

**THE EFFECT OF PROJECT-BASED LEARNING ON
STUDENTS' WRITING ABILITY**

**(A Quasi-experimental at the eleventh grade of MAS PP
Hidayatul Qomariyah Bengkulu in Academic Year 2021/2022)**

THESIS

**Submitted as a Partial Requirements for the Degree of *Sarjana
Pendidikan* (S.Pd) in English Education Study Program
Tarbiyah and Tadris Faculty UIN Fatmawati Sukarno of
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I hereby sincerely state that the thesis titled " The Effect of Project-Based Learning on Students' Writing Ability" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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MOTTOS

Remember, you are your own leader

(J Hope BTS)

Believe in your own abilities no matter how small it is.

(Tri Melti)

DEDICATION

In the name of Allah the beneficent and the merciful, the final project is dedicated to:

1. My God Allah SWT and Prophet Muhammad SAW.
2. My lovely parents for Mr. Marwi and Ms. Meli Hartati.
Thanks for you all support, love, and prayers on every little step of mine. I love you more than anything.
3. My beloved brother Reko Martian Hadi S.M as my first brother, Muhammad Leo and my lovely sister Rita Anesti.
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The researcher realizes that the preparation of this thesis will not be achieved without the help of various parties. Therefore, on this occasion the researcher would like to express his deepest gratitude to all those who have helped, advised, and guided the researcher during the process of preparing this proposal. This is for:

1. Prof. Dr. H. Zulkarnain, M. Pd as the Rector of UIN Fatmawati Sukarno Bengkulu;
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The researcher hopes that this thesis can be useful and become a bridge for further researchers. The researcher also realizes that the preparation of this thesis is still far from perfect. Therefore, the researcher expects constructive criticism and suggestions from the readers in order to correct any shortcomings in the preparation of this thesis.

Bengkulu, 20220

The Researcher
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ABSTRACT

Tri Melti (1811230114), 2022. The Effect of Project-based Learning on Students' Writing Ability (A Quasi Experimental Design at MAS PP Hidayatul Qomariyah Bengkulu in Academic Year 2021/2022). Skripsi Program Studi Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Universitas Agama Islam Negeri Bengkulu.

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Tujuan dari penelitian ini adalah untuk mengetahui pengaruh yang signifikan dari project-based learning terhadap kemampuan menulis siswa. Penelitian ini menggunakan metode time-series design. Sampel dalam penelitian ini terdiri dari 25 siswa kelas XI MAS PP Hidayatul Qomariyah Bengkulu. Teknik pengumpulan data yaitu dengan melakukan writing tes. Hasil penelitian menunjukkan bahwa terjadi peningkatan prestasi belajar siswa setelah diberikan perlakuan model project-based learning. Berdasarkan hasil perhitungan data, setelah pembelajaran teks naratif menggunakan teknik project-based learning pada keterampilan menulis siswa, nilai rata-rata kelas eksperimen meningkat. Temuan penelitian ini menunjukkan bahwa teknik project-based learning efektif terhadap keterampilan menulis siswa. Hal ini di buktikan dengan data hasil perhitungan statistik uji T dapat diketahui bahwa nilai nilai sig $0,000 < 0,05$. Dengan demikian H_a diterima dan H_o ditolak. Dinyatakan bahwa ada pengaruh yang signifikan antara pengajaran teks naratif dengan teknik project-based learning terhadap kemampuan menulis siswa.

Kata Kunci: Project-based Learning, Teks Naratif, Kemampuan Menulis Siswa

ABSTRACT

Tri Melti (1811230114), 2022. The Effect of Project-Based Learning on Students' Writing Ability (A Quasi Experimental at the Eleventh Grade of MAS PP Hidayatul Qomariyah Bengkulu in Academic Year 2021/2022).

Advisors: 1. Dr. Syamsul Rizal, M.Pd 2. Valisneria Utami, M.Ed

The purpose of this study was intended to find out the significant effect of project-based learning on students' writing ability. This study used a time-series design method. The sample in this study was 25 students class XI of MAS PP Hidayatul Qomariyah Bengkulu. The data collection technique is by doing a writing test. The results showed that there was an increase in student achievement after being given the project-based-learning model treatment. Based on the results of data calculations, after learning narrative text using project-based learning techniques on students' writing skills, the average value of the experimental class increased. The findings of this study indicate that project-based learning techniques are effective on students' writing ability. This is evidenced by the data from the statistical calculation of the F test, it can be seen that the values of sig. $0.000 < 0.05$. Thus H_a is accepted and H_o is rejected. It is stated that there is a significant effect between narrative text teaching and project-based learning techniques on students' writing ability

Keywords: Project-based Learning, Narrative Text, Students' Writing Ability

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CHAPTER I

INTRODUCTION

A. Background of the Research

Writing is one of the foundational abilities taught in English classroom teaching and learning activities. There are four fundamental abilities that students must be master. Listening, speaking, reading, and writing are the four skills. When learning a foreign language, writing plays a crucial part. Writing has various benefits that can be learned in this life, according to Rony Parasian (2020) including: (1) increasing intelligence, (2) developing initiative and creativity, (3) expanding courage, (4) enhancing the ability to gather information through imagination and will. It may be inferred that the benefits of writing include the development of creativity, as well as the discovery of new ideas, the gathering of resources, and the clarification of difficulties. On the basis of foregoing, it can be claimed that writing is an important part of language development since it allows

people to express themselves in writing. This is sometimes seen as difficulty since some people believe that their thoughts are more easily represented when they are spoken. As a result, writing abilities must be developed as a foundation for facilitating the pouring of thoughts into written form, fostering creativity and encouraging one's willingness or attitude to collect information.

According to (Purnamasari et al., 2021, p. 6) , writing is the ability to communicate ideas, opinions, and feelings to others via written language. The accuracy with which concepts are articulated must be matched by the precision with which language, including vocabulary, grammar, and spellings, is utilized. According to (Dewiratna, 2020, p. 66), writing is productive in producing and processing various knowledge obtained and presented in the appropriate linguistics aspect.

There are various hurdles in writing, according to (Eser & Ayaz, 2021, p. 639) the first obstacle is the difficulty of expressing thoughts in writing. The second barrier is a

scarcity of themes to write about, the third obstacle is a lack of appropriate language abilities, the fourth is a lack of understanding of the structure of writing, and the fifth barrier is a lack of awareness of the value of being able to write. The technique will, it is hoped, assist students in overcoming their obstacles.

Teaching writing in the Competency-Based Curriculum (CBC), which is student-centered, should take into account the nature of the teaching technique. As a result of utilizing an innovative, student-centered teaching style, students are anticipated to have good writing skills. Teachers might utilize teaching tactics or examples to entice students to write more. Teachers can use project-based learning in this situation, which is also encouraged in the 2013 Curriculum (Departemen Pendidikan Nasional, 2013). Students' motivation and problem-solving abilities can both benefit from project-based learning (Syarifah & Emiliasari, 2019, p. 87).

According to (Asrull et al., 2021, p. 104) project-based learning model is a model of instructing which teaches students a inventively and skill and is directed to bring about creativity through structured processes, highly comprehensive real events and is designed to produce products or projects. As explained (Syarifah & Emiliasari, 2019, p. 86), In Project based-learning, students acquire knowledge and skills through collaboration in an agreed period of time to produce a real product and then present it. Project-based learning makes it possible for teachers or lecturers to conduct authentic assessments during learning and project activities. As a result, the goal of project-based learning is to encourage student participation in the teaching and learning process. Students are encouraged to be more active and creative through project-based learning. Students are asked to make a tangible object based on the training materials. They are given the opportunity to enhance their knowledge and express their ideas by creating a product. Students' projects can be individual or group projects that are

completed collectively over a set period of time, resulting in a product that is subsequently displayed and presented. The project is implemented in a collaborative and inventive, one-of-a-kind manner, with an emphasis on resolving issues that arise in the lives of students. Simply put, project-based learning is a type of student-centered educational strategy.

Based on observation during the teaching practice program (PPL) conducted by the researcher in September-October 2021 at MAS PP Hidayatul Qomariyah Bengkulu, the researcher saw that students experienced obstacles in learning English, especially in writing abilities because the teacher did not use the appropriate method in teaching, instead of relying solely on the lecture method. A variety of challenges that students' confront when learning to write were uncovered by researchers. Students frequently experience a lack of motivation to learn because the teacher's material is thought to be difficult to comprehend. The low degree of student attention, as well as the limited vocabulary mastered and the teacher's learning model, are all failing, and

the most essential item is the learning technique, which is still extremely boring in the teaching and learning process. As a result, a teacher's manner of instruction is crucial in supporting students in enhancing their writing skills.

Failure of teachers to adapt the learning paradigm, according to (S Sukmawati, 2013, p. 78), might result in a reduction in student accomplishment. The researcher will use a quasi-experimental method in this study. There are two quasi-experimental designs, according to Sugiyono quote (Ratminingsih, 2010, p. 31). The author uses a time series design in this study. As a result, the researcher chose project-based learning as a way for assisting students in resolving the writing problems they frequently encountered. Students' creative thinking can be enhanced by project-based learning.

Finally, based on the reason above, the researcher would like to conduct a study about **“The Effect Of Project-Based Learning On Students’ Writing Ability”**.

B. Identification of the Problem

Based on the background of the study, the problems that are going to be discussed in this research are as follows:

1. Students' writing ability is still limited
2. Students' were less motivated.
3. The teacher has not applied the method and used the right variation media in teaching.

C. Limitation of the Problem

Based on the problem described above, the researcher has limited this study to the influence of project-based learning on students' writing ability at the eleventh-grade students of MAS PP Hidayatul Qomariyah Bengkulu.

D. Research Question

The research is formulated as follows: Is there any significant effect of the application of Project-Based Learning on students' writing ability?

E. Objectives of the Research

Regarding the formulation of the problem, the objectives of this study is: To determine the effect of

Project-Based Learning in the learning of students in the science class XI at MAS PP Hidayatul Qomariyah Bengkulu.

F. Significance of the Research

1. For English teacher, this study is intended to be one of the ways that English teachers can use in the classroom to improve students' writing abilities.
2. For students, Project Based Learning is an approach that can help students enhance their writing skills while also increasing their creativity. Through Project-Based Learning, it is also possible to gain information and build understanding.
3. For further researchers, this study is meant to be one of the references for the relevant study for future researchers.

G. Definition of Key Terms

To prevent confusion as well as to make this research easier to understand, I will summarily describe the meaning of terms in research as shown below:

1. According to (Lisnawati et al., 2019) writing is an activity of expressing ideas or expressed through certain symbols

that are understood and given with an unlimited number of revisions before its release.

2. According to (Syarifah & Emiliasari, 2019, p. 87) Project-Based Learning is a student-centered learning strategy that provides students with relevant learning opportunities.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Definition of Writing

According to (Suvin, 2020, p. 8), writing is a process that is influenced by genre forces. It's a type of thinking, but it's thinking for a specific audience and circumstance. In contrast to Dewiratna, (2020, p. 67), writing activities must be carried out with routine training, because mastery of writing skills is very beneficial for students to a higher level and can be equipped with social life skills from the community and answer future challenges.

Furthermore, (Lisnawati et al., 2019) writing is an activity of expressing ideas or expressed through certain symbols that are understood. This is almost similar to Richard, (2013: 98) states that writing is a way of expressing thought from the mind to print materials. We can define writing as an activity in which the writer expresses

all of his or her thoughts on paper, from words to phrases, sentences to paragraphs, and paragraphs to essays.

(Eser & Ayaz, 2021, p. 127) stated that the development of writing skill is particularly directly related to reading and that developing writing skills depends on continuous reading, reviewing and discussing what is written and using various expression methods.

Based on the preceding assertions, we can deduce that writing is a form of communication that is utilized to communicate messages or ideas in our heads through written materials.

