75\%$ students were gotten score 60. It indicated that the students' writing legend text was increased.

Regarding the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continuing in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that mcniff could increase or enhance the students writing legend skills.

B. Discussion

1. Result of students Pre-Test Score

In this phase, the researcher presented the pre-test to measure the student's ability before implementing the treatment. The researcher obtained the data through the test in the form of an essay which was completed for 60 minutes. It was done on Tuesday, September 6nd, 2022. The result of pre-test showed that most of the students got difficulty doing the test. Based on the table the students' average was 52,96 which showed that most of the students have not passed yet in achieving the Minimum Measurements of Writing at least 60. In this phase, only 7 students out of 29 students passed the Minimum Measurements of Writing.

2. Comparison of Score in Post-Test

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

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

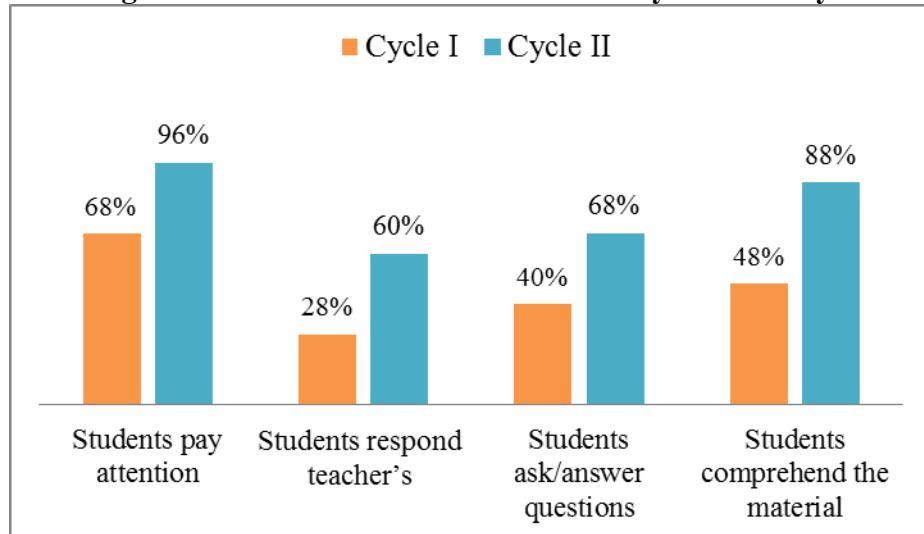
The students' learning activities data was gotten from the whole students' learning activities on the observation sheet. The table improvement of it as follow:

Table 11
The Table of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Note
		F	P	F	P	
1	Students pay attention	19	68%	28	96%	Improve
2	Students respond teacher's	8	28%	16	60%	Improve
3	Students ask/answer the questions	10	40%	19	68%	Improve
4	Students comprehend the material	13	48%	26	88%	Improve
Total Score			184%		312%	Improve
Average			46%		78%	Improve

The researcher shows the diagram of the result of learning activity in cycle I and cycles II, as follow:

Figure 6
The figure of Students' Activities Result in Cycle I and Cycle II



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

1) Students pay attention

The student's attention to the teacher's explanation from the first meeting to the next meeting was improved. In cycle I was only 68% and in cycle II 96%, it increases 28%.

2) Students respond teacher's

The students who respond teacher's questions was improved from the first meeting to the next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the questions could be answered well. For this activity was improve 32%, from cycle I 28% and cycle II 60%.

3) Students ask/answer questions

The number of students who asked questions was improved. It could be seen on cycle I 40% and cycle II 68%, it increased 28%.

4) Students comprehend thematerial

The students'comprehendthematerial in class were increase. It could be seen on cycle I 48% and cycle II also 88%, it increased 40%.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown a good improvement in learning activities when problem based learning technique was applied in the learning process from cycle I up to cycle II.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of problem based learning techniqueenhancing the students' skill in the writing legend text. There was a progress average score from 52,96 and 69,48.

From figure 9, we could be seen that there was an improvement in the average score and total of the students who passed the test from pre-test, post-test. In the graphs above, the average score in the pre-test was 52,96 and only 7 students or (20%) passed the test.

Moreover, in the post-test there was 12 students or (48%) ≥ 60 with average 69,48. From the explanation above, the researcher concluded that the research was successful and it could be stopped in cycle II because the indicator of success 75% of students got scores of 60 was reached.

C. Discussion

Based on the explanation of cycle I and cycle II, it could be inferred that the use of problem based learning could improve the students' writing skills in writing legend text. There was progress from the students got score ≥ 60 from pre-test 28% or 7 students, and post-test become 76% or 21 students. We could be seen that was an enhancement in the students' complete score and the total scores of the students who passed the least from pre-test, to post-test.

Moreover, the standard criteria with the score minimum at the school were 60. In this research, in the post-test was students 21 students or 76% who passed the test with an average of 69,48. From the explanation, the researcher concluded that the research was successful and it could be stopped in cycle II because the indicator of success 75% of students got score ≥ 60 was reached.

The result of the student's activities in cycle I and cycle II were improved. The students pay attention from 68% become 96%, the students respond to the teacher from 28% become 60%, the students ask/answer questions from the teacher 40% become 68%, the students comprehend the material from 48% become 88%. As a result of students' activities in cycle I and cycle II, there are improvements in students' learning activities.

Furthermore, the results above successfully proved some stated theories in this research which believe that the use of problem based learning can be an appropriate solution for student participation in the

class. The student was improving student activity for the cycle I to cycle II with the indicators are students pay attention (listening, qualification, showing, evidence), the students respond teacher's questions (answering, agreement, refusing, saying, submitted), the students ask questions (clarifying, examine, clear, concluding, finding, solving), the students comprehend the material (mention, explaining, identifying, marking out, example, concluding).³⁴

More precisely, a positive and significant improvement in the use of problem based learning based on cooperative learning that students improve after receiving coaching. The problem based learning can be a solution in the teaching and learning process, especially in writing legend text because this technique brings all students to provide coaching to each other.³⁵ With this technique, the teaching and learning process becomes more interesting, fun, and makes the classroom atmosphere active because it forms student groups so that they can more active role during the learning process.

As a solution in teaching English especially in writing legend text, the teacher has to give some technique to make the students interest and pay attention in the order they did not bored to catch the material. After the students were interested, the material given by the teacher would be understood by students more easily. Based on the discussion above, we could conclude that the students felt comfortable and active with the

³⁴ Haryati. p.125-126

³⁵ Slavin et al., *Learning to Cooperate, Cooperating to Learn*.

learning process because most of the students shown good improvement in learning activities problem based learning was applied in the learning process from cycle 1 up to cycle 2.

The advantages of this technique had been proven, many students are active in the learning process, although not all of them. so students not only take notes and listen, but they dare to coach each other with their members' group. There are deficiencies or problems in this learning process, with complicated technical procedures making the classroom atmosphere crowded because this technique always turns or moves the coaching from one student until the last student in the group. then students who have a quiet nature just follow the group.³⁶

³⁶ Spencer Kagan, *Cooperative Learning* (San Clemente, CA: Kagan, 1994).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the average of the students' score of the tenth grader of SMK Muhammadiyah 2 Metro Central Lampung, the result of the observation sheet and the students' activity, the implementation of cycle I and cycle II were active. It means that the use of problem based learning could enhance the students' writing skills in writing legend text. There was any improvement from pre-test, post-test. It could be seen the average score of improvement pretest was 52,96 and in the Post-test was 69,48. It means that there was an improvement in students' scores from cycle I and cycle II.

Problem based learning can enhance teacher's performance. Problem based learning helps the teacher develop aspects that are needed in the process of teaching such as pre writing, drafting, and revising, until publishing. In line with the conclusion above, problem based learning can improve the students' writing scores significantly. It can improve the students' participation. Problem based learning applies a learning community that makes students more active.

B. Suggestion

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended.

1. The students

They have to practice to read the text often especially in the legend text. If they practice it many times, they will be accustomed and they will not be easy enough to be influenced by their skill.

2. The Teacher

It is suggested for the English teacher to use problem based learning because this technique is effective to practice students writing legend skills.

3. For the next Researcher

It is recommended that future researchers use this technique to improve other English learning.