2. Character of Writing

Brown points out several characteristics of written language which distinguish them from spoken language. The characteristics are as follows: (a) performance, the writing process takes a long time to plan, edit, and revise before it is finally finished as a final result. (b) distance, the written word allows messages to be sent across two dimensions: physical and temporal distance. The task of the

reader is to interpret language that was written in some other place at some other time with only the written words themselves as contextual clues. (c) orthography, the use of orthography in order to transmit the message as the role of stress, intonation, pitch, loudness, and pauses in speaking is supported by orthography. An exclamation mark, for example, is used to show astonishment. For questions, a question mark is used. (d) complexity, different types of complexity are represented by complexity, writing, and speech, with the most notable distinction being the nature of sentences. Shorter sentences are joined by more coordinate conjunctions in spoken language, but longer clauses and more subordination are found in writing. (e) vocabulary, although written English uses a wider range of lexical items than spoken English, it is true that spoken English uses a smaller number of lexical items. A lower-frequency word frequently appears in writing because it allows the writer more processing time, because of a desire to be exact in writing, and simply because of the formal rules of writing.

(f) formality, in many cases, writing is more formal than speaking. Formality refers to the rules that must be followed when sending written messages. The scoring rubric will be developed using this feature of written language as a reference. Based on its qualities, English teachers can assist their students in producing quality written work in English as a second language.

3. The Process of Writing

According to (Yanah Mulyanah, 2021, p. 4) in the writing process, there are four main elements that the writer must through to produce the form of writing. They are (a) planning, with the goal of encouraging and stimulating pupils to write because the purpose of writing exercises is to encourage students' ideas, they must be prepared to deliver writing learning experiences similar to brainstorming. (b) drafting, during which students will concentrate on the fluidity of their writing and write without regard for the accuracy of their work. They must concentrate on the content and significance of the work during the writing

process. Furthermore, they may be encouraged to present their message to a variety of audiences, including friends and classmates. (c) Editing (reflecting and revising): Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. (d) Final version: Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process.

For each stage, a variety of learning exercises are available to help students master certain writing skills. Teachers can help their pupils strengthen their writing skills in producing ideas by giving exercises such as brainstorming and clustering throughout the planning stage. The students' anticipated writing experiences are outlined below. The writing process, which includes planning, drafting, revising, and editing, is shortened in timed writing,

but it is addressed, if briefly. Internalizing the writing process aids students in improving their performance on "on-demand" or timed essays.

4. Teaching Writing

When it comes to discussing how to teach writing in senior high school, there are various considerations to make. The first is a ministry of education regulation in the form of curriculum standards, and the second is the age range of seniors in high school. Writing is one of the indicators used to assess pupils' English communication skills. One of the scopes of English language teaching and learning, according to Badan Standar Nasional Pendidikan (BSNP), is students' communicative competence, which includes students' ability to understand and produce text, either written or spoken, through four language skills: reading, listening, writing, and speaking.

Badan Standar Nasional Pendidikan (BSNP) also urges students to be taught literacy which covers the following levels: (a) performative, at this level students are hoped to

master the skill of English, which reading, listening, writing, and speaking. (b) functional, the functional students, are supposed to make to be able to make use of the language as a tool to fulfill their needs in daily life, for example, to read news or manual. (c) informational, students who are informative should be able to gain access to knowledge by utilizing their English skills. Students must achieve an informational level in order to be prepared for their next educational level, whether it is university or college.

Another factor to consider when teaching writing in senior high school is the age range of the students. The students of senior high school's age range fall between twelve to eighteen years old, in which that age range is commonly called puberty. Teenagers are students in that age group. During this era, students go through a period of transition, perplexity, self-consciousness, and progress as their bodies and minds develop. As a result, the teacher should keep a few things in mind when instructing the

students. Teachers must maintain students' self-esteem by (a) avoiding student discomfort at all costs, (b) recognizing each individual's abilities and strengths, (c) accepting mistakes and other errors, (d) emphasizing competition among classmates, and (e) encouraging students to work in small groups where they can take more risks.

5. Writing Assessment

The act of acquiring, integrating, and evaluating data in order to make decisions on student learning outcomes is referred to as evaluation. Assessments are used to collect data about a learner's linguistic skill and achievement. In the classroom assessment can be performed to diagnose student problems assess learning outcomes provide student feedback and plan instruction (Airasian 1999). Assessments also provide information that can be used to track student development and spot issues. Provide educational solutions, and assess the efficacy of lessons. This type of reflection encourages students to gain more control over their learning and take responsibility for it.

6. Indicator of Writing

There are five components of indications in writing, according to (Hasibuan & Handayani, 2019, p. 23): content, organization, vocabulary, syntax, and mechanics.

1. Content

At least some argue that the composition has only one main purpose, that it must have unity, coherence, and continuity, and that it must be developed adequately with respect to the components, and that the content of the writing must be clearly visible to the reader so that the reader can learn and receive information from the reader about the message conveyed.

2. Organization

The principles or sequences are written in a structured and ordered manner in order to organize the writings in question. The goals of written organizing content include coherence, order of meaning, general to particular, specific to general, and chronological order from beginning to conclusion.

3. Vocabulary

Effective writing, both specialized and scientific, typically results in effective language use, therefore dictionaries are essential. Vocabulary is an important part of writing. We keep fiddling with vocabulary to communicate a message. Lack of vocabulary makes it difficult to write what one means, and we have a hard time deciding what is needed to properly structure the writing and allow the reader to understand it.

4. Grammar

The use of language in writing descriptions and other types of writing is covered by grammar. Appropriate grammar is one that can produce grammar. We have no choice but to pronounce distinct language components for different purposes. Grammar can also encourage kids to utilize formal language more.

5. Mechanics

In writing, there are at least two aspects of mechanics: functions and capitalization. This function is

significant because it allows context to be clarified. The use of uppercase letters is required. They used to be able to tell the difference between 11 things and specifics. Second, formal statement with the relevant adjective action as the quote's first word. This trait is critical because it aids the reader in quickly comprehending or accepting what the author intended to say plainly.

B. The Concept of Narrative Text

1. Definition of Narrative Text

Narrative text is self is a kind of text which is purposed to tell a story to readers. It also presents a view of the world that used to entertain or informs the readers or listeners. According to (OF & Negeri 2020, 2020, p. 28) states that narrative text as a story tells or describes an action in the past time clearly. It means that narrative text is storytelling that tells about a past event that happened in the past time

According to (Asrull et al., 2021, p. 105), the narrative is a text that relates an event or event that

occurred and is acted on by someone or some character that has grooved, scene, problems and solution events that relate to character. And Anderson also states that narrative is a text type that tells a story using spoken or written language (Nugroho, 2021, p. 73). It means that narrative text can be communicated using radio, television, books, and pictures and aimed to entertain the readers and listeners. From all the statements above, it can be concluded that narrative text is a text that tells a story in the past event that functions to entertain.

In narrative text, it is called with orientation of story which tells about the problems happen during the story. After that, the writer tells about the sequence of events chronologically. At the end of the story, the characters of the story can find a solution of the problems happens. Not only to entertain the readers, narrative text also gives moral values to readers.

The readers was knew the lesson that should be taken from the stories whether everyone in the world,

respect parents and so on. Therefore, the readers can learn from what have been delivered in the story. From the explanation, it can be conclude that narrative text is used to amuse the readers the readers form the story.

2. Generic Structure of Narrative Text

The generic structure of narrative text involves the character with define personalities/identifies, and creates images in reader's mind and enhances the story. It also focusses a text on a series of action. According to (Eka Yoandita, 2019, p. 113) states that generic structure of narrative text estabilishes the character, setting and time.

The steps for constructing a narrative text are:

a. Orientation

Orientation of the story is the first part in narrative text. This part introduces some important related to the story. Also, in this paragraph the narrator tells to the audience about who is in the story, when it is happening, where it is happening and what is going on. These information are told clear and briefly. Therefore,

by telling the orientation the readers was had understood about the background information.

b. Complication

Then, after telling orientation of the story, the narrator continues to tell the complication of the story. This part shows how the narrator start to narrate about something that was begun a chain of events. In other word, the complication can be said as the trigger of the story.

c. Sequence of events

This is part where the narrator tells how the characters react to the complication. It includes their feelings and what they do. This event can be told in chronological order or with flashbacks.

d. Resolution

After narrating the chronological events of the story, the narrator tells about the solution of the problems happen. It means that complication is sorted out or problems.

e. Coda

The last part in narrative text is known as coda. The narrator sets up coda if there is to a moral or message to be learned from the story.

b. Kinds of Narrative Text

Enhancing to (Nugroho, 2021, p. 74) stated that Narrative writings are divided into two kinds namely: (1) Non-fiction is a kind of narrative writing that tells the true story. It is often used to recount a person's life story, important historical event, or new stories. This is really a combination of narrative and informational writing, (2) Fiction is a kind of narrative that tells the untrue story. The story made up by the writer such as short story, comics, novels, legend (legenda).

c. **Example of Narrative Text**

Snow White

Orientation: Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

Climax: One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the

dwarfs. The dwarfs said, “what is your name?” Snow White said, “My name is Snow White.”

Resolution: One of the dwarfs, said, “If you wish, you may live here with us.” Snow White said, “Oh could I? Thank you.” Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

C. Project-Based Learning

1. Definition of Project-Based Learning

Project-Based Learning is based on the students and allows them to conduct in-depth research on important topics. According to (Asrull et al., 2021, p. 104) notes that project-based learning (PBL) is a group-work approach in teaching and learning, through which students are exposed to situations regarding real-life issues and practices. Project-Based Learning is a student-centered learning strategy that provides students with relevant learning opportunities (Syarifah & Emiliasari, 2019, p. 87). The products created during the project-based learning process

serve as a foundation for students' learning experiences and concepts. Implementing project-based learning can assist students in developing certain abilities such as writing, as well as offering a learning process that can be extremely useful to students, such as increasing creative thinking, motivation, discipline, and teamwork. Project-Based Learning is being used at all levels of education, including junior high, senior high, and college.

Moreover, project-based learning has several benefits that can improve language skills. Students have the opportunity to utilize language in a relatively natural setting while participating in meaningful activities that demand authentic language as they engage in meaningful communication to complete authentic activities.

2. Advantages and Disadvantages of Project-Based Learning

There are so many advantages of using project-based learning in teaching English learning. According to

(Sukiawati, 2020, p. 49), project-based learning has some advantages in teaching English such as:

- a. Increase students' learning motivation to learn, encourage their ability to do important work, and they need to be rewarded.
- b. Improve problem-solving skills.
- c. Increasing student engagement and success in solving complex challenges.
- d. Students work together to access and manage information in order to solve challenges. The evaluation process is carried out continuously.
- e. Students reflect on the activities they have completed on a regular basis.
- f. The quality of the learning activities' final outcome will be assessed.
- g. The learning situation is very tolerant of mistakes and changes.

According to (Santoso, 2017, p. 323) said that the disadvantages of project-based learning as follows:

- a. Project-based learning necessitates a significant amount of time to address complicated challenges.
- b. Take a lot of time to solve the problem or product.
- c. Applying project-based learning in the classroom may be intimidating for some experienced teachers and will be even worse for beginners.
- d. When each group is given a separate topic, it is feared that students would not fully comprehend the subject.

3. The Characteristics of Project-Based Learning

Project-Based Learning poses the following features (Santoso, 2017, p. 325).

- a. Project-based learning is genuine education. Experiential learning is the foundation of project-based learning. It allows pupils to participate in projects that are relevant to their lives. Students are exposed to real-world problems while working on their projects in project-based learning.

- b. Project-based learning is focused on the students. Project-based learning emphasizes the importance of the student as an active learner. It provides students with several possibilities to use their skills and expertise to find a solution to a particular problem.
- c. Project-based learning is student-centered. Project-based learning focuses on the student to be an active learner. It gives students wide opportunities to discover the solution to the given project using their skills and knowledge.
- d. Project-based learning encourages collaboration. Students can collaborate as a group through project-based learning. Project-based learning encourages students to work together to solve problems and analyze what they have learned.
- e. Project-based learning promotes skill integration. Students' skills and knowledge are assimilate through project-based learning.

f. Project-based learning leads to the creation of a product. The product's outcome can be shared and demonstrated to others. A presentation, poster, bulletin board, magazine, report, or performance can all be used to create the final output. As the project work has a process and product orientation, the value of the product rests in both the finished product and the process of making it.

4. Procedure in Project-Based learning

According to (Dewi, 2022, p. 222) there are five steps in conducting project-based learning in the classroom.

a. Lead-in activities. The teacher should devise an exercise to utilize as an introduction to the topic. The activity should assist the teacher in demonstrating what the students should do. Bridging exercises can be used to practice specific language skills or to prepare students for

cooperative working, open-ended tasks, and communicative language output.

- b. Planning. In this stage, the teacher and students examine and decide on the project's concepts, themes, and theme. Furthermore, the teacher and students discuss the deadline for completing the output.
- c. Carrying out the project. Students can begin developing the project after the preparations are completed. During the project's development, teachers' tasks are to monitor and check the project's progress.
- d. Creating the final product. Students use their knowledge and abilities to produce something real. When the students can produce a final product, they can gain a sense of achievement that is important for their motivation.
- e. Evaluation. This stage includes participant evaluations of the activities, discussion of whether

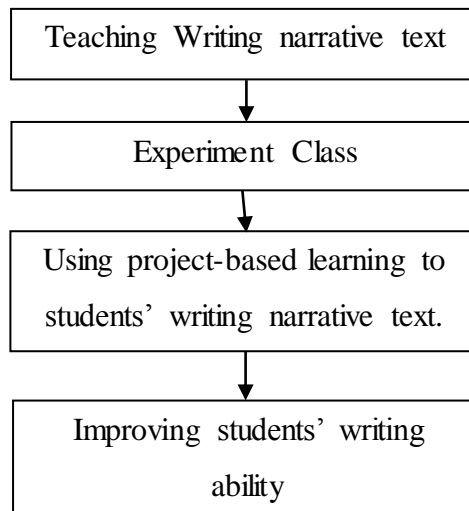
the initial goals and objectives were met, process implementation, and final products.

D. Conceptual Framework

In this study, the researcher focused on students' understanding of writing ability. By using project-based learning, researcher is seeking to improve the ability of students. The researcher applied project-based learning method in teaching and learning. During the implementation of project-based learning, researcher also observed class activities and find the effect after implementing of project-based learning method. The conceptual framework underlying this research was given in the following diagram. The diagram of conceptual framework, as below:

Conceptual Framework

Table 2.1



E. Previous Studies

Previous research has been one of the authors' references during the research process, allowing the authors to enhance the theory utilized in the evaluation of the research. Based on previous searches, the author did not find a study with the same title as the research writing. However, in order to enrich the research material, the author reviewed a number of works as a reference. The following are previous studies as some reviews related to the research conducted by the author. Below are the previous studies that underlie this research.

First (Rumahlatu & Sangur, 2019), the influence of project-based learning strategies on the metacognitive skills, concept understanding and retention of senior high school students. The sample of this research is 40 students of class X Senior high school 1Kairatu. In doing research, the researcher use quasi-experimental with non-equivalent design and essay test as instrument. The result of this research show that the implementation of project-based learning strategy can improve metacognitive skills, concept gaining, and retention on biodiversity learning material of the students of Senior high school 1 Kairatu in academic year 2017/2018.

The second research thesis by Buyun Khulel (2022). Improving students' writing skills through project-based learning, process writing, and instagram. The goal of this study is to help students enhance their capacity to write hortatory exposition texts. In this research, the researchers employed Classroom Action Research (CAR) design and 33 students of class XI Lamongan as sample. The result of this research show that after implementing the technique, all of the students were

able to improve their writing average score as well as their overall score by at least ten points higher than their beginning score. Furthermore, more than half of the students achieved the minimum passing score.

The third previous study was conducted thesis by Nurfadhilatul Qur'an (2020). Enhancing the students' writing descriptive text skills in the first year of MAN 2 Barru by using project-based learning. The issue discussed in this study there is a significant difference in student writing descriptive text skills before and after being taught project-based learning in the first year of MAN 2 Barru. The researcher used a quantitative approach research and took by random sampling group technique which involves five classes. In this research, the researcher concluded that project-based learning is able to enhance students' writing descriptive text in the first year of MAN 2 Barru.

The last previous study was conducted by Syifa Najjah Shofi Thesis (2021). The effect of blended learning on EFL students' achievement at MTSN 02 Muko-muko in academic

year 2021/2022. The purpose of this study was intended to find out the significant effect of blended learning with enriched virtual model on EFL students' achievement. This study used a time-series design method. The sample in this research was 29 students in class IX C. To achieve the objectives of this study, the researcher used a time-series design using pre-test and post-test. In this research, the researcher concluded that there is a significant influence on the use of blended learning with enriched virtual model on students' achievement.

It is sufficient to explain the research regarding the application of language learning models using the project-based learning method to determine the effect on students' writing skills based on some of the research findings above; however, the researcher wishes to distinguish himself from previous research. The research method, the media employed, the research object, and the problem that must be examined beforehand are all different. In this study, the focus of the research is "The Influence of Project-Based Learning on

students' writing ability at MAS PP Hidayatul Qomariyah Bengkulu class XI'.

F. Hypothesis

- 1). Null Ho Hypothesis: There is an effectiveness of using project-based learning on students' writing ability.
- 2). Hypothesis Ha: There is no effectiveness of project-based learning on students' writing ability.

CHAPTER III

RESEARCH METHOD


A. Research Design

In this study, the research design employed quasi-experimental with quantitative approach. This research was intended to investigate the effectiveness of project-based learning on students writing ability. According to (Hasanah et al., 2018, p. 130), experimental research is "research that determines the effect of one variable on another variable under strict control. According to Sugiyono (2018), quasi-experimental have two design, time-series design and the non-equivalent control group design. To investigate the impact of Project-Based Learning on students' writing abilities, the author uses a time series methodology.

Table 1 shows a general description of the research design.

Figure 1 shows a general description of the research design.

Table 3.1
Time Series Design Pattern

TIME									
									
GE	O	X1	O1	X2	O2	X3	O3	X4	O4

Description:

GE: Determination of the experimental group (using the intact group)

O: The participant was given a pretest before being treated in the experimental group.

X: The experimental group received treatment in the form of experiential learning models

O: After the experimental group received the therapy, a post-test was conducted.

B. Population and Sample

1. Population

Population is a topic that is being looked into. Population research is the best way to look at all aspects of a research problem (Komala, 2017, p. 334). All of the

students in this study were in Science class XI. As a result, the population might be defined as all things or study subjects that exhibit the attributes and characteristics that researchers use to derive conclusions. The population of this research is students in the class XI at MAS PP Hidayatul Qomariyah Bengkulu.

Population

Table 3.2

NO	Class	Population
1	XI	25

(source: The data from MA Hidayatul Qomariyah)

2. Sample

According to (Hanafiawi et al., 2020, p. 58) The sampling technique is a way to choose the sample that will be utilized in the study. The sampling method is split into

two categories, namely: probability sampling and non-probability sampling. In this study, the sampling technique used is non-probability sampling with the technique taken was saturated sampling. When every member of the population is sampled, it is referred to as saturation sampling. Therefore, the population was rather small, the researcher used a saturation sampling strategy to choose a sample. Because in MAS PP Hidayatul Qomariyah Bengkulu in class X there is only one class with a total of 25 students. So the samples used in this study were all students of class X MAS PP Hidayatul Qomariyah Bengkulu class X, totaling 25 people.

Table 3.3

XI class as Sample

Class	Student		Total
	Male	Female	
Class XI	-	25	25

C. Technique of Collecting Data

In collecting data, the researcher uses a writing test. (Telaumbanua, 2020, p. 64) state that a test is a series, question, exercise, or other means used to measure the skill, knowledge, intelligent, ability, or talent that have by individual or group. The researcher develop some indicators that must be reached by the students. Collection the data researcher was useful some procedures as follows, such a pre-test, treatment, and post-test.

1. Writing test

In this study, researcher was use an essay test as the instrument. The purpose of essay test is to find out whether there is a difference in students' writing scores before and after the application of the reverse class model using language learning using the Project-Based Learning method. The test is divided into two times, the first is a pre-test which was given before treatment, and the last is a post-test which was given after the research give treatment to the class. In the pre-test the researchers was asks students to write narrative text about legenda.

The post-test was given after conducting the treatment. It was to know whether there any or not any progress in students' writing ability in narrative text.

For scoring, the writer used the analytical scoring in order to more reliable in scoring students' writing. According to Brown (2003) quote in (Nasir et al., 2019, p. 53) there are five aspects that will be a specific purpose in scoring.

Rubric Scoring Writing Test

Table 3.4

Aspect	Score	Performance Description	Weighting
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the details are relating to the topic.	3X
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% Identification	4	Identification is complete and descriptions are arranged with proper connection.	
	3	Identification is almost complete and	

- Description		description arranged with almost proper connection.	2X
	2	Identification is not complete and descriptions are arranged with misuse of connection.	
	1	Identification is not complete and descriptions are arranged with misuse of connectives.	
Grammar (G) 20% -Use present Tense -Agreement Aspect	4	Very few grammatical for agreement inaccuracies.	2X
	3	Very few grammatical for agreement inaccuracies but not effect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical agreement inaccuracies.	
Vocabulary (v) 15%	4	Effective choice of words and word forms, but not change the meaning.	1.5 X
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	

Mechanics (M) 15% -Spelling - Punctuation Capitalization	4	It uses correct spelling, punctuation, and capitalization.	1.5 X
---	---	--	-------

Table 3.5

Score Interpretation

Score	Categories
90-100	Extremely Good
75-89	Good
60-74	Fair
45-59	Low
0-44	Extremely Low

(Source: depniknas, 2003)

D. Instrument of The Research

The researcher employed three methods for gathering accurate data, which are as follows:

1. Writing Test

The researcher used a writing test to find out whether there was a difference before and after using the clustering technique in writing descriptive text. Test was a tool to collect

information that provides answers to instrument questions, and requires students to demonstrate their abilities. The written test was used by researchers as an instrument to obtain data. The researcher asked the students to write about writing descriptive text in the experimental class. The purpose of using treatment was to see if there were a significant effect on students' writing skills in descriptive texts after using clustering technique treatment. It was to know whether there was or not any progress in students' descriptive text writing skills. The research instruments and writing test indicators are presented in this following table :

Table 3.3**Grid of Writing Test**

No	Variable	Components of Writing Skill	Indicator	Items
1	Writing Ability	Content	Relevant to the topic and easily accessible	1
2		Organization	Interpret sentence related to the main idea	1
3		Vocabulary	Effective choice of words and tenses	1
4		Grammar	Identify the use of grammatical forms and patterns	1

(Eka Yoandita, 2019, p. 49)

E. Research Procedure

According to Sugiyono (2018), that the research time series design in research procedure, the group used for the study cannot be selected randomly. Before being given treatment, the group was given a pre-test, with the aim of knowing the stability and clarity of the group's condition before being given treatment. If the results of the pretest have different values, it means that the group is unstable, uncertain, and inconsistent. After the stability of the group condition can be clearly identified, then treatment is given. This research design uses only one group, so it does not require a control group. The following is a research procedure that uses a time series design:

1. Pre-test

Before applying the treatment using project-based learning, the students were given a pre-test in both the experimental groups. The pre-test itself was used to know the students ability in writing narrative text. Research give some of topic is about legenda, the titles

were: Malin Kundang, Bawang Merah Bawang Putih, and Timun Mas. The researcher was chosen this topic because the researcher believed that was easy for them to write a narrative text. Besides that, the topic and the title were familiar and it was also easy for them to gather as many ideas about it.