RESEARCH TIME SCHEDULE

No.	Keterangan	Mar	Okt	Nov	Des
1.	Penyusunan Proposal				
2.	Seminar Proposal				
3.	Pengurusan Izin dan Pengiriman Proposal				
4.	Izin Dinas (Surat Menyurat)				
5.	Penentuan Sampel Penelitian				
6.	Pengumpulan Data				
7.	Kroscek Kevalidan Data				
8.	Tabulasi Data				
9.	Penulisan Laporan				
10.	Seminar				
11.	Penggandaan Laporan dan Publikasi				

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APPENDIX 1**The Students' Learning Activity Observation in Cycle I**

No	Name	The Aspects that Observed			
		Give attention to the teacher's explanation	Students respond teacher's	Ask/answer the question from the teacher	The students comprehend the material
1.	ABDUL LATIF	√	-	√	√
2.	ADITYA DAFFA PRATAMA	√	-	-	√
3.	ALFIATUR ROHMANIA	-	√	√	-
4.	ANDRE PUTRA DITAMA	√	-	-	-
5.	DICKY HENDRAWAN	√	√	-	-
6.	DIMAS IRLANGGA	√	-	-	√
7.	HENGKY DWI ASMORO	√	-	√	√
8.	IKE NURJANA	-	√	-	-
9.	INTAN SOFIANA	√	-	√	√
10.	IVAN ADIRRA PRANAJA	-	-	-	-
11.	M. AZZAM AL FAKIH	-	-	√	-
12.	M. DIRLI PRAYOGI	√	-	√	√
13.	M. FUAD FARDANI	-	-	-	-
14.	M. RAFFIE ALVIANSYAH	√	√	-	√
15.	M. ROSYID ARDIANSYAH	√	-	√	√
16.	MUHAMMAD AIDIL	√	-	-	-
17.	NABAWI GABELA	-	-	-	-

18.	NADIN ALIDYA CANTIKA	√	-	-	√
19.	NAZRIL ARAFAD	√	√	-	√
20.	NOVAN FEBIAN	√	-	-	-
21.	PRASETYA ZINEDA	-	√	√	-
22.	REZA IRAWAN	√	-	-	√
23.	RIDHO MIFTAHUL HUDA	-	-	√	-
24.	RIFKI FADHILAH	√	-	√	√
25.	RIKOHANDRE VANSIA	√	√	-	-
26.	RIZQY AMMAR FAUZAN	√	-	-	-
27.	TINA RAHMADANI	-	√	-	√
28.	ZAKI ALFASYAH YUSUF	√	-	-	-
29.	REFKI FEBRIYANSYAH	-	-	-	-
	TOTAL	19	8	10	13

APPENDIX 2**The Students' Learning Activity Observation in Cycle II**

No	Name	The Aspects that Observed			
		Give attention to the teachers explanation	Students respondt eacher's	Ask/answer the question from the teacher	The students comprehend the material
1.	ABDUL LATIF	✓	✓	✓	✓
2.	ADITYA DAFFA PRATAMA	✓	✓	✓	✓
3.	ALFIATUR ROHMANIA	✓	-	✓	-
4.	ANDRE PUTRA DITAMA	✓	-	✓	✓
5.	DICKY HENDRAWAN	✓	✓	✓	✓
6.	DIMAS IRLANGGA	✓	✓	✓	✓
7.	HENGKY DWI ASMORO	✓	-	-	✓
8.	IKE NURJANA	✓	✓	-	✓
9.	INTAN SOFIANA	✓	✓	✓	✓
10.	IVAN ADIRRA PRANAJA	✓	✓	-	-
11.	M. AZZAM AL FAKIH	-	✓	✓	✓
12.	M. DIRLI PRAYOGI	✓	✓	✓	✓
13.	M. FUAD FARDANI	✓	-	-	✓
14.	M. RAFFIE ALVIANSYAH	✓	✓	-	✓
15.	M. ROSYID ARDIANSYAH	✓	✓	✓	✓
16.	MUHAMMAD AIDIL	✓	-	-	✓
17.	NABAWI GABELA	✓	-	✓	✓
18.	NADIN ALIDYA CANTIKA	✓	-	✓	✓
19.	NAZRIL ARAFAD	✓	✓	✓	✓
20.	NOVAN FEBIAN	✓	-	-	✓
21.	PRASETYA ZINEDA	✓	-	✓	✓
22.	REZA IRAWAN	✓	✓	✓	✓
23.	RIDHO MIFTAHUL HUDA	✓	✓	-	-
24.	RIFKI FADHILAH	✓	✓	✓	✓
25.	RIKOHANDRE VANSA	✓	-	✓	✓
26.	RIZQY AMMAR FAUZAN	✓	✓	✓	✓
27.	TINA RAHMADANI	✓	-	✓	✓
28.	ZAKI ALFASYAH YUSUF	✓	-	-	✓
29.	REFKI FEBRIYANSYAH	✓	-	-	✓
	TOTAL :	28	16	19	26

APPENDIX 3

The Schedule of Action in Cycle 1

Meeting	Day/Date	Time	Activity
1st	Tuesday, September 6th 2022	08.30 – 10.00 a.m.	Treatment
2nd	Wednesday, September 7th,2022	08.30 – 10.00 a.m.	Treatment

d. First meeting

The first meeting was conducted on Tuesday, September 6th 2022 at 08.30 – 10.00 a.m., and it took about 2x45 minutes or 90 minutes. In this meeting, the researcher was a teacher and Iva Rohmatullailly, S. Pd was the collaborator and the observer. At the beginning of the teaching learning process, the researcher greeted students by saying “salam and good morning” and all of the students answered by saying “salam and good morning miss” friendly.

Moreover, the researcher asked about their condition first before checking the attendance list. Before giving the material, the researcher gave some questions, for example, “what do you know about a text?”. Some students could answer it but they used the Indonesian language. It could happen because they usually discuss it in the Indonesian language. Therefore, the researcher explained what is text in English first before he explained it about a legend text. After that, the explanation continued about the legend text.

Furthermore, the researcher gave the students a topic and the students had to make a legend text about a certain topic in the text by themselves. The students look seriously during the pre test. Some of the students look so

confused to do the test. After 2 x 45 minutes, the bell rang and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

e. Second Meeting

The second meeting was conducted on Wednesday, September 7th, 2022 at 08.30 – 10.00 a.m. This meeting was starting the class by greeting, praying, and checking attendance, and asking about the students' condition. The condition of the class is less effective because the collaborator handed the class to make sure the students' effectiveness before the researcher was researching the class. It shows that some students gave their full nice attention to the researcher during the learning process. The researcher starts the lesson by asking the question about the legend text. Next, the researcher asks about their knowledge in the legend text. After that, the researcher explains about the definition, generic structure, and example of the legend text. Most students still did not understand it. Next, the researcher invited the students to divide into five groups consist of 5 students to discuss the topics. The researcher gave some topics for each member in a group and the students had to discuss and make a legend text about the topics with their groups. At the end of the meeting, the researcher gave an evaluation about some of the students learning results. For the closing part, the researcher gave motivation to the students and stimulated the students to conclude the material. And then, the researcher greets to closing the meeting. Then, the researcher greets to close the meeting. and reminded the students that it would be a post-test in the next meeting.

APPENDIX 4

The Schedule of Action in Cycle II

Meeting	Day/Date	Time	Activity
1st	Tuesday, September 13th,2022	08.30 – 10.00 a.m.	Treatment
2nd	Friday,September 16th,2022	08.30 – 10.00 a.m.	Treatment

a) First Meeting

The first meeting was held on Tuesday, September 13th,2022 at 08.30 – 10.00 a.m. and it took about 90 minutes or 2x45 minutes. In this meeting, the researcher was a teacher, and Mom Iva Rohmatullailly S.Pd was the collaborator as well as an observer.

At the beginning of the teaching and learning process, the researcher began the meeting by praying, greeting, checking the attendance list, and asking about the student's condition. Afterward, the researcher gave the learning material about writing legend text. In this section, the researcher as the teacher also explained the material clearly.

After the explanation was done, the teacher asked the students about the material to know the student's comprehension. In this meeting, the condition of the class was effective. Most of the students were paying attention to the teacher's explanation. Then for the next section, the

teacher ordered the students to listen and pay attention to what is explained by the teacher until the students understand the material.

Afterward, the researcher invited the students to divide into five groups consist of 5 students such as the group before to discuss the topics. The researcher gave some topics for each group, every student in a group has one topic. The students had to discuss and make legend text about the topics with their groups. The researcher used problem based learning to do the practice. Later on, if the students still have difficulties, the students can ask the teacher. To strengthen their result learning the teacher gave some evaluation from their learning results, the feedback, and questions as needed to check their understanding of the topic that had been taught. Before the time was up, the teacher gave motivation to the students and remind them to keep on learning at home. Then, the teacher greets to closed the meeting. and reminded the students that it would be post-test in the next meeting.

b) Second Meeting

The second meeting was conducted on Friday, September 16th, 2022 at 08.30 – 10.00 a.m. and it took about 90 minutes or 2x45 minutes. The meeting was started by praying and greeting, checking the attendance list, and asking about the students' condition. On this occasion, the researcher gave some topics to the students in every group. The topic is about narrative text to the students write in the legend text. Every student in a group has one topic. Same with the Post-test I, in this meeting the students

did the test by using the problem based learning technique. They do the test with their members' group. They are discussing and coaching each other to solve the task. The first students did the test and the others are coaching. For the next, the second student did the test and the others are coaching. The students did it seriously. Its repeat until the last students. The score of post-test cycle II can be seen on the table below: Then the result of post-test II could be seen as follow:

APPENDIX 5**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Sekolah : SMK Muhammadiyah 2 Metro

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X / 2

Materi : Narrative Text

Alokasi Waktu : 2 x 40 Menit

A. KOMPETENSI INTI (KI)

KI-1: Menghayati dan mengamalkan ajaran agama yang di anutnya.