2. Giving a treatment

After the pre-test, the researcher gave the treatment for six meetings. According to (Sims et al., 2022, p. 17) the experimental class will be treated to teaching writing skills using the project-based learning technique. The treatment classes were presented in six meetings, the first meeting students was given a pre-test. For the experimental class the second meeting to the six meeting were filled with learning activities using project-based learning.

1) Treatment I:

- a) The researcher explains first about the project-based learning.

b) The researcher asked about material that has been given.

2) Treatment II:

a) The researcher and students review about the material.

b) The researcher and students discuss about the topic and difficulties about the material.

3) Treatment III

a) The researcher instructed the students to make a narrative text with the title Malin Kundang in their own language.

b) After that they conclude the meaning, and message of the story they has made.

4) Treatment IV:

a) In the fourth treatment, the researcher discuss with students about the material.

b) The material about narrative text, structure of narrative text, and the example of the type of narrative text such legenda.

5) Treatment V:

- a) In the fifth treatment, the students were asked to write narrative text about legend with including: Cinderella, Snow White, and Pinokio.

6) Treatment VI:

- a) In the last treatment, the researcher concluded all material given about project-based learning and narrative text.
- b) The researcher instructed the students to make a narrative in their own language and analyze the students' narrative text writing task.

3. Post-test

Post-test was given to the sample after treatment. To determine students' writing ability after applying the project-based learning, the researcher gave a post-test at the final meeting. Topic of post-test was same as in the treatment. The topic was about legend with title Cinderella, Snow White, and Pinokio. After doing the post-test, the last procedures that have to be done was

analysis the students writing task. To determine the students' scores after the teaching and learning process and treatment. The analysis was done to find the result of whether any significance differences between of project-based learning on students writing abilities. Then, the researcher analyzing the score of the data.

F. Test Validity and Reliability

The reliability and validity of the test were tested by the research when it was designed as an instrument for this study.

1. Validity

According to (Taherdoost, 2018, p. 28), validity is the single most important aspect of the design of any instrument measurement in educational research is validity. It can be stated that validity refers to the method by which a test measures what it claims to measure. The results will be worthless no matter how sophisticated research design statistical analyses are if the researchers aren't truly measuring what they claim to be monitoring.

It indicates that when researchers say that a student's writing assessment result is genuine, they are confident that the writing assessment result accurately reflects the students' writing skills, as opposed to their reading ability or vocabulary knowledge. In this research, the researcher will use the Product Moment formula to measure the validity of the problem.

2. Reliability

Validity refers to the degree of accuracy with which the results of the writing skill assessment was used to reflect the writing skill. The precision with which the language skill assessment result represents the actual level of proficiency of the examinees is referred to as reliability of the language skill assessment result (Komala, 2017, p. 335), indicates that the instrument's consistency must be ensured if it is utilized at other times. As a result, the test instrument used in this study was SPSS 22. The researcher can determine whether or not this test is reliable.

G. Data Analysis Techniques.

1. Normality Test

The normality test evaluates whether the distribution of a set of data is in the form of a normal curve or not. In this researcher, the Kolmogorov Simonov normality test was used. Kolmogorov Simonov was used to determine the suitability of the sample distribution and other distributions. This test compares a collection of sample data with the same standard deviations and mean scores that are normally distributed. The statistics were used to calculate the normality test, which had a confidence level of 0.05.

2. Homogeneity Test

Test this is used to determine whether the data meet the criteria for variance accuracy. After determining the normality of the distribution, the research used One-Way ANOVA in the Stastical Product for Service Solution (SPSS) Program to determine is homogeneity.

3. T-Test Results

English student achievement, broken down by ability, was evaluated using paired sample t-test to see if there was a substantial difference between pre-test and post-test to see if there was a significant difference in student achievement after introducing mixed learning with virtual models. Finding the t-count is the first step in using the t-test to evaluate the results. Then the t-count is determined, and the t-count is compared with the t-table with the following research conditions to accept and reject the hypothesis:

If $t\text{-count} \geq t\text{-table}$, it means H_0 was rejected and H_a is accepted.

If $t\text{-count} \leq t\text{-table}$, it means H_0 was accepted and H_a rejected.

CHAPTER IV

A. RESULTS

This section describes and analysed the test before and after treatment. The post-test were given to the students in the experimental class. The pre-test was given to the students before the experiment was conducted and post-test was given at the end of the experiment.

a. The description of Pre-test and Post-test scores

Table 4.1

Statistical Description of Pre-test – Post-test

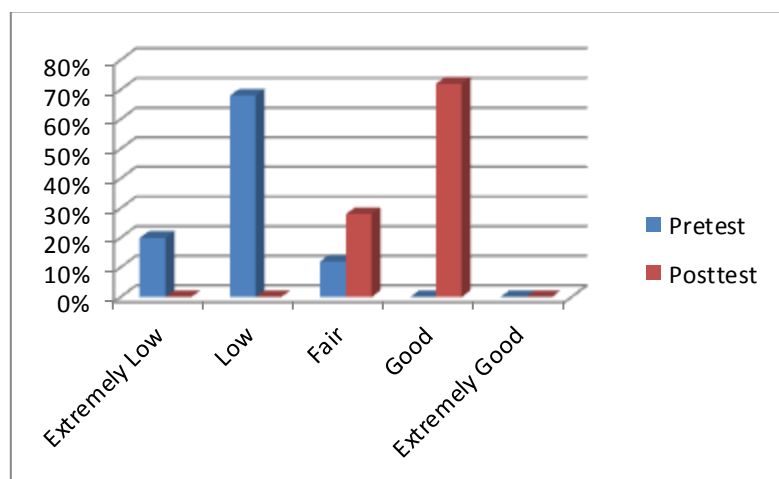
	Descriptive Statistics							
	N	Rang e	Minim um	Maxim um	Mean		Std. Deviation	Varianc e
					Statistic	Std. Error		
Pretest	25	25	42	67	51.3 2	1.300	6.498	42.227
Posttest	25	27	60	87	78.6 0	1.114	5.568	31.000
Valid N (listwise)	25							

Based on the table above, the post-test scores was higher than the pre-test score. It means project-based learning had significant effect to students' writing ability. The main score of pre-test in experimental class was 42, and then the highest score was 67. Then in the post-test scores, the lowes score was 60 and the highest score was 87. It can be seen that there is an increase in student scores of pre-test and post-test.

Graphically the total score of students pre-test and post-test can be seen on figure 4.1.

Figure 4.1

Total score of students pre-test and post-test



1. Normality and Homogeneity of Data Score

a. Results of Normality Pre-test score data.

Based on the output of the normality test of pre-test scores of the experimental class students. In analyzing the normality of pre-test score data, Kolmogorov Smirnov test sample was use. The normality of pre-test score can be in table 4.2

Table 4.2

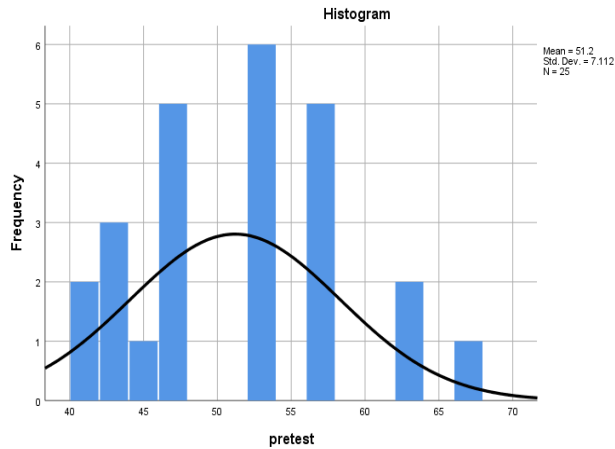
Pre-test Score Normality Test Results One-Sample Kolmogorov-Smirnov Test

Test of Normality		Pretest
N		25
Normal Parameters ^{a,b}	Mean	51.32
	Std. Deviation	6.498
Most Extreme Differences	Absolute	.142
	Positive	.115
	Negative	-.142
Test Statistic		.142
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal. b. Calculated from data. c. Lilliefors Significance Correction. d. This is a lower bound of the true significance.		

From the table above, it can be seen the significance value of the pre-test score is 0,200. Because $p\text{-value (sig)} > 0.05$, H_0 is accepted, so it can be concluded that the data on the pre-test score data for the experimental class students are normally distributed.

Figure 4.2

The Histogram of Normality Data of Pre-Test



**b. The Result Of Normality of Post-test of
Experiment Class**

Table 4.3

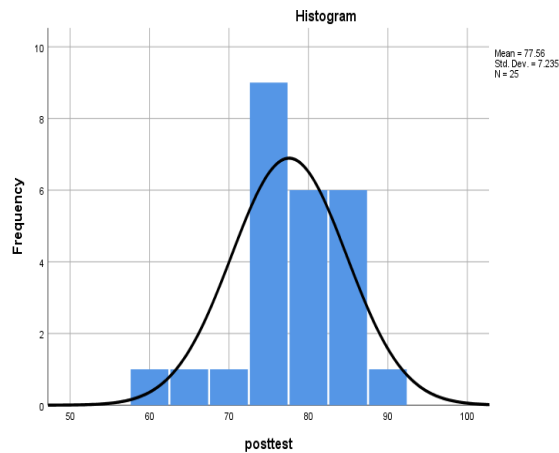
Post-test Score Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Post-test
N		25
Normal Parameters ^{a,b}	Mean	78.60
	Std. Deviation	5.568
Most Extreme Differences	Absolute	.137
	Positive	.095
	Negative	-.137
Test Statistic		.137
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal. b. Calculated from data. c. Lilliefors Significance Correction. d. This is a lower bound of the true significance.		

From the table above, it can be significance value of the pre-test score is 0,200. Because p-value (sig) > 0.05, Ho is accepted, so it can be concluded that the data on the post-test score data for the experimental class students are normally distributed.

Figure 4.3

The Histogram of Normality Data of Post-test



2. The result of Homogeneity of Variance Test

a. Homogeneity of the Pre-test

In this study, before conducting implementation, researcher must examine students individually for the purpose of investigating students' achievement. To analyze the homogeneity, the researcher used "Test of Homogeneity of Variance" as follows:

Table 4.4
Homogeneity Variance Score Test Result of Pre-
test

Test of Homogeneity of Variances					
		Levene			
		Statistic	df1	df2	Sig.
Pre- test	Based on Mean	.022	1	47	.782
	Based on Median	.019	1	47	.790
	Based on Median and with adjusted df	.019	1	46.990	.790
	Based on trimmed mean	.029	1	48	.767

The test homogeneity of variances showed that the significant were 0,782. Since $0,782 > 0.05$ meaning that the variances of very treatment was homogeneous.

b. Homogeneity of the Post-test

Table 4.5

Homogeneity Variance Score Test Result of Post-test

Test of Homogeneity of Variances					
		Levene			
		Statistic	df1	df2	Sig.
Post-test	Based on Mean	.040	1	48	.842
	Based on Median	.012	1	48	.914
	Based on Median and with adjusted df	.012	1	47.624	.914
	Based on trimmed mean	.029	1	47	.865

The test of homogeneity of variances showed that the significant were 0,842. Since $0,842 > 0.05$ then H_0 is accepted. So it can be concluded that the variance of the post-test is homogeneous.

c. Independent sample T-Test

In order to find out whether or not there was significant difference in writing ability achievement between students taught by using project-based

learning on students' writing ability, were compared by using independent sample-test.

Table 4.6

Independent Samples Test										
		Levene's Test for Equality of Variance				t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Ha sil Be laj ar	Equal variance assumed	1.597	.212	-15.940	48	.000	-27.280	1.711	-30.721	-23.839
	Equal variance not assumed			-15.940	46.898	.000	-27.280	1.711	-30.723	-23.837

Based on the data analysis above, show that the hypothesis in this study is accepted. Because the value t-

count was -15.940 and significance (2 tailed) was 0.000. Since significance (2-tailed) = 0.000 < 0.05, H_0 is rejected, H_a accepted so it can be concluded that there is an effect toward the results of students' writing ability between those taught by using Project-based Learning.

B. DISCUSSION

The result of research conducted at MAS PP Hidayatul Qomariyah Bengkulu stated that the number of students in class XI was 25 students. The total sample in this study was 25 samples. The purpose in this study was to determine differences in students' achievement between students were taught using project-based learning. Researchers conducted a pretest in the experimental class using the project-based learning technique. During the treatment, there were six meetings excluding pre-test and post-test. At the first meeting, the researcher gave material about narrative text which discussed the meaning, purpose, generic structure, and examples of narrative text. At the

second meeting, the researcher provided material about explanation writing narrative text using project-based learning method. After the students understood the material given, the researcher gave assignments in the form of individual to train students in understanding narrative text using project-based learning. At the third meeting, the researcher gave assignments related to the material that had been given at each meeting. This task is done by group, then students collect their assignments and discuss them together. In the fifth treatment, students were asked to write narrative texts about legenda. In the sixth treatment, the researcher concluded that all the material provided was about project-based learning and narrative text.

Based on the results of the first and the last assignments, quite a lot of students can understand narrative text well, this can be seen from their ability to write the questions given based on their understanding. All student activities during the researcher conducting this research have been recorded in the documentation.

Based on the findings of research while giving treatment in the experimental class using the project-based learning, it can be seen that during the teaching and learning process students become more interested and active in learning. With the application of project-based learning the students' ability to write narrative texts in class XI MAS PP Hidayatul Qomariyah Bengkulu is better than before, so it is easier for students to write narrative texts. This statement is in line with several research findings, namely: Buyun Khulel (2022), concluded that the implementation of project-based learning strategy improve students writing average score as well as their overall score by at least ten points higher than their beginning score. Another research was also conducted by Dominggus Rumahlatu (2018), the result showed that the implementation of project-based learning strategy can improve metacognitive skills, concept gaining, and retention on biodiversity learning material of the students of Senior high school 1 Kairatu in academic year 2017/2018. In line with the research conducted by

Nurfadhilatul Qur'an (2020), concluded that project-based learning is able to enhance students' writing descriptive text in the first year of MAN 2 Barru. Based on some of these studies, it is known that the results of research using project-based learning techniques have a significant effect on improving students' writing, this is also the same as the results of research conducted by researchers.

However, what distinguishes this research from other research is the focus of the research studied. The focus of this research is in terms of the object to be studied, to see whether the project-based learning strategy is effective in improving students' descriptive text writing skills. In this case, the object of research is class XI MAS PP Hidayatul Qomariyah students. In addition, the researcher chose this topic to help teachers realize how important learning methods are in the learning process. And also to motivate students in the ability to write.

In this discussion section, the researcher would be explain and conclude the result of all data. Data analysis

was carried out in three stages, namely normality test, homogeneity test and regression test in this case the researcher used a simple linear regression test. The normality test was carried out using the Liliefors Significance Correction test and after the normality test it was found that the two data were > 0.05 , which means the data were normally distributed. Meanwhile, for the homogeneity test, the researcher used the Test of Homogeneity of Variance to find out the similarity of the variance and it was known that the two data were > 0.05 , which means the data were homogeneous.

The result of homogeneity test showed 0,842 the significance probability higher than 0.05. The data had normality and homogeneity as parametric statistic assumption, then the researcher analyzed effect of project-based learning on students' writing ability. First, the result of summary pre-test score showed that students dominant got low and fair score. Whereas in summary post-test score showed that students dominant fair and good score. It can be

seen that the result of score post-test were increased and higher than pre-test.

The average score in pre-test was 67 and the average score of post-test was 78, 60. Thus, it can be seen that there is significant increase in the average score of students' achievement test between before and after being treated. The effect of project-based learning is to improve students' achievement that can be seen from differences in the average results of students' which the pre-test and post-test increased by 27, 28.

After that, because the result of student average score was increased, the researcher compares and find out there were any significant differences mean score or not after given treatment used paired sample-t-test.

Based on the data of sample t-test the value of sig.(2-tailed) = 0,000 < 0,05 this means that H₀ is rejected. This means that there are significant differences in pre-test and post-test students' achievement scores. It can be concluded

that there was significant effect of project-based learning on students' writing ability.

Previous research was conducted by Dominggus Rumahlatu (2018), the influence of project-based learning strategies on the metacognitive skills, concept understanding and retention of senior high school students. In this study, showed that the implementation of project-based learning strategy can improve metacognitive skills, concept gaining, and retention on biodiversity learning material of the students of Senior high school 1 Kairatu in academic year 2017/2018.

In addition, according to fathurrohman (2016) project-based learning increases student activity in problem solving, acquires new knowledge and skills, trains teamwork, and gives students the opportunity to organize projects. Then, the result of this study showed that project-based learning has proven to be beneficial for students' writing ability. The benefits gained are shown by several things, including better expressing ideas, understanding

meaning, the writing more organized, able to communicative briefly and better practicing English. It can be concluded that the relationship between theory and previous studies above has the same conclusion as the results of this study.

From the statement above, it is clear that there are significant differences in students' writing ability at the eleventh grade students' of MAS PP Hidayatul Qomariyah Bengkulu. The differences can be seen from the increase in the approval of the average value between pre-test and post-test.

From the data above, the researcher concluded that project-based learning is effective to teaching English at MAS PP Hidayatul Qomariyah Bengkulu in academic year 2021/2022.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

In the discussion of the previous chapter, some conclusions are, after conducting research, collecting data, and analyzing it, the researcher found that the results of this study showed a statistically significant effect on the project-based learning in improving students' writing ability at MAS PP Hidayatul Qomariyah Bengkulu in the academic year 2021/2022

There are several reasons why the project-based learning strategy has a significant effect on improving students' writing ability in the experimental class. First, students in the experimental class were given a situation where they carried out discovery activities which were then actively involved in analysis and application. Second, during the treatment using the project-based learning strategy, it was successful in helping students explore their

ability to write narrative text and express their ideas by applying a deeper understanding of concepts according to the material in the lesson plans. In addition, students become active participation when the teacher conducts group discussions in class.

Based on statistically analysis, there is a significant effect of using project-based learning on students' writing ability at the eleventh grade students' of MAS PP Hidayatul Qomariyah Bengkulu in academic year 2021/2022. The significant effect can be seen at the results of the study. It showed that there was an increase in students' achievement after being treated with project-based learning. The average score in pre-test was 51.32 and the average score of post-test was 78.60. This means that the average value of the initial test and the final test increased by 27, 28. The final scores are students' achievement test in then calculated using T-test formula. Because the value of sig.(2-tailed) = $0,000 < 0.05$ this means that H_0 is rejected.

Based on students' achievement, are shown by several things, including better to expressing ideas, understanding meaning, the writing more organized, able to communicative briefly and better practicing English. This means that there are significant differences in pre-test and post-test scores. It can be concluded that there is a significant influence on the use of project-based learning on students' writing ability. Finally, it can be concluded that there was a significant effect on students' writing ability at the eleventh grade of MAS PP Hidayatul Qomariyah Bengkulu in academic year 2021/2022.

B. SUGGESTION

1. The Teacher should be creative in creating activity in teaching and learning process in order to make the students more interested to join the class. The activity should give more enhance for students to be part in learning process. The teacher should use media in teaching and learning process that can help the teacher in

delivering material. It can help the students in learning, comprehending and memorizing the material. And the teacher should give variation in carrying out the materials through the enriching way.

2. The students must be more active in teaching and learning process. They should accustom their self with English language. Because, it is one of communication tools which is important. Therefore, the use project-based learning is hoped to motivate the students to be more active in class. Moreover, by using that model hopefully the students will be able to increase their achievement and more attractive in learning English.
3. For the further researchers, since the study was time-series design it was advisable that the further researchers follow up the study by conducting research on teaching and learning English with different framework, design, and paradigm. So, more comprehensive data could enrich knowledge in teaching and learning English.

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INSTRUMENT OF RPE-TEST

Skill/Pattern : Writing/Simple present tense

Kind of text : Narrative Text

Class/time allotment : XI Grade/ 80 minutes

Name :

Instructions

1. Write a narrative text based on the topic given by teacher related to the describing about person, place, or something.
2. Write at least 150 words. You may open your dictionary!

INSTRUMENT OF POST-TEST

Skill/Pattern : Writing/Simple present tense

Kind of text : Narrative Text

Class/time allotment : XI Grade/ 80 minutes

Name :

Instructions

1. Write a narrative text based on the topic given by teacher related to the describing about person, place, or something.
2. Write at least 150 words. You may open your dictionary!

SILABUS PEMBELAJARAN

Sekolah : MAS PP Hidayatul Qomariyah

Mata Pelajaran : BAHASA INGGRIS - WAJIB

Kelas : XI

Kompetensi Inti:

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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
1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	<p>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri</p> <p><i>Fungsi sosial</i></p> <p>Menjalin hubungan</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>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa 	<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, ucapan, tekanan kata, intonasi, ejaan, dan tulisan 	2 x 2 JP	<ul style="list-style-type: none"> Audio/CD/VC/D/D/VD SuarA/GURU Koran/majalah berbahasa Inggris www.w.daily.english.com http://american.english.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<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,</p>	<p>dengan guru, teman dan orang lain</p> <p><i>Ungkapan</i></p> <p><i>My name is...</i></p> <p><i>I'm ...</i></p> <p><i>I live in ... I have ... I like ...</i></p> <p>dan semacamnya</p> <p><i>Unsur</i></p>	<p>mempertanyakan akan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia.</p> <ul style="list-style-type: none"> 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. 	<p>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 jati diri didepan kelas Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri 		<ul style="list-style-type: none"> stat.e.gov/files http://le.arneglis.britis.hco.uncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, mena</p>	<p><i>kebahasaan:</i></p> <p>(1) Kata terka it dengan hubungan ke keluar ga an dan ke ke ra ba ta n, pr of esi pe ke</p>	<ul style="list-style-type: none"> 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 mengelompokkannya berdasarkan penggunaan. Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka 	<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 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>n, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>rajan, hobi. (2) Kata kerajinan dalam simple present tense: <i>behave</i> dalam simple present</p>	<p>temukan dari sumber lain dan membandingkan dengan yang digunakan guru</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas 	<p>melaksanakan Komunikasi</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>es en t te ns e</p> <p>(3) Kata tanya <i>What? Who? Which?</i></p> <p>(4) Ucapan, tekanan, intonasi,</p>	<p>dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks</p> <ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>). 	<p>percakapan</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk:</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>ej aa n, tul isa n ta ng an ya ng ra pi (5) R uj uk an ka ta</p> <p><i>Topik</i></p> <p>Ketela danan tentan g perilak u terbuk a,</p>		<p>diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	menghargai perbedaan, perdemaian.				
1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional	Teks lisan dan tulis untuk memuji bersayap (extended) serta responnya <i>Fungsi sosial</i> Menjaga	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, siswa mengidentifikasi ciri-ciri 	KRITERIA PENILAIAN: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memuji bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, 	1 x 2 JP	<ul style="list-style-type: none"> Audio CD/ SUGARU Koran/majalah ber www.w.daily.english.com http://american.english