KI-2: Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional).

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan

kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

B. KOMPETENSI DASAR (KD) DAN INDIKATOR PENCAPAIAN KOMPETENSI (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
<p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3.8.1 Mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya</p> <p>3.8.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan</p>

	<p>memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.8.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.8.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.8.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya..</p>
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<p>4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks</p>	<p>4.8.1 Menyusun teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.</p> <p>4.8.2 Mencertikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.</p>
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C. TUJUAN PEMBELAJARAN

Dengan menerapkan pendekatan saintifik dengan metode Problem Based Learning siswa mampu mengetahui, mengidentifikasi, memahami, menerapkan, menganalisis, menyusun, dan menceritakan teks narrative pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

D. MATERI PEMBELAJARAN

1. Konseptual

Pengertian, fungsi sosial, struktur teks, dan unsur kebahasaan terkait teks narrative lisan dan tulis.

2. Faktual

Teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.

3. Prosedural

Langkah-langkah menyajikan teks narrative pendek dan sederhana terkait legenda rakyat secara lisan dan tulis.

4. Meta Kognitif

Pemahaman dan penerapan nilai moral dari teks narrative pendek dan sederhana terkait legenda rakyat secara lisan dan tulis.

E. METODE PEMBELAJARAN

1. Pendekatan : Scientific Approach

2. Metode : Problem Based Learning

3. Teknik : Diskusi, Presentasi, dan Role-play

F. SUMBER/MEDIA/ALAT PEMBELAJARAN

1. Sumber Pembelajaran

Shyla K. Lande dan Eka Mulya Astuti. 2018. Forward An English Course For Vocational Students Grade XI. Penerbit Erlangga. Jakarta
Albert. 2018. Buku Pedoman Guru Curriculum 2013 Based on Scientific Approach and Text-Based Instruction. Unrika Press. Batam

2. Media/Alat Pembelajaran

Laptop, Proyektor, Dictionary, Listening tools

G. KEGIATAN PEMBALAJARAN

1. Pertemuan Pertama (I)

Kegiatan Pendahuluan

- Guru memberikan salam dengan ramah
- Guru memimpin doa dengan serius
- Guru memeriksa fisik dan fisikis kelas dengan tegas
- Guru memeriksa kehadiran siswa
- Guru menyampaikan materi pembelajaran secara lisan/tertulis
- Guru menjelaskan tujuan dan target (learning Out-comes) pembelajaran yang harus di capai siswa

Kegiatan Inti	
Mengamati (stimulasi/demonstrasi)	<ul style="list-style-type: none"> - Siswa mengamati gambar/video/chart/audio terkait materi tentang narrative text - Siswa menulis berbagai informasi yang didapatkan dari gambar/video/chart/audio terkait materi yang dipelajari - Siswa menyampaikan berbagai informasi yang di amati dari gambar/video/chart/audio terkait materi yang di pelajari - Guru meberikan umpan balik terhadap hasil pengamatan siswa dari gambar/video/chart/audio terkait materi yang di pelajari.
Menanya (Observasi/identifikasi Masalah)	<ul style="list-style-type: none"> - Guru mengajukan berbagai jenis pertanyaan kepada siswa terkait materi ajar.
Mengumpulkan Informasi (Data Collecting)	<ul style="list-style-type: none"> - Guru membentuk kelompok belajar secara heterogen - Siswa mencari berbagai informasi terkait materi pelajaran secara berkelompok

<p>Mengasosiasi (Pengolahan data/analisis)</p>	<ul style="list-style-type: none"> - Siswa membaca berbagai jenis teks naratif secara serius (silent way) - Siswa membandingkan berbagai berbagai jenis teks naratif terkait dengan penggunaan simple past tense dan past continuous tense. - Siswa bertukar informasi dengan kelompok lain terkait dengan isi teks naratif yang di kumpulkan serta penggunaan regulas dan irregular verb. - Siswa mendiskusikan hasil pengumpulan informasi secara berkelompok dan bertanggung jawab - Siswa menjawab berbagai pertanyaan yang tersedia dari sumber informasi (buku paket Bahasa Inggris) - Siswa mengajukan berbagai pertanyaan kepada guru terkait kendala atau permasalahan yang dihadapi dalam memahami kontek dan unsur-unsur kebahasaan di dalam teks naratif - Siswa secara berkelompok membedakan jenis-jenis teks narasi.
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<p>Mengkomunikasikan (Verifikasi/Generalisasi)</p>	<ul style="list-style-type: none"> - Guru memeriksa hasil diskusi siswa secara adil dan objektif - Siswa mempertunjukkan/mempresentasikan/menginformasikan hasil diskusi secara berkelompok - Siswa yang lain meberikan tanggapan terhadap hasil diskusi yang disampaikan kelompok yang maju dengan santun - Siswa secara berkelompok siswa dan guru menyimpulkan poin-poin utama hasil diskusi/analisa secara komunikatif.
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Kegiatan Penutup :

- Guru memberikan penguatan terkait materi yang sudah dipelajari
- Guru menanyakan kesulitan siswa terkait materi yang sudah dipelajari
- Guru memberikan refleksi terhadap proses pembelajaran yang dilalui
- Guru Bersama siswa menyimpulkan pembelajaran

- Guru menyampaikan materi pembelajaran pada pertemuan selanjutnya dan bahan-bahan belajar yang harus dibawa ke kelas
- Guru menutup pembelajaran dengan doa dan memastikan ruangan kelas dalam keadaan rapih dan bersih.

2. Pertemuan kedua (II)

Kegiatan Pendahuluan :

- Guru memberikan salam dengan ramah
- Guru memimpin doa dengan serius
- Guru memeriksa fisik dan fisikis kelas dengan tegas
- Guru memeriksa kehadiran siswa
- Guru menanya kembali materi yang sudah dipelajari pada pertemuan sebelumnya
- Guru menyampaikan materi pembelajaran secara lisan/tertulis
- Guru menjelaskan tujuan, prosedur pembelajaran (instruction) dan target (learning Out-comes) pembelajaran yang harus dicapai siswa

Kegiatan Inti :

Pertanyaan Mendasar :

- Guru menjelaskan bagian-bagian inti materi/proyek yang akan di pelajari siswa tentang teks narasi
- Guru bertanya kepada siswa terkait materi/proyek yang akan di lakukan
- Guru memberikan kesempatan kepada siswa untuk mengajukan pertanyaan-pertanyaan terkait materi/proyek yang akan dikerjakan
- Siswa menunjukkan pemahaman terkait materi/proyek yang akan di lakukan.

Menyusun perencanaan proyek : - Guru menjelaskan standar yang harus dicapai oleh siswa terkait dengan cerita yang akan dilakukan

- Guru mensimulasikan/menunjukkan contoh story telling kepada siswa

Menyusun jadwal : - Guru menjelaskan limitasi waktu persiapan pementasan teks berbentuk narasi

- Guru menunjukkan/menempel jadwal terkait limitasi waktu persiapan/latihan

- Siswa mengumpulkan dan mencari berbagai jenis alat dan bahan yang dibutuhkan untuk melakukan pertunjukan drama sesuai dengan teks yang diceritakan.

Monitoring : - Guru mengamati proses persiapan pementasan

- Guru menulis berbagai informasi/kondisi di lapangan secara objektif
- Guru membantu kesulitan siswa dalam mempraktekkan drama khususnya penguasaan panggung, ekspresi wajah dan pengucapan kata

Mengaji

Hasil/Evaluasi : - Guru mengumpulkan semua cerita yang akan ditampilkan

- siswa secara berkelompok
- Guru memeriksa kesiapan siswa untuk melakukan pertunjukan drama naratif
- Guru melakukan penilaian terhadap pertunjukan yang dilakukan siswa di panggung
- Guru memberikan laporan hasil pertunjukan yang dilakukan siswa dan memberikan penghargaan kepada setiap kelompok

- Siswa mengulang mempraktekkan menampilkan drama jika belum mencapai standar yang ditetapkan.

Kegiatan Penutup : - Guru memberikan penguatan terkait materi yang sudah dipelajari

- Guru menanyakan kesulitan siswa terkait materi yang sudah dipelajari
- Guru memberikan refleksi terhadap proses pembelajaran yang dilalui
- Guru bersama siswa menyimpulkan pembelajaran
- Guru menjelaskan jadwal pertunjukan selanjutnya kepada siswa
- Guru menutup pembelajaran dengan doa dan memastikan rungan kelas dalam keadaan bersih dan rapi.

3. Pertemuan Ketiga (III)

Kegiatan Pendahuluan

- Guru memberikan salam dengan ramah
- Guru memimpin doa dengan serius
- Guru memeriksa fisik dan fisikis kelas dengan tegas
- Guru memeriksa kehadiran siswa

<ul style="list-style-type: none"> - Guru memberikan penjelasan tentang pertunjukan drama sebagai lanjutan dari pertemuan sebelumnya - Guru mengordinir siswa sesuai dengan kelompoknya untuk menampilkan pertunjukan masing-masing. 	
Kegiatan Inti	
Mengaji Hasil/Evaluasi	<ul style="list-style-type: none"> - Guru memberikan kesempatan kepada siswa untuk mempersiapkan pertunjukan selanjutnya - Guru melakukan pengujian/penilaian terhadap pertunjukan drama yang dilakukan siswa - Guru memberikan laporan hasil pertunjukan drama yang dilakukan siswa - Guru menyimpulkan hasil pengujian pertunjukan yang di lakukan siswa - Siswa diberikan ujian ulangan harian terkait materi KD 3.8 secara individual dengan jenis soal pilihan berganda sebanyak 10 butir soal - Guru memberikan tindak lanjut berupa remedial bagi siswa yang tidak mencapai nilai KKM yang ditetapkan.

Kegiatan Penutup

- Guru memberikan penguatan terkait materi yang sudah dipelajari
- Guru menanyakan kesulitan siswa terkait materi yang sudah dipelajari
- Guru memberikan refleksi terhadap pertunjukan drama naratif yang dilakukan siswa
- Guru bersama siswa menyimpulkan pembelajaran dan pertunjukan secara menyeluruh mulai dari awal sampai selesai
- Guru menjelaskan waktu dan jadwal pelaksanaan remedial bagi siswa yang tidak mencapai KKM
- Guru menutup pembelajaran dengan doa dan memastikan rungan kelas dalam keadaan bersih dan rapi.

H. PENILAIAN HASIL PEMBELAJARAN

1. Penilaian Sikap

Penilaian guru kepada siswa, Siswa kepada siswa, dan Penilaian di luar sekolah

NO	Aspek Yang Dinilai	Rubrik
1.	Bersyukur	<p>1) belum menunjukkan ekspresi bersyukur terhadap kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional atau memiliki semangat belajar</p> <p>2) belum secara eksplisit menunjukkan ekspresi bersyukur terhadap kesempatan dapat</p>

		mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional, namun menaruh minat terhadap pembelajaran bahasa Inggris 3) menunjukkan ekspresi bersyukur terhadap kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang di wujudkan dalam semangat belajar.
2.	Rasa Ingin Tahu	1) menunjukkan rasa ingin tahu yang besar, antusias, terlibat aktif dalam kegiatan kelompok (2) menunjukkan rasa ingin tahu, namun tidak terlalu antusias, terlibat aktif dalam kegiatan kelompok ketika di suruh (3) tidak menunjukkan antusias dalam pengamatan, sulit terlibat aktif dalam kegiatan kelompok walaupun telah di dorong untuk terlibat
	Tanggung Jawab	(1) tekun dalam menyelesaikan tugas dengan hasil terbaik yang bisa dilakukan, berupaya tepat waktu (2) berupaya tepat waktu dalam menyelesaikan

		tugas, namun belum menunjukkan upaya terbaiknya (3) tidak berupaya sungguh-sungguh dalam menyelesaikan tugas, dan tugasnya tidak selesai
3.	Disiplin	 (1) tepat waktu dalam menyelesaikan tugas (2) berupaya tepat waktu dalam menyelesaikan tugas, namun melewati dari batas waktu yang ditentukan (3) tidak berupaya sungguh-sungguh dalam menyelesaikan tugas, dan tugasnya tidak pernah terselesaikan
4.		

2. Penilaian Pengetahuan

Essay Test

Pilihan Berganda

NO	Items Soal	Nomer	Jenis Instrumen
1	Pengetahuan (C1)	1	Pilihan Berganda
2	Pemahaman (C2)	2	Pilihan Berganda
3	Pemahaman (C2)	3	Pilihan Berganda
4	Penerapan (C3)	4	Pilihan Berganda
5	(C3)	5	Pilihan Berganda
6	(C3)	6	Pilihan Berganda
7	(C3)	7	Pilihan Berganda
8	(C4)	8	Pilihan Berganda
9	(C4)	9	Essay Test
10	(C4)	10	Essay Test

3. Penilaian Keterampilan

Speaking Practice

NO	Criteria to be Assessed	Low Performance 7	Good Performance 8	Very Good Performance 9	Score
	Pronunciation	too many mistakes	with 2 until 5 mistakes	perfect pronunciation	
	Intonation	monotonous	begins to	accurate	

	Grammar	too many mistakes	vary the intonation with 2 until 5 mistakes	intonation no mistakes in grammar	
	Language Expressions	has not shown the use of language expression of giving advice at all	use the language expression of giving advice but not use it in a precise context	use the language expression of giving advice and use it in a precise context	
	Content	simple and plain	begins to add some information	add more information	

Total score

Final Score =

Total score : 4

I. Tindak Lanjut Pembelajaran

1. Remedial

Siswa yang remedial adalah siswa yang tidak memperoleh nilai KKM (60) baik nilai pengetahuan maupun nilai keterampilan. Format remedial terlampir.

2. Pengayaan

Siswa yang menerima pengayaan adalah siswa yang memperoleh nilai lebih besar dari 75 baik nilai pengetahuan maupun nilai keterampilan. Format pengayaan terlampir.

Metro, Juli 2022

Guru Mata Pelajaran

IVA ROHMATULLAILY

NIP.

Guru Praktikan

VICKY KRISIANATA

Npm. 1601070132

Mengetahui

Kepala SMK Muhammadiyah 2 Metro

JULITRI MARIA, M.Pd.

NBM. 1075645

Program Remedial

Mata Pelajaran Bahasa Inggris

Kompetensi Dasar	IPK
<p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3.8.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.8.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.</p>

4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks	4.8.2 Mencertikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.
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Jenis Soal adalah Pilihan berganda. Jumlah soal sebanyak 10 butir.