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.2. Menganalisis</p>	<p>hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Unghap an</i></p> <p><i>“Excellent! You really did it well, Tina.”</i></p> <p><i>“That’s nice, Anisa. I</i></p>	<p>interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p>Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan</p>	<p>ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian 		<p>ish.stat.go.v/fil/es/are/source_files</p> <ul style="list-style-type: none"> http://le.nglis.britis.hco.uncilor.g/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>is fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis untuk</p>	<p><i>really like it.</i> ” <i>“It was great. I like it, thank you, ”</i> <i>Unsur kebahasaan:</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p>menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa memuji bersayap dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai 	<p>dan responnya .</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>mengucapkan dan merespon pujian bersaya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>		<p>sumber lain.</p> <ul style="list-style-type: none"> Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam 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 untuk memuji dalam jurnal belajar (<i>learning</i> 	<p>tujuan</p> <p>memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<i>journal</i>).	<ul style="list-style-type: none"> • Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		
1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan	Teks lisan dan tulis untuk menunjukkan perhatian (care) <i>Fungsi sosial</i> Menjanjungan	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 	KRITERIA PENILAIAN: <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks menunjukkan perhatian • Ketepatan unsur kebahasaan: tata bahasa, 	1 x 2 JP	<ul style="list-style-type: none"> • Audio CD/ • SUKARAGURU • Koran/majalah ber • www.dailyenglish.com • http://american

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p> <p>3.3. Menganalisis fungsi sosial, struktur</p>	<p>interpersonal dengan guru, teman dan orang lain.</p> <p><i>Unkap an</i></p> <p>Unkap an untuk memberi perhatian dan cara meresponnya:</p> <p><i>You look pale .</i></p>	<p>mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan)</p> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, 	<p>kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan 		<p>english.stat.gov/files</p> <ul style="list-style-type: none"> http://english.britishecouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (care), serta responnya, sesuai dengan konteks pengunaannya.</p> <p>4.3. Menyusun teks lisan dan tulis untuk mengucapkan</p>	<p><i>Are you OK?</i> <i>Not, really.</i> <i>I've got a headache.</i></p> <p><i>Unsur kebahasaan:</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p>perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menunjukkan perhatian dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p>	<p>aan dan pertanyaan untuk menunjukkan perhatian</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian <p>Pengamatan (observations): Bukan</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</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 	<p>penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan. Kesungguhan siswa dalam proses 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>di luar kelas.</p> <ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal belajar (<i>learning journal</i>). 	<p>pembelajaran di setiap tahapan</p> <ul style="list-style-type: none"> Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa	<p>Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks Siswa mengikuti 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan 	2 x 2 JP	<ul style="list-style-type: none"> <u>Audio CD/VC/D/D/VD</u> <u>SUARAGURU</u> <u>Koran/majalah berbah</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melak</p>	<p>sesuatu</p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan rencana</p> <p><i>Struktur Teks</i></p> <p>'I'd like to tell my name, 'I will tell him about my</p>	<p>interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang 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 	<p>tentang niat melakukan 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:</p> <p>Pengamat</p>		<p>asa Inggris</p> <ul style="list-style-type: none"> www.w.daily.english.com http://american.english.state.gov/files/esa/eresources/files http://language.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan</p>	<p>job, I'm going to introduce my friend.</p> <p><i>Unsur Kebahasaan</i></p> <p>Kata kerja</p> <p><i>I'd like to ..., I will ..., I'm going to ...;</i></p> <p>tata bahasa, ucapan</p>	<p>menyatakan dan menanyakan tentang niat melakukan sesuatu</p> <p>Mempertanyakan an</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</p>	<p>an (observasi)</p> <p>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 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan</p>	<p>, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<p>ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur Siswa berusaha menyatakan 	<p>muncul kesempatan.</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks		<p>dan bertanya tentang niat melakukan sesuatu</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain. • Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa 			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>inggris dan dalam bahasa Indonesia</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas • Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>) 			
1.1 Menyukuri kesempatan	Teks lisan dan	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa memperhatikan beberapa 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian 	2 x 2 JP	<ul style="list-style-type: none"> • <u>Aud</u> <u>io</u> <u>CD/</u> <u>VC</u> <u>D/D</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3</p> <p>Menujukkan perilaku tanggung</p>	<p>tulis untuk mengucapkan dan merespon ucapan selamat bersaya p (extended)</p> <p><i>Fungsi Sosial</i></p> <p>Menjaga hubungan interpersonal dengan</p>	<p>pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah).</p> <ul style="list-style-type: none"> 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 	<p>fungsi sosial</p> <ul style="list-style-type: none"> Kelengkapan dan keruntutan struktur teks ucapan selamat bersaya p Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian 		<p><u>VD</u></p> <ul style="list-style-type: none"> <u>SUARAGURU</u> <u>Koran/majalah berbahasa Inggris</u> <u>www.wdaily.english.com</u> <u>http://american.english.state.gov/file/researche.f</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p> ung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.5. Menganalisis fungsi sosial, struktur </p>	<p> guru, teman, dan orang lain. <i>Struktur text</i> Ungkapan baku dari sumber-sumber otentik. <i>Unsur kebahasaan</i> (1) Kata </p>	<p> sosial, struktur teks, dan unsur kebahasaan). Mempertanyakan (questioning) <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 </p>	<p> Cara Penilaian: Unjuk kerja <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 menggu </p>		<p> iles <ul style="list-style-type: none"> http://learningenglish.britis-hcol.org/en/ </p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersaya, sesuai dengan konteks penggunaannya.</p> <p>4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon</p>	<p>nata bahasa (2) Ejaan dan tulisan yang akan ditanyakan, (3) Ucapan,</p>	<p>yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <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 	<p>nakan struktur dan unsur kebahasaan dalam menyapaikan ucapan selamat bersaya serta responnya</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai</p>	<p>teknakan kata, intonasi, ketikamemesikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan</p>	<p>dengan unsur kebahasaan yang tepat</p> <ul style="list-style-type: none"> 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 	<p>Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilakutanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat Kesungguhan siswa dalam proses 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dengan konteks.	perilaku peduli dan cinta damai.	segi ketepatan, efisiensi, efektivitasnya. <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. Mengkomunikasikan <ul style="list-style-type: none"> Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk 	pembelajaran di setiap tahapan Portofolio <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 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>mendapat feedback.</p> <ul style="list-style-type: none"> • Siswa membuat kartu ucapan selamat • Siswa memperoleh feedback dari guru dan teman sejawat 	<p>hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
1.1. Menyukuri kesempatan dapat mempelajari	Tindakan/kegiatan yang dilakukan	Mengamati <ul style="list-style-type: none"> • Siswa mendengarkan dan membaca banyak kalimat <i>Past</i> 	Kriteria penilaian: <ul style="list-style-type: none"> • Pencapaian fungsi sosial 	2 x 2 JP	<ul style="list-style-type: none"> • <u>Aud</u> <u>io</u> <u>CD/</u> <u>VC</u> <u>D/D</u> <u>VD</u> • <u>SU</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangot belajar.</p> <p>2.2. Menujukkan perilaku jujur, disiplin, percaya diri, dan bertan</p>	<p>an/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)</p> <p><i>Fungsi sosial</i></p>	<p><i>Simple dan Present perfect tense</i>, dalam berbagai konteks.</p> <ul style="list-style-type: none"> 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</i> 	<ul style="list-style-type: none"> 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>Pengamat</p>		<p><u>AR</u> <u>A</u> <u>GU</u> <u>RU</u></p> <ul style="list-style-type: none"> <u>Koran/majalah berbahasa Inggris</u> <u>www.dailylife.com</u> <u>http://americanenglish.state.gov/files/es/eresources/</u> <u>http</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.6. Meng analisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan</p>	<p>Menanyakan dan menanyakan tentang tindakan/kegiatan yang dilakukan/terjadi dengan</p>	<p><i>Simple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p>Mengeksplorasi</p>	<p>an (observasi):</p> <p>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 		<p>://le arne ngli sh.b ritis hco unci Lor g/en /</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks pengunaannya.</p> <p>4.6. Meny</p>	<p>n yang merujuk pada kesudahannya</p> <p><i>Struktur teks</i></p> <p><i>I had plowed into a big green Buick. I holler ed farewells to my friend s and</i></p>	<p>i</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur. Siswa berusaha menyatakan 	<ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>usun teks lisan dan tulis untuk menyataka n dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan merujuk</p>	<p><i>pour</i> <i>d</i> <i>myself</i> <i>into</i> <i>the</i> <i>car</i> <i>My</i> <i>friend</i> <i>has</i> <i>prepared</i> <i>everything</i> <i>before</i> <i>we left</i> <i>Unsur</i> <i>kebahasaan</i> (1)Past Simple, Present Perfect</p>	<p>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> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> yang telah dipelajari dengan 	<ul style="list-style-type: none"> Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>(2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetakan yang jelas dan rapi.</p> <p><i>Topik</i> Berbagai hal terkait</p>	<p>ungkapan-ungkapan lainnya.</p> <ul style="list-style-type: none"> Siswa membandingkan antara kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> 			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</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 untuk menyatakan 			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya.</p>			
<p>1.1 Mensyukuri kesempatan dapat mempelajari</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/film tentang penggambaran orang, tempat wisata, dan bangunan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur 	<p>9 x 2 JP</p>	<ul style="list-style-type: none"> <u>Audio</u> <u>CD/VC</u> <u>D/D</u> <u>VD</u> <u>SU</u> <u>AR</u> <u>A</u> <u>GU</u> <u>RU</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
bahas a Inggris sebagai bahas a penta komu nikasi intern asional yang diwujudkan dalam semangat belajar 2.3	tempat wisata, dan bangunan bersejarah terkenal <i>Fungsi sosial</i> Memb angga kan, menge nalkan , mengi dentifi kasi, memuji, mengr	bersejarah. <ul style="list-style-type: none"> 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 deskripsi yang ada dalam bahasa 	teks deskriptif <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 Unjuk kerja <ul style="list-style-type: none"> Melakukan monolog tentang 		<ul style="list-style-type: none"> Koran/majalah berbahasa Inggris www.widailyenglish.com http://americanenglish.state.gov/files/eresources/files http://leangle.sh.b

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Menu menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsi</p>	<p>itik, promosi, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyeputan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama</p>	<p>Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</p> <ul style="list-style-type: none"> Siswa menanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi 	<p>deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif <p>Pengamatan</p>		<p>ritis.hco.uncil.org/en/</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>onal</p> <p>3.7. Meng analisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan</p>	<p>bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal</p>	<p>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 menggambar tempat wisata lain dalam konteks penyampaian 	<p>(observasi):</p> <p>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 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>n konteks penggunaan nya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata</p>	<p>dan bagian nya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal yang</p>	<p>informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari</p> <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 	<p>kesesuaian dalam menyampaian dan menulis teks deskriptif</p> <ul style="list-style-type: none"> • 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 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan</p>	<p>semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan</p>	<p>mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan 	<p>kemajuan belajar berupa catatan atau 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 Kumpu 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar</p>	<p>bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan</p>	<p>bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya</p> <ul style="list-style-type: none"> Siswa menyunting deskripsi yang dibuat teman. Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. Siswa membuat klipng deskripsi tentang orang, tempat wisata atau bangunan bersejarah 	<p>hasil tes dan latihan.</p> <ul style="list-style-type: none"> 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 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dan sesuai dengan konteks.	tulisan tangan dan cetak yang jelas dan rapi (4) Ucapan, teka-teki kata, intonasi, ketikampr esentasikan secara lisan. (5) Rujukan	yang mereka sukai. <ul style="list-style-type: none"> Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambar tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. Siswa dapat menggunakan 'learning journal' 	bentuk penilaian lain		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>n kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>				
1.1. Menyukur	Teks tulis berbentuk	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian 	2 x 2 JP	<ul style="list-style-type: none"> <u>Aud</u> <u>io</u> <u>CD/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kesempatan dapat mempelajari bahasa Inggris sebagai bahasan penguatan komunikasi internasional yang diwujudkan dalam seminar</p>	<p>uk announcement (pembertahuan) <i>Fungsi sosial</i></p> <p>Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk</p>	<p>an/membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisiannya.</p> <ul style="list-style-type: none"> Siswa mencoba menirukan pengucapannya dan 	<p>ian fungsi sosial</p> <ul style="list-style-type: none"> Kelengkapan dan keruntutan struktur teks <i>announcement</i> Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, 		<p><u>VC</u> <u>D/D</u> <u>VD</u></p> <ul style="list-style-type: none"> <u>SU</u> <u>AR</u> <u>A</u> <u>GU</u> <u>RU</u> <u>Koran/</u> <u>majalah</u> <u>berbahasa</u> <u>Inggris</u> <u>www.dailyenglish.</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
2.3 Menujukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melak	mengantar informasi antara guru, siswa, kepala sekolah, dan staf administrasi <i>Struktur Teks</i> Ungkapan yang lazim digunakan dalam	menuliskan teks yang digunakan. <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. Mempertanyakan Dengan	ejaan, dan tulisan tangan <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian Cara Penilaian Unjuk kerja <ul style="list-style-type: none"> Melakukan monolog dalam bentuk pemberitahuan 		com <ul style="list-style-type: none"> http://americanenglish.stat.gov/files/e/recipe_files http://learne.sh.britis-hco.unc