APPENDIX 6**SILABUS MATA PELAJARAN: BAHASA INGGRIS**

Satuan Pendidikan : SMA

Kelas : X

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.</p> <p>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks</p>	<p>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparanjati diri Fungsi sosial</p> <p>Menjalin hubungan dengan guru, teman</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri Ketepatan unsur kebahasaan: tata bahasa, kosa kata, 	2 x 2 JP	<ul style="list-style-type: none"> <u>Audio CD/VCD/DVD</u> <u>SUARA GURU</u> <u>Koran/ majalah berbahasa Inggris</u> <u>www.dailyenglish.com</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>dan orang lain <i>Ungkapan</i></p> <p><i>My name is... I'm ... I live in ... I have ... I like</i> dan semacamnya</p> <p><i>Unsur kebahasaan:</i></p> <ul style="list-style-type: none"> (1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi. (2) Kata kerja dalam simple present tense: <i>be, have</i> dalam simple present tense (3) Kata tanya <i>What? Who? Which?</i> (4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi (5) Rujukan kata <p><i>Topik</i></p> <p>Keteladanan tentang perilaku terbuka,</p>	<p>Mempertanyakan</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa mencari pemaparan jati diri dari berbagai sumber. • Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. • Siswa berlatih memaparkan jati diri melalui tulisan <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokannya berdasarkan penggunaan. • Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsional dan unsur kebahasaan yang 	<p>ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> • Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Melakukan monolog yang menyebutkan jatidiri didepan kelas • Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jatidiri <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan 		<ul style="list-style-type: none"> • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	menghargai perbedaan, perdamaian.	sampaikan dalam kerja kelompok. Mengkomunikasikan <ul style="list-style-type: none"> Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnalbelajar (<i>learning journal</i>). 	Portofolio <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaungkapan dan skrip percakapan Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasiinternasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasiinterpersonal dengan gurudan teman. 3.2. Menganalisis fungsi sosial, struktur	Teks lisan dan tulis untuk memuji bersayap (<i>extended</i>) serta responnya <i>Fungsi sosial</i> Menjaga hubungan interpersonal denganguru, teman dan	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi memuji bersayap. Siswa mengikuti interaksi memuji bersayap. Siswa menirukan model interaksi memuji bersayap Dengan bimbingan dan arahan guru, 	KRITERIA PENILAIAN: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teksmemuji bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, 	1 x 2 JP	<ul style="list-style-type: none"> <u>Audio CD/</u> <u>SUARA GURU</u> <u>Koran/ majalah ber</u> <u>www.dailyenglish.com</u> <u>http://americanenglish.state.gov/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teks, dan unsur kebahasaan pada ungkapan memujibersayap serta responnya, sesuai dengan kontekspenggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon puji bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks.</p>	<p>orang lain. <i>Ungkapan</i></p> <p>“Excellent! You really did it well, Tina.”</p> <p>“That’s nice, Anisa. I really like it.” “It was great. I like it, thank you,”</p> <p><i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi</p>	<p>siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, strukturteks, dan unsur kebahasaan).</p> <p>Mempertanyakan (questioning) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi Siswa memuji bersayap 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 memuji bersayap yang telah dipelajaridengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dandalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa memuji dengan bahasa Inggris,di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris 	<p>intonasi, ejaan, dantulisan tangan</p> <ul style="list-style-type: none"> • Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN: Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan puji dan responnya . • Ketepatan dan kesesuaian menggunakan strukturdan unsur kebahasaandalam menyampaikan puji bersayap serta responnya <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menyatakan puji danresponnya ketika muncul kesempatan. • Kesungguhan siswadalam proses pembelajaran di setiap 		<p>files/ae/resource_files</p> <ul style="list-style-type: none"> • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		untuk memuji dalam jurnal belajar(<i>learning journal</i>).	<ul style="list-style-type: none"> tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guruan dan teman. 3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya. 4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	Teks lisan dan tulis untuk menunjukkan perhatian (care) <i>Fungsi sosial</i> Menjaga hubungan interpersonal dengan guru, teman dan orang lain. Ungkapan Ungkapan untuk memberi perhatian dan cara meresponnya: <i>You look pale. Are you OK? Not, really. I've got a headache.</i> <i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menunjukkan perhatian. Siswa mengikuti interaksi menunjukkan perhatian. Siswa menirukan model interaksi menunjukkan perhatian. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). Mempertanyakan (questioning) <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. Mengeksplorasi Siswa menunjukkan perhatian dengan bahasa Inggris dalam konteks <i>simulasi</i> ,	KRITERIA PENILAIAN: <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks menunjukkan perhatian • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian CARA PENILAIAN: Unjuk kerja <ul style="list-style-type: none"> • Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian • Ketepatan dan kesesuaian menggunakan struktur 	1 x 2 JP	<ul style="list-style-type: none"> • Audio CD/ • SUARA GURU • Koran/ majalah ber • www.dailyenglish.state.gov/files/ae/resource_files • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p><i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menunjukkan perhatian 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 menunjukkan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal belajar (<i>learning journal</i>). 	<p>dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian</p> <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi	Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu <i>Fungsi Sosial</i> Menyatakan rencana	Mengamati <ul style="list-style-type: none"> • Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks • Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang 	Kriteria penilaian: <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat 	2 x 2 JP	<ul style="list-style-type: none"> • <u>Audio CD/VCD/DVD</u> • <u>SUARA GURU</u> • <u>Koran/majalah berbahasa Inggris</u> • <u>www.dailyenglis</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>transaksional dengan guru dan teman.</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentangniat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentangniat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</p>	<p><i>Struktur Teks</i> ‘I’d like to tell my name,’ I will tell him about my job, I’m going to introduce my friend</p> <p><i>Unsur Kebahasaan</i> Kata kerja <i>I’d like to</i> ...; <i>I will</i> ...; <i>I’m going to</i> ...; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<p>niat melakukan sesuatu dengan bimbingan guru</p> <ul style="list-style-type: none"> • Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu • Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p>Mengekslorasi</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur • Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan antara 	<p>mengakukan sesuatu</p> <ul style="list-style-type: none"> • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian: Pengamatan (observasi) Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> • Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan. • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi 		<p>h.com</p> <ul style="list-style-type: none"> • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain.</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris didalam dan diluar kelas • Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>) 			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cintadamai, dalam melaksanakan Komunikasi fungsional 3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya. 4.5. Menyusun teks lisan dan tulis untuk	Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended) <i>Fungsi Sosial</i> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. Struktur text Ungkapan baku dari sumber-sumber	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah). • Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan). 	Kriteria penilaian: <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian 	2 x 2 JP	<ul style="list-style-type: none"> • Audio CD/VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
mengucapkan dan merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	<p>otentik. <i>Unsur kebahasaan</i></p> <p>(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</p> <p><i>Topik</i> Keteladanan tentang perilaku peduli dan cinta damai.</p>	<p>Mempertanyakan(questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. 	<p>Cara Penilaian: Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan <i>role-play</i> (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyata Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan 		.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> 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 berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat feedback. Siswa membuat kartu ucapan selamat Siswa memperoleh feedback dari guruan dan teman sejawat 	<p>Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <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 ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau catatan penilaian lainnya 		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai	Tindakan/kejadian yang dilakukan/terjadi	Mengamati	Kriteria penilaian:	2 x 2 JP	<ul style="list-style-type: none"> <u>Audio CD/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)</p> <p><i>Fungsi sosial</i> Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p><i>Struktur teks</i> <i>I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car</i> <i>My friend has prepared everything before we left</i></p>	<ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat <i>Past Simple</i> dan <i>Present perfect tense</i>, dalam berbagai konteks. Siswa berinteraksi menggunakan kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses pembelajaran, dengan bimbingan guru. Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain 	<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): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks Kesungguhan siswa dalam proses 		<p><u>VCD/DVD</u></p> <ul style="list-style-type: none"> <u>SUARA GURU</u> <u>Koran/ majalah berbahasa Inggris</u> <u>www.dailyenglish.com</u> <u>http://americanenglish.state.gov/files/ae/resource_files</u> <u>http://learnenglish.britishcouncil.org/en/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>Unsur kebahasaan</i></p> <p>(1) Past Simple, Present Perfect</p> <p>(2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca,tulisan tangan dancetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>yang terstruktur.</p> <ul style="list-style-type: none"> • Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan kalimat <i>PastSimple</i> dan <i>Present Perfect tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara kalimat <i>PastSimple</i> dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris 	<p>pembelajaran di setiap tahapan</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar • Kumpulan hasil tes dan latihan. • Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yangmerujuk waktu terjadinya dengan yangmerujuk pada kesudahannya dalam jurnal belajarnya.			
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalamsemangat belajar 2.3 Menunjukkan perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teksdeskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya. 4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana. 4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempatwisata, danbangunanbersejarahterkenal, dengan memperhatikan fungsi sosial,struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.10. Menyusun teks deskriptif lisan dan	Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempatwisata, dan bangunan bersejarah terkenal <i>Fungsi sosial</i> Membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, dsb. <i>Struktur text</i> (1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan namabagian-bagiannya yang dipilih untuk dideskripsikan (2) Penyebutan sifat orang, tempat wisata, dan	Mengamati <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata,dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks Mempertanyakan (questioning) <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsiyang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia Siswa mempertanyakan gagasan pokok, informasi rinci dan informasitertentu dari teks deskriptif Mengeksplorasi <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata,intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian Unjuk kerja <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal didepan kelas / berpasangan Ketepatan dan kesesuaian dalammenggunakan struktur teks dan unsur 	9 x 2 JP	<ul style="list-style-type: none"> <u>Audio CD/VCD/DVD</u> <u>SUARA GURU</u> <u>Koran/ majalah berbahasa Inggris</u> <u>www.dailyenglish.com</u> <u>http://americanenglish.state.gov/files/ae/resource_files</u> <u>http://learnenglish.britishcouncil.org/en/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	<p>bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> (1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal (2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal (3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi 	<p>dengan pengucapan, tekanan kata dan intonasi yang tepat</p> <ul style="list-style-type: none"> • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. • Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan • Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. 	<p>kebahasaan dalam membuat teks deskriptif</p> <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif • 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 berupa catatan atau 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan. (5) Rujukan kata <i>Topik</i> Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.	Mengkomunikasikan <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya Siswa menyunting deskripsi yang dibuat teman. Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka suka. Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. Siswa dapat menggunakan ‘learning journal’ 	<p>rekaman monolog teks deskriptif.</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi 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> <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain 		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi	Teks tulis berbentuk <i>announcement</i> (<i>pemberitahuan</i>) <i>Fungsi sosial</i> Memberikan informasi dengan atau tanpa perintah	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba menirukan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks <i>announcement</i> Ketepatan unsur kebahasaan: tata 	2 x 2 JP	<ul style="list-style-type: none"> <u>Audio CD/VCD/DVD</u> <u>SUARA GURU</u> <u>Koran/ majalah berbahasa Inggris</u> <u>www.dailyenglis</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>fungsional</p> <p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>4.11. Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi</p> <p><i>Struktur Teks</i> Ungkapan yang lazim digunakan dalam teks <i>announcement</i> di media massa maupun di internet, secara urut dan runtut.</p> <p><i>Unsur kebahasaan</i> Kosa kata , tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p> <p><i>Multimedia:</i></p>	<p>pengucapannya dan menuliskan teks yang digunakan.</p> <ul style="list-style-type: none"> Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus. <p>Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari teks lain untuk mendengarkan/membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber. Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis teks <i>announcement</i> dengan memperhatikan format penulisannya melalui strategi yang digunakan. 	<p>bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) di depan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (<i>announcement</i>) <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> - kesantunan saat melakukan tindakan komunikasi - perilaku tanggung 	<p>h.com</p> <ul style="list-style-type: none"> http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/ 	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	Layout, dekorasi, yang membuat tampilan teks lebih menarik	<ul style="list-style-type: none"> Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain. Secara berkelompok siswa mendiskusikan teks <i>announcemeyang</i> mereka temukan dari sumber lain. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat teks <i>announcement</i> dalam kerja kelompok Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks Membuat jurnal belajar (<i>learning journal</i>) 	jawab, peduli, kerjasama, dancinta damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca Portofolio <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p>untuk dipublikasi</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. <p>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 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recountsederhana</i> tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya. 4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana. 4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks	<p>Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman /kegiatan/ kejadian/peristiwa.</p> <p>Fungsi sosial Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.</p> <p>Struktur</p> <ol style="list-style-type: none"> Menyebutkan tindakan/ peristiwa/kejadian secara umum Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks <i>recount</i> tentang pengalaman/kegiatan/kejadian/ peristiwa yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <i>recount</i> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia., • Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks <i>recount</i> • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian Unjuk kerja</p> <ul style="list-style-type: none"> • Melakukan monolog dalam bentuk <i>recount</i> dalam kelompok / berpasangan/ didepan 	7 x 2 JP	<ul style="list-style-type: none"> • Audio CD/VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • 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 runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata <i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab,</p>	<p>informasi tertentu dalam recount</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa mencari beberapa text recount dari berbagai sumber. • Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat • Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text recount. • Siswa secara berkelompok menuliskan /menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/ kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu 	<p>kelas</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks recount <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> - kesantunan saat melakukan tindakan - perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	disiplin.	<p>dari teks.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerjakelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar (<i>learning journal</i>) 	<ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount. • Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • 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> <ul style="list-style-type: none"> • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya. 		

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>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna teks naratif lis dan tulis berbentuk legenda, sederhana</p>	<p>Teks naratif lisan dan tulis berbentuk legenda sederhana.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <ul style="list-style-type: none"> a. Pengenalan tokoh dan setting b. Komplikasi terhadap tokoh utama c. Solusi dan akhir cerita <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> (3) Kata-kata terkait karakter, watak, dan setting dalam legenda (4) Modal auxiliary verbs. (4) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (5) Ucapan, tekanan kata, intonasi, ketika 	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa mengamati keteladanan dari cerita legenda • 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 naratif 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 membaca beberapa text legenda dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks naratif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas • Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p>	6 x 2 JP	<ul style="list-style-type: none"> • Audio CD/VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • 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>mempresentasikan secara lisan (6) Rujukan kata <i>Topik</i> Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<ul style="list-style-type: none"> • Siswa melengkapi rumpang dari beberapa teks legenda sederhana • Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks legenda 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 kerjakelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaannya yang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. 	<p>Sasaran penilaian:</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. Siswa membuat 'learning journal' 	<ul style="list-style-type: none"> Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cuitan penilaian lainnya <p>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 internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu. 4.16. Menangkap makna lagu sederhana.	Lagu sederhana <i>Fungsi sosial</i> Menghibur, mengungkapkan perasaan, mengajarkan pesan moral <i>Unsur kebahasaan</i> <ol style="list-style-type: none"> (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar <p>Mem pertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan 	<p>Pengamatan (observations):</p> Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: <ul style="list-style-type: none"> - Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi - Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu - Kesungguhan siswa dalam proses pembelajaran dalam 	2 x 2 JP	<ul style="list-style-type: none"> • Audio CD/VCD/DVD • www.youtube.com • SUARA GURU • Koran/ majalah berbahasa Inggris • 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>ketika mempresentasikan secara lisan</p> <p><i>Topik</i> Keteladanan tentang perilaku yang menginspirasi.</p>	<p>dalam lagu</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membacakan lirik lagu yang disalin kepada teman sebangku • Siswa menyanyikan lagu yang disalin 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 <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut • Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	<p>setiap tahapan</p> <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 canda penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

APPENDIX 7**PRE-TEST FOR WRITING LEGEND TEXT**

Name : _____

Group : _____

Class : _____

Direction : _____

- Write your name, group and class on your answer sheet!
- Discuss with your members' group to write the topic below!
- Every member of each team should write a minimum of 2 paragraph!
- Do not cheat!
- You may use an English dictionary!
- You have time 60 minutes for doing this test!

Instruction:

Write a legend text about the “Golden Snail”. Your text should be two paragraphs into legend text consisting minimum of 4 sentences for each. Work on it based upon the steps which you learned. Your essay will be evaluated based on five elements of writing, such as idea/content, organization, vocabulary, grammar, and mechanics.

Answer:

APPENDIX 8**POST-TEST FOR WRITING LEGEND TEXT****Name :****Group :****Class :****Direction :**

- Write your name, group and class on your answer sheet!
- Discuss with your members' group to write the topic below!
- Every member of each team should write a minimum of 2 paragraph!
- You may use an English dictionary!
- You have time 60 minutes for doing this test!

Instruction:

Write a legend text about one of these topics below based on the number of your groups. Your text should be at least 8 sentences. Work on it based upon the steps which you learned and practiced in your group starting from prewriting to publishing. Your essay will be evaluated based on five elements of writing, such as Idea/content, organization, vocabulary, grammar, and mechanics.

Topics :

- | | |
|----------------------|---------------------------|
| 1. Golden Egg | 3. Sangkuriang |
| 2. Three Fish | 4. Lake Toba |
| | 5. Lutung Kasarung |

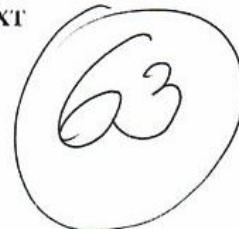
Answer:

APPENDIX 9

APPENDIX 9

PRE-TEST FOR WRITING LEGEND TEXT

Name : Intan Sofiana
 Group :
 Class :



Direction :

- Write your name, group and class on your answer sheet!
- Discuss with your members' group to write the topic below!
- Every member of each team should write a minimum of 2 paragraph!
- Do not cheat!
- You may use an English dictionary!
- You have time 60 minutes for doing this test!

Instruction:

Write a legend text about the "Golden Snail". Your text should be two paragraphs into legend text consisting minimum of 4 sentences for each. Work on it based upon the steps which you learned. Your essay will be evaluated based on five elements of writing, such as idea/content, organization, vocabulary, grammar, and mechanics.

Answer:

$\frac{1}{2} =$
 Θ

"Golden Snail".

In ancient times, there was an empire and the royal king had two beautiful daughters. The names of the two daughters are Candra Kirana and Dewi Galuh. However, the two princesses have very different traits and temperaments. Candra Kirana has such a good heart while her brother Dewi Galuh (are) so proud and arrogant.

C = 17

O = 13

V = 10

G = 11

M = 2

APPENDIX 10

STUDENTS SCORE

PRE-TEST FOR WRITING LEGEND TEXT

Name : Ike nurjana
 Group : 3 (Third).
 Class : XTKI



Direction :

- Write your name, group and class on your answer sheet!
- Discuss with your members' group to write the topic below!
- Every member of each team should write a minimum of 2 paragraph!
- Do not cheat!
- You may use an English dictionary!
- You have time 60 minutes for doing this test!

Instruction:

Write a legend text about the "Golden Snail". Your text should be two paragraphs into legend text consisting minimum of 4 sentences for each. Work on it based upon the steps which you learned. Your essay will be evaluated based on five elements of writing, such as idea/content, organization, vocabulary, grammar, and mechanics.