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sanak an komunikasi fungsional</p> <p>3.8. Meng analisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan</p>	<p>teks <i>announcement</i> di media massa maupun di internet, secara urut dan runtut.</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan</p>	<p>bimbingan dan arahan guru, siswa</p> <p>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 	<p>(<i>announcement</i>) di depan kelas</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (<i>annou</i> 		<p>Lor g/en /</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>(<i>announcement</i>), sesuai dengan konteks penggunaan nya.</p> <p>4.11. Menangkap makna pembertahan (<i>announcement</i>).</p>	<p>n, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan penguapan yang lancar dan penulisan dengan</p>	<p>mencari teks lain untuk mendengarkan/membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber.</p> <ul style="list-style-type: none"> Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman <p>Mengasosiasi</p>	<p>(<i>announcement</i>)</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan	tulisan tangan atau cetak yang jelas dan rapi <i>Multimedia:</i> Layout, dekorasi, yang membuat tampilan teks lebih menarik	<ul style="list-style-type: none"> Siswa menganalisis teks <i>announcement</i> dengan memperhatikan format penulisannya melalui strategi yang digunakan. Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai 	komunikasi - perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi kesi - Kesungguhan siswa		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>		<p>sumber lain.</p> <ul style="list-style-type: none"> • Secara berkelompok siswa mendiskusikan teks <i>announcement</i> yang mereka temukan dari sumber lain. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang 	<p>dalam proses pembelajaran di setiap tahapan</p> <p>- Ketepatan dan kesesuaian menggunakan strategi dalam membaca</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>sampaikan dalam kerja kelompok.</p> <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, 	<p>berupa catatan atau rekaman monolog teks pemberitahuan</p> <ul style="list-style-type: none"> • Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks <ul style="list-style-type: none"> • Membuat jurnal belajar (<i>learning journal</i>) 	editing sampai hasil terbaik untuk dipublikasi <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			penilaian lain		
1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3	<p>Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani, membanga</p>	<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 	<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 Kesesua 	7 x 2 JP	<ul style="list-style-type: none"> Audio CD/VC/D/D/VD SUKARAGURU Koran/majalah berbahasa Inggris www.dailyenglish.com http://american

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Menujukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsi</p>	<p>kan, bertindak teratur, teliti dan disiplin, melaporkan.</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan</p>	<p>tertentu dari teks recount</p> <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 	<p>ian format penulisan/ penyampaian</p> <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk recount dalam kelompok / berpasangan/ didedapan kelas Ketepatan dan kesesuaian dalam menggunakan struktu 		<p>english.stat.gov/files</p> <ul style="list-style-type: none"> http://english.britisuncionline.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>onal</p> <p>3.9. Meng analisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaan</p>	<p>tindakan/kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perj</p>	<p>gagasan pokok informasi rinci dan 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 	<p>teks dan unsur kebahasaan dalam teks recount</p> <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 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>nya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> <p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian</p>	<p>uan gan hid up, prof esio nali sme dala m bek erja, keja dian /per isti wa yan g sed ang ban yak dibi cara kan.</p> <p>(2) Pen yeb utan kata ben da</p> <p>(3) Eja an dan</p>	<p>dengan menggunakan unsur kebahasaan yang tepat</p> <ul style="list-style-type: none"> • 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 	<p>tindaka n</p> <ul style="list-style-type: none"> - perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>an/peistiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>tulisan dan mencatat yang jelas dan rapi</p> <p>(4) Ucapan, teka-teki, intonasi, ketika mempresentasikan secara lisan</p> <p>(5) Ruj</p>	<p>unsur kebahasaan dengan runtut</p> <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 dari teks. • Siswa memperoleh balikan 	<p>strategi dalam membaca</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks <i>recount</i>. • Kumpulan karya siswa yang mendukung proses penulisan teks <i>recount</i> berupa: draft, revisi, editing sampai hasil 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>ukatan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<p>(<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <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 	<p>terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> Bentuk: diary, jurnal, 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		recount dengan menyalin dari beberapa sumber. <ul style="list-style-type: none"> Siswa membuat jurnal belajar (<i>learning journal</i>) 	format khusus, komentar, atau bentuk penilaian lain <ul style="list-style-type: none"> Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya. 		
1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai	Teks naratif lisan dan tulis berbentuk legenda	Mengamati <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/diperdengarkan guru Siswa mengamati fungsi 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks 	6 x 2 JP	<ul style="list-style-type: none"> <u>Audio CD/VC/D/D/VD</u> <u>SURAGURU</u> <u>Koran/</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3</p> <p>Menunjukkan perilaku tanggung jawab, peduli, kerjasama</p>	<p>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> <p>a. Pengetahuan tokoh dan setting</p>	<p>sosial, struktur dan unsur kebahasaannya</p> <ul style="list-style-type: none"> 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 	<p>naratif</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>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif 		<p>majalah berbahasa Inggris</p> <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/e/reesources_files http://leangleish.britishteaching.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>ama, dan cinta damai, dalam melanak sanakan komu nikasi fungsi onal.</p> <p>3.9. Meng analisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks narati</p>	<p>ing</p> <p>b. Komplika si terhadap ap tok oh uta ma</p> <p>c. Solusi dan akh ir ceri ta</p> <p><i>Unsur kebahasaan</i></p> <p>(3) Kata - kata terk ait kara kter, wata k, dan</p>	<p>berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <ul style="list-style-type: none"> Siswa mempertany akan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai 	<p>dalam kelompok / berpasangan/ didipa n kelas</p> <ul style="list-style-type: none"> Mengg unakan struktur teks dan unsur kebaha saan dalam teks naratif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan</p>		<p>unci Lor g/en /</p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>f sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>setting dalam legenda</p> <p>(4) Modal auxiliary verbs.</p> <p>(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketiaka</p>	<p>sumber.</p> <ul style="list-style-type: none"> Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu 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 	<p>memberi balikan.</p> <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 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>memprerestasikan secara lisan</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<ul style="list-style-type: none"> 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 	<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 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan informasi fungsi sosial, struktur, dan unsure kebahasanya yang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan 	<p>proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>unsur kebahasaannya.</p> <ul style="list-style-type: none"> • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal' 	<p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1</p> <p>Mensyukuri kesempatan dapat mempelajari</p>	<p>Lagu sederhana</p> <p><i>Fungsi sosial</i></p> <p>Menghibur,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya 	<p>Pengamatan (observasi):</p> <p>Bukan penilaian formal</p>	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> • <u>Audio CD/VC/D/D/VD</u> • <u>www.youtube</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>Belajar bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p>	<p>mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan kata bahasanya</p>	<ul style="list-style-type: none"> Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar <p>Mempertanyakan</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 	<p>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 penguapan dan penyaliinan lirik 		<ul style="list-style-type: none"> SUGARUGURU Koran/majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/eresources/files

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
2.3 Menujukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi	m ka ry a se ni be rb en tu k la gu . (2) Ejaan dan tulisan tangan dan catatan ce ta k ya ng jel as da n	tambahan tentang kosakata dan pesan dalam lagu Mengeksplorasi <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 Mengasosiasi <ul style="list-style-type: none"> Secara 	lagu - Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Portofolio <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 		<ul style="list-style-type: none"> http://learning.sh.britis-hcoll.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>fungsi onal</p> <p>3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16. Menangkap mak</p>	<p>rap. (3) Ucapan, tekanan kata, intonasi, ketikamempresentasikan secara lisan</p> <p><i>Topik</i></p>	<p>individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar</p> <ul style="list-style-type: none"> 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- 	<p>atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
na lagu sederhana.	Keteladanan tentang perilaku yang menginspirasi.	lagu tersebut <ul style="list-style-type: none"> • Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	penilaian lain		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MAS PP Hidayatul Qomariyah

Mata pelajaran : Bahasa Inggris

Kelas / Semester : XI / 2 (Genap)

Alokasi Waktu : 2 x 40 menit (1x pertemuan)

A. KOMPETENSI INTI

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya

- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

1. Mensyukuri rahmat tuhan atas kesempatan dapat mempelajari bahasa inggris sebagai bahasa internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku sopan santun dan peduli dalam melaksanakan interpersonal dengan guru dan teman.
3. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan terkait writing narrative text.

4. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk naratif.
5. Menyusun teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan memberi dan meminta informasi terkait narrative text dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Peserta didik dapat menunjukkan kesungguhan belajar bahasa inggris terkait writing narrative text
2. Peserta didik dapat menunjukkan perilaku santun, peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi dengan guru dan teman terkait writing narrative text.
3. Peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif.
4. Peserta didik dapat mengungkapkan dan menulis contoh narrative text dengan kaidah bahasa yang benar.

D. TUJUAN PEMBELAJARAN

1. Sikap spiritual
 - Siswa dapat menunjukkan semangat mengikuti pembelajaran
 - Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran

2. Sikap sosial

- Siswa menunjukkan perilaku santun dan peduli dalam komunikasi interpersonal dengan guru dan teman.

3. Pengetahuan

- Siswa dapat mengidentifikasi dan mengetahui ciri-ciri generic structure dari writing narrative text
- Siswa dapat menyusun paragraf writing narrative text.

E. MATERI PEMBELAJARAN

Narrative text is a kind of text with purpose to give the information for reader or listener. It is a form of text that story with complication or problematic events and it tries to find the resolution problems. For example of narrative text is legen or legenda, folklore, and fairy tales.

Generic structures of narrative text

There are the elements of narrative text:

- Orientation

Orientation section contains the opening of the story that contains the introduction of character, background, time, and place of the story.

- Complication

Complication, consists of paragraphs that explain the beginning of the event or occurrence. The beginning of the incident became a series of storylines which then continued to conflict, climax and anti-climax.

- Resolution, is the final part of the story.