Answer:

One day the king informed him that there would be a handsome prince named Ibu Kertapati who wanted to apply for Candra Kirana. Hearing, the news erase the envy of Dewi Galuh's heart. The girl then went to meet a magician to try Candra Kirana to become a golden snail.

C : 16
 O : 9
 V : 9
 G : 11
 M : 2 -

APPENDIX 11

STUDENTS SCORE

PRE-TEST FOR WRITING LEGEND TEXT

Name : Novan Febian.
 Group : 2C (Second).
 Class : TKI 1.

(53)

Direction :

- Write your name, group and class on your answer sheet!
- Discuss with your members' group to write the topic below!
- Every member of each team should write a minimum of 2 paragraph!
- Do not cheat!
- You may use an English dictionary!
- You have time 60 minutes for doing this test!

Instruction:

Write a legend text about the "Golden Snail". Your text should be two paragraphs into legend text consisting minimum of 4 sentences for each. Work on it based upon the steps which you learned. Your essay will be evaluated based on five elements of writing, such as idea/content, organization, vocabulary, grammar, and mechanics.

Answer:

Golden Snail

In ancient time, there was an empire and the royal king had two beautiful daughters. The names of the two daughters are Candra Kirana and Dewi Galuh. However the two princesses have very different traits and temperaments. Candra Kirana has such a good heart(s) while her brother Dewi Galuh is so proud and arrogant.

C : 17.
 O : 13.
 V : 10
 G : 11
 M : 2

APPENDIX 12

STUDENT'S SCORE
POST-TEST FOR WRITING LEGEND TEXT

Name : Nazril Arifad.
Group : 1.
Class : X TEJ 1.

Direction :

- Write your name, group and class on your answer sheet!
- Discuss with your members' group to write the topic below!
- Every member of each team should write a minimum of 2 paragraph!
- You may use an English dictionary!
- You have time 60 minutes for doing this test!

Instruction:

Write a legend text about one of these topics below based on the number of your groups. Your text should be at least 8 sentences. Work on it based upon the steps which you learned and practiced in your group starting from prewriting to publishing. Your essay will be evaluated based on five elements of writing, such as Idea/content, organization, vocabulary, grammar, and mechanics.

Topics :

- | | |
|--------------------|----------------|
| 1. Golden Egg | 3. Sangkuriang |
| 2. Three Fish | 4. Lake Toba |
| 5. Lutung Kasarung | |

Answer:

C : 27
O : 20
V : 28
G : 18
M : 5

"Three fish"

Post fest.

Three fish lived in a pond. One evening, some fishermen passed by the pond and saw the fish. "This pond is full of fish", they told each other excitedly. "We have never fished here before we must come back ~~tomorrow~~ tomorrow morning with our nets and catch these fish!" So saying, the fishermen left.

When the eldest of the three fish heard this, he was troubled. He called the other fish together and said, "Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return ~~tomorrow~~ tomorrow and kill us all!" The second of the three fish agreed. "You are right", he said. "We must leave the pond".

APPENDIX 13

STUDENTS SCORE
POST-TEST FOR WRITING LEGEND TEXT

Name : Dimas Ir Langga
 Group : 3 (Third).
 Class : X TKJ 1.

20

Direction :

- Write your name, group and class on your answer sheet!
- Discuss with your members' group to write the topic below!
- Every member of each team should write a minimum of 2 paragraph!
- You may use an English dictionary!
- You have time 60 minutes for doing this test!

Instruction:

Write a legend text about one of these topics below based on the number of your groups. Your text should be at least 8 sentences. Work on it based upon the steps which you learned and practiced in your group starting from prewriting to publishing. Your essay will be evaluated based on five elements of writing, such as Idea/content, organization, vocabulary, grammar, and mechanics.

Topics :

- | | |
|---------------|--------------------|
| 1. Golden Egg | 3. Sangkuriang |
| 2. Three Fish | 4. Lake Toba |
| | 5. Lutung Kasarung |

Answer:

C:16
 O:14
 V:14
 G:18
 M:5

"Lutung Kasarung"

Once upon a times there lived a beautiful princess named Purbasari. He is the youngest child of Prabu Tapa Agung who is the king who led the kingdom of Pasir Batang. Purbasari has six older sisters, Purbararang, Purbaendah, Purbakancana, Purbamanik, and Purbaleuh. Purbasari has very good character and behavior. He is gentle, kind and like to help everyone who needs help. He helps him with suicide. In addition to having a good heart, he helps im Purbasari also has a very beautiful and beautiful face, everyone who sees its must fall in love at first sight.

APPENDIX 14

STUDENTS SCORE
POST-TEST FOR WRITING LEGEND TEXT

Name : Dicky Hendrawan
 Group : 2C Second
 Class : X TRJ 1

84

N**Direction :**

- Write your name, group and class on your answer sheet!
- Discuss with your members' group to write the topic below!
- Every member of each team should write a minimum of 2 paragraph!
- You may use an English dictionary!
- You have time 60 minutes for doing this test!

C**I****Instruction:**

Write a legend text about one of these topics below based on the number of your groups. Your text should be at least 8 sentences. Work on it based upon the steps which you learned and practiced in your group starting from prewriting to publishing. Your essay will be evaluated based on five elements of writing, such as Idea/content, organization, vocabulary, grammar, and mechanics.

Topics :

- | | |
|--------------------|----------------|
| 1. Golden Egg | 3. Sangkuriang |
| 2. Three Fish | 4. Lake Toba |
| 5. Lutung Kasarung | |

Answer:**V**Three Fish

C: 17
 O: 18
 V: 20
 G: 21
 M: 4

A

Three fish lived in a pond. One evening, some fishermen passed by the pond and saw the fish. "This pond is full of fish", they told each other excitedly. "We have never fished here before. We must come back tomorrow morning with our nets and catch these fish! So saying, the fishermen left.

T

When the eldest of three fish heard this, he was troubled. He called the other fish together and said 'did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!' the second of the three fish agreed. "You are right", he said. "We must leave the pond".

F

APPENDIX 15
DOCUMENTATION









KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

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

Nomor : B-0652/ln.28.1/J/TL.00/03/2021

Lampiran : -

Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,

KEPALA SMK MUHAMMADIYAH 2 METRO

di-

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	: VICKY KRISIANATA
NPM	: 1601070132
Semester	: 10 (Sepuluh)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: USING PROBLEM BASED LEARNING METHOD TOWARD SIMPLE PAST TENSE TO INCREASE STUDENTS ACHIEVEMENT OF THE FIRST YEAR STUDENTS OF THE SMK MUHAMMADIYAH 2 METRO ACADEMIC YEAR 2020-2021

untuk melakukan *pra-survey* di SMK MUHAMMADIYAH 2 METRO.

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.





**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT**
SMK MUHAMMADIYAH 2 METRO
 NPSN : 10807594 STATUS TERAKREDITASI " A " NSS : 402126103006
 Alamat : Jl. Khairbras II Ganjarasri No. 12 14/IV Kec. Metro Barat
 (0725) 42983 Fax (0725) 42983 Kota Metro – Lampung 34114
 E-mail : smkmuhammadiyah2metro@gmail.com



Nomor : 1085/IV.4.AU/F/2021
 Lampiran : -
 Hal : Surat Jawaban *Pra-Survey*

Kepada Yth.
 Rektor IAIN Metro
 c.q Ketua Jurusan Tadris Bahasa Inggris

Di
 Metro

اَللّٰهُمَّ عَلٰيْكُمْ وَرَحْمَةُ اللّٰهِ وَبَرَکَاتُهُ

Waba'du, di sampaikan dengan hormat bahwa :

- Dasar : Surat Kementerian Agama Republik Indonesia Institut Agama Islam Negeri (IAIN) Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-0652/In.28.1/J/TL.00/03/2021 tanggal 25 Maret 2021 perihal Izin *Pra-Survey*.
- Menjawab permohonan surat dimaksud pada prinsipnya kami memberikan izin kepada mahasiswa Institut Agama Islam Negeri (IAIN) Metro untuk melaksanakan *Pra-Survey* di SMK Muhammadiyah 2 Metro, dengan identitas mahasiswa sebagai berikut :

NAMA	: VICKY KRISIANATA
NPM	: 1601070132
PROGRAM STUDI	: Pendidikan Bahasa Inggeris
Semester	: 10 (Sepuluh)

Demikian surat balasan ini kami sampaikan. Atas perhatiannya kami ucapkan terima kasih.

اَللّٰهُمَّ عَلٰيْكُمْ وَرَحْمَةُ اللّٰهِ وَبَرَکَاتُهُ



Metro, 11 Sya'ban 1442 H
 25 Maret 2021 M
 Kepala Sekolah

JULITRI MARIA, M.Pd.
 NBM. 1075645

Tembusan :

- Majelis Dikdasmen PCM Metro Barat di Ganjar Asri
- Arsip.



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT**
SMK MUHAMMADIYAH 2 METRO
 NPSN : 10807594 STATUS TERAKREDITASI "A" NSS : 402126103006
 Alamat : Jl. Khairbras II Ganjarasri No. 12 14/IV Kec. Metro Barat
 (0725) 42983 Fax (0725) 42983 Kota Metro – Lampung 34114
 E-mail : smkmuhammadiyah2metro@gmail.com



Nomor : 1085/IV.4.AU/F/2021
 Lampiran : -
 Hal : Surat Jawaban *Pra-Survey*

Kepada Yth.
 Rektor IAIN Metro
 c.q Ketua Jurusan Tadris Bahasa Inggris

Di
 Metro

اَسْلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Waba'du, di sampaikan dengan hormat bahwa :

- Dasar : Surat Kementerian Agama Republik Indonesia Institut Agama Islam Negeri (IAIN) Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-0652/In.28.1/J/TL.00/03/2021 tanggal 25 Maret 2021 perihal Izin *Pra-Survey*.
- Menjawab permohonan surat dimaksud pada prinsipnya kami memberikan izin kepada mahasiswa Institut Agama Islam Negeri (IAIN) Metro untuk melaksanakan *Pra-Survey* di SMK Muhammadiyah 2 Metro, dengan identitas mahasiswa sebagai berikut :

NAMA	: VICKY KRISIANATA
NPM	: 1601070132
PROGRAM STUDI	: Pendidikan Bahasa Inggeris
Semester	: 10 (Sepuluh)

Demikian surat balasan ini kami sampaikan. Atas perhatiannya kami ucapakan terima kasih.

اَسْلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ



Metro, 11 Sya'ban 1442 H
 25 Maret 2021 M
 Kepala Sekolah

JULITRI MARIA, M.Pd.
 NBM. 1075645

Tembusan :

1. Majelis Dikdasmen PCM Metro Barat di Ganjar Asri
2. Arsip.



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

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S U R A T T U G A S

Nomor: B-3886/ln.28/D.1/TL.01/08/2022

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

Nama	:	VICKY KRISIANATA
NPM	:	1601070132
Semester	:	13 (Tiga Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survei di SMK MUHAMMADIYAH 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING PROBLEM BASED LEARNING METHOD TO IMPROVE STUDENTS' WRITING IN NARRATIVE TEXT AT THE FIRST YEAR OF SMK MUHAMMADIYAH 2 METRO ACADEMIC YEAR 2021/2022".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
 Pada Tanggal : 16 Agustus 2022



Wakil Dekan Akademik dan
 Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
 NIP 19760222 200003 1 003



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT**
SMK MUHAMMADIYAH 2 METRO
 NPSN : 10807594 STATUS AKREDITASI "B" NSS : 402126103006
 Alamat : Jl. Khairbras II Ganjarasri No. 12 14/IV Kec. Metro Barat
 (0725) 42983 Fax (0725) 42983 Kota Metro – Lampung 34114
 E-mail : smkmuhammadiyah2metro@gmail.com



Nomor : 25340/IV.4.AU/F/2022

Lampiran : -

Hal : Surat Jawaban *Research*

Yth.

Rektor IAIN Metro

c.q. Wakil Dekan Akademik dan Kelembagaan

IAIN Metro

di-

Metro

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Waba'du, di sampaikan dengan hormat bahwa :

- Dasar : Surat Institut Agama Islam Negeri (IAIN) Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-3887/In.28/D.1/TL.00/08/2022 tanggal 16 Agustus 2022 perihal Izin *Research*.
- Menjawab permohonan surat dimaksud pada prinsipnya kami memberikan izin kepada mahasiswa Institut Agama Islam Negeri (IAIN) Metro Fakultas Tarbiyah dan Ilmu Keguruan untuk melaksanakan *Research* di SMK Muhammadiyah 2 Metro, dengan identitas mahasiswa sebagai berikut :

NAMA	: VICKY KRISIANATA
NPM	: 1601070132
PROGRAM STUDI	: Tadris Bahasa Inggris
SEMESTER	: 13 (Tiga Belas)
JUDUL SKRIPSI	: "USING PROBLEM BASED LEARNING METHOD TO IMPROVE STUDENTS' WRITING IN NARRATIVE TEXT AT THE FIRST YEAR OF SMK MUHAMMADIYAH 2 METRO IN THE ACADEMIC YEAR OF 2021/2022"

Demikian surat balasan ini kami sampaikan. Atas perhatiannya kami ucapkan terima kasih.

اَسْلَامُ عَلَيْكُمْ وَرَحْمَةُ اللّٰهِ وَبَرَكَاتُهُ



Tembusan :

- Ketua Majlis Dikdasmen PCM Metro Barat di Ganjar Asri
- Arsip.



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

Nama : Vicky Krisianata
NPM : 1601070132

Jurusan : TBI
Semester : X

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen Pembimbing
1.	Wednesday, 31-03-21.	✓	- Chapter 1.	
2.	Wednesday, 14-04-21.	✓	- Revisi chapter 1. - Chapter 1 & 2.	
3.	Thursday, 22-04-21.	✓	- Chapter 3.	
4.	Monday, 26-04-21.	✓	- Revisi Chapter 3.	
5.	Monday, 23-05-21.	✓	- Chapter 3.	
6	Thursday, 23-09-21.	✓	- Revisi bab 3. Acc. for Proposal Seminar	

Mengetahui,
Ketua Jurusan TBI

Andjianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
NIP. 19790929200502006



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

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

Nama : Vicky Krisianata
 NPM : 1601070132

Jurusan : TBI
 Semester : XII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Pembimbing
1.	Monday, 13 - 06 - 22.	✓	- Revisi proposal Chapter 1.	
2.	Tuesday, 14 - 06 - 22.	✓	- Revisi proposal Chapter 2.	
3.	Wednesday, 15 - 06 - 22.	✓	- Revisi proposal Chapter 3.	
4.	Thursday, 16 - 06 - 22.	✓	- ACC proposal 1.2 & 3.	
5.	Friday, 24 - 06 - 22.	✓	- Bimbingan APD.	
6.	Monday, 27 - 06 - 22.	✓	- ACC APD.	

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 Ketua Jurusan TBI

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

Nama : Vicky Krisianata
NPM : 1601070132

Jurusan : TBI
Semester : XII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Pembimbing
1.	Wednesday, 05 - 10 - 2022.	1.	- Bimbingan 4 & 5. - Revisi chapter 4 & 5.	
2.	Thursday, 13 - 10 - 2022.	1.	- Appendix.	
3.	Monday, 17 - 10 - 2022.	1.	All chapters	
4.	Thursday, 20 - 10 - 2022.	1.		
5.	Monday, 24 - 10 - 2022.	1.	Acc for Munawar	

Mengetahui
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah Dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama : Vicky Krisianata
NPM : 1601070132
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 23 November 2022

Ketua Prodi TBI

Andianto, M.Pd
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1232/ln.28/S/U.1/OT.01/10/2022**

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

Nama	:	VICKY KRISIANATA
NPM	:	1601070132
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

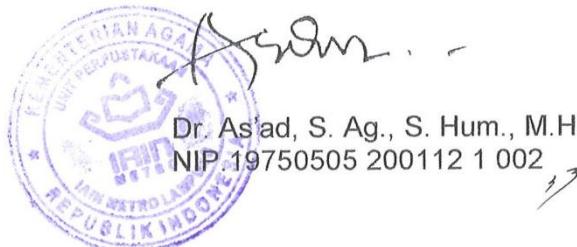
Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1601070132

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 17 Oktober 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
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CURRICULUM VITAE



The writer's name is Vicky Krisianata. She was born on July 23th, 1998 in Negara Jaya East Lampung. She is the second child in his family. His father's name is Waluyo and his mother's name is Susi Yanti. She has a brother and his name is Hengky Pranata.

In 2010, she graduated from SDN 01 Negara Jaya, East Lampung. In 2013, she has graduated from SMPN 01 Negeri Besar, East Lampung. Then, she continued his study to SMAN 01 Negeri Besar East Lampung and graduated in 2016.

And in the same year the author was registered as a student at IAIN metro, faculty of tarbiyah and teaching science majoring in English tadrис and graduated in 2023. With perseverance, high motivation to continue learning and trying, the author has successfully completed the work on this thesis. Hopefully, this thesis will be able to make a positive contribution to the world of education. Finally, the writer would like to express his deepest gratitude for the completion of the thesis entitled "Using Problem Based Learning Method To Improve Students' Writing In Narrative Text At The First Year Of SMK Muhammadiyah 2 Metro Academic Year 2021/2022."