1. Example of narrative text.

Snow White

<p>Orientation</p>	<p>Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.</p>
<p>Complication</p>	<p>One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.</p> <p>Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. Then she saw</p>

	<p>this little cottage. She knocked but no one answered so she went inside and fell asleep.</p> <p>Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, “what is your name?” Snow White said, “My name is Snow White.” One of the dwarfs said, “If you wish, you may live here with us.” Snow White said, “Oh could I? Thank you.”</p>
<p>Resolution</p>	<p>Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.</p>

F. METODE PEMBELAJARAN / TEKNIK

Metode pembelajaran: Project-based learning

G. MEDIA/ALAT, BAHAN DAN SUMBER BELAJAR

1. Media/alat: papan tulis, spidol
2. Sumber Belajar: Buku tulis siswa, script contoh narrative text, internet, youtube.

H. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan Awal 5 menit

- Greeting/ memberi salam dan menanyakan kabar kepada siswa
- Memeriksa students attendance list
- Menanyakan kembali materi sebelumnya sebagai brainstorming

2. Kegiatan Inti 65 menit

- Mengkondisikan keadaan kelas agar proses belajar mengajar berjalan tertib dan kondusif
- Menjelaskan narrative text
- Memberikan latihan soal yang untuk melihat siswa telah memahami materi dijelaskan atau belum dengan pilihan tema soal yang akan di pilih siswa.
- Menginstruksikan untuk mulai mengerjakan soal latihan sesuai pengarahannya
- Mengawasi proses latihan mengerjakan writing narrative text

3. Kegiatan Penutup 10 menit

- Mengumpulkan lembar latihan writing narrative text

- Menyimpulkan dan mengevaluasi soal latihan writing narrative text secara bersama-sama
- Mengajak siswa berdoa bersama

I. PENILAIAN

Teknik : Test Tertulis

Bentuk : Essay

Instrument : Soal Essay Writing

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : MAS PP Hidayatul Qomariyah
Mata pelajaran : Bahasa Inggris
Kelas / Semester : XI / 2 (Genap)
Alokasi Waktu : 2 x 40 menit (1x pertemuan)

A. KOMPETENSI INTI

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

1. Mensyukuri rahmat tuhan atas kesempatan dapat mempelajari bahasa inggris sebagai bahasa internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku sopan santun dan peduli dalam melaksanakan interpersonal dengan guru dan teman.
3. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan terkait writing narrative text.
4. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk naratif.
5. Menyusun teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan memberi dan meminta informasi terkait narrative text dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mengidentifikasi makna dalam teks narrative.
2. Mengidentifikasi langkah-langkah retorika dalam wacana.

3. TUJUAN PEMBELAJARAN

1. Sikap spiritual
 - Siswa dapat menunjukkan semangat mengikuti pembelajaran

- Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran
2. Sikap sosial
 - Siswa menunjukkan perilaku santun dan peduli dalam komunikasi interpersonal dengan guru dan teman
 3. Pengetahuan
 - Siswa dapat mengidentifikasi dan mengetahui ciri-ciri generic structure dari writing narrative text
 - Siswa dapat menyusun paragraf writing narrative text.

D. MATERI PEMBELAJARAN

Sentence types or commonly called clause types. There are four types of English sentence, classified by their purpose:

- declarative sentence (statement)
- interrogative sentence (question)
- imperative sentence (command)
- exclamative sentence (exclamation)

1. Declarative Sentence (statement)

Declarative sentences make a statement. They tell us something. They give us information, and they normally end with a full-stop/period. Declarative sentences are the most common type of sentence.

The usual word order for the declarative sentence is:

- subject + verb...

Declarative sentences can be positive or negative. Look at these examples:

Positive	Negative
I like coffe	I do not like coffee
We watch TV this morning	We did not watch TV this morning

E. METODE PEMBELAJARAN / TEKNIK

Metode pembelajaran: Project-based learning

F. MEDIA/ALAT, BAHAN DAN SUMBER BELAJAR

1. Media/alat: papan tulis, spidol
2. Sumber Belajar: Buku paket Bahasa Inggris

3. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan Awal 5 menit

- Greeting/ memberi salam dan menanyakan kabar kepada siswa
- Memeriksa students attendance list
- Menanyakan kembali materi sebelumnya sebagai brainstorming

2. Kegiatan Inti 65 menit

- Mengkondisikan keadaan kelas agar proses belajar mengajar berjalan tertib dan kondusif
- Siswa dan guru mengadakan tanya jawab mengenai pengertian, ciri-ciri, pola dan struktur kalimat past tense

- Guru memberikan penjabaran instruksi pada siswa untuk menganalisis kegiatan/ kejadian yang terjadi atau dilakukan secara berulang-ulang dalam kehidupan sehari-hari
- Guru dan siswa bersama-sama menarik kesimpulan dari materi yang dijabarkan.

3. Kegiatan Penutup 10 menit

- Mengumpulkan lembar latihan writing narrative text
- Menyimpulkan dan mengevaluasi soal latihan writing narrative text secara bersama-sama
- Mengajak siswa berdoa bersama

4. PENILAIAN

Teknik : Test Tertulis

Bentuk : Essay

Instrument : Soal Essay Writing

STUDENTS' SCORES OF PRE-TEST AND POST-TEST

No	Name	Pre-Test	Post-Test
1.	Student 1	53	80
2.	Student 2	56	83
3.	Student 3	53	87
4.	Student 4	52	80
5.	Student 5	52	82
6.	Student 6	46	75
7.	Student 7	42	74
8.	Student 8	52	82
9.	Student 9	42	78
10.	Student 10	45	75
11.	Student 11	42	79
12.	Student 12	57	79
13.	Student 13	45	81
14.	Student 14	67	84
15.	Student 15	50	78
16.	Student 16	52	77
17.	Student 17	56	72
18.	Student 18	44	82
19.	Student 19	57	83
20.	Student 20	60	87
21.	Student 21	47	60
22.	Student 22	58	75
23.	Student 23	55	73
24.	Student 24	56	81
25.	Student 25	44	78
	Mean	51.32	78.60

DOCUMENTATION

PRE-TEST



TREATMENT





POST-TEST





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Website: www.uinfasbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor: ~~0478~~ /Un.23/F.II/PP.00.9/01/2022

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiwa/NIM	Prodi	Judul
1	Dr. Syamsul Rizal, M.Pd 196901291999031001	PI	Tri Melti 1811230014	TBI	The Effect of Project Based Learning on Students' Writing Ability
2	Valisneria Utami, M.Ed 198903232019032010	PII			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 26 Januari 2022

Dekan,


Mus Mulyadi



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Website: www.uinfasbengkulu.ac.id

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Tri Melti, Nim: 1811230114 yang berjudul "THE EFFECT OF PROJECT-BASED LEARNING ON STUDENTS' WRITING ABILITY". Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jumat, 20 Mei 2022


Pukul : 08.00 s/d selesai

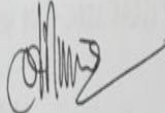
Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, Mei 2022

Penyeminar I

Penyeminar II


Dr. Syamsul Rizal, M.Pd
NIP. 196901291999031001



Anita, M.Hum
NIP.199008142019032010



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Website: www.uinfasbengkulu.ac.id

Nomor : 2578 / Un.23/F.II/TL.00/06/2022
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

6 Juni 2022

Kepada Yth,
MAS PP Hidayatul Qomariyah Bengkulu
Di -
Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

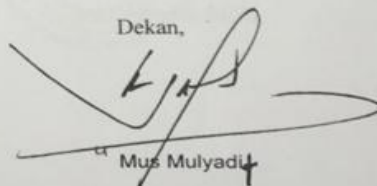
Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul **"THE EFFECT OF PROJECT-BASED LEARNING ON STUDENTS' WRITING ABILITY (A Quasi-Experimental AT The Eleventh Grade Of MAS PP Hidayatul Qumariyah Bengkulu In Academic Year 2021/2022)"**.

Nama : Tri Melti
NIM : 1811230114
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : MAS PP Hidayatul Qomariyah Bengkulu
Waktu Penelitian : 6 Juni s/d 18 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,



Mus Mulyadi



المعهد الإسلامي السلفي هداية القومية

PONDOK PESANTREN HIDAYATUL QOMARIYAH

MADRASAH ALIYAH (MA) PPHQ

Jln. Sukamaju Padang Sorai Kampung Molayu Kota Bengkulu

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 186/MA/PPHQ/VIII/2022

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Swasta PP Hidayatul Qomarivah, menerangkan bahwa :

Nama : Tri Melti
NIM : 1811230114
Fakultas : Tarbiyah dan Tadris
Program Studi : Tadris Bahasa Inggris

Dengan ini menyatakan yang sesungguhnya bahwa nama mahasiswa tersebut diatas **BENAR** telah melaksanakan penelitian di Madrasah Aliyah Swasta PP Hidayatul Qomariyah dengan judul "The Effect of Project-Based Learning on Students' Writing Ability"

Demikian surat keterangan ini kami buat untuk dipergunakan oleh yang bersangkutan sebagaimana mestinya.

Bengkulu, 18 Juli 2022

Kepala Madrasah





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SURAT TUGAS
DEKAN FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU
Nomor : 1917/Un.23/F.II/PP.00.9/03/2022

Tentang

Penetapan Dosen Penguji

komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Mahasiswa : Tri Melti
: 1811230014
Jur./Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indikator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

PENGUJI	ASPEK	INDIKATOR
Abdul Azis Bin Mustamin, M.Pd.I	Kompetensi UIN	a. Kemampuan membaca alqur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad- Dhuha s/d An-Nas)
Risnawati, M.Pd	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TEFL, LTR, ESP, CMD
Dr.Edi Ansyah, M.Pd	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

terlepas pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.

2. Pelaksanaan ujian dimulai paling lambat 1 (satu) minggu setelah diterimanya SK Pembimbing dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan

3. Nilai ujian komprehensif adalah 60 s/d 100

4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS

5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)

Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Bengkulu, 23 Maret 2022
Dekan,

Mas Mulyadi

Wakil Rektor 1





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Website www.uinfasbengkulu.ac.id

Nomor : 9201 /Un.23/F.II/PP.00.9/07/2022

Bengkulu, 27 Juli 2022

Lamp. :-

Perihal : Ujian Skripsi

Kepada Yth.

1. Dr.Hj.Asiyah, M.Pd (Ketua)
2. Heny Friantary, M.Pd (Sekretaris)
3. Feny Martina, M.Pd (Penguji Utama)
4. Endang Haryanto, M.Pd (Penguji II)

di-

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Kamis, 28 Juli 2022

Tempat : Ruang Munaqasah Jurusan Tarbiyah Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Yesa Restika 1811230126	08.00-08.50 WIB	The Effectiveness of Techniques Clustering on Student Writing Ability of Descriptive Text
2	Tri Melti 1811230114	08.50-09.40 WIB	The Effect of Project-Based Learning on Students' Writing Ability
3	Nevy Nuristi Oktaviani 1811230124	09.40-10.30 WIB	Comparison of Tenth Grade Learning Outcomes in English Speaking Skills in Rural and Urban Schools (A Study at Senior High Schools in Bengkulu Province)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,


Mus Muljadi



KEMETERIAN AGAMA REPUBLIK INDONESIA
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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Tri Melti
NIM : 1811230114
Jurusan : Bahasa
Program Studi : Bahasa Inggris

Pembimbing II : Valisneria Utami, M.Ed
Judul Skripsi : The Effect of Project
Based Learning on
Students' Writing Ability

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	Rabu, 09-02-2022			f
2.	Jumat, 4 Maret 2022	- chapter I - chapter II - chapter III	Major revision on these three chapter	f
3.	Senin, 19 Maret 2022	Chapter I - III	Revised as suggested	f.
4.	Senin, 21 Maret 2022.	ACC Seminar proposal	ACC	f.

Bengkulu, 21/3 /2022

Mengetahui,
Dekan



Muhammad Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing II

Valisneria Utami, M.Ed
NIP. 198903232019032010



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nama Mahasiswa : Tri Melti
NIM : 1811230114
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

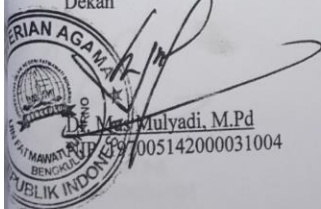
Pembimbing I : Dr. Syamsul Rizal M, Pd
Judul Skripsi : *The Effect Of Student
Project-Based Learning
On Students' Writing Ability*

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1	Rabu, 23 Maret 2022	Indicator of Writing	Cevik	G
2	Jumat, 1 April 2022	Pisahkan Instrumen dan Technique Collecting Data	Ruisa	Y
3	5/4/2022	Unprint-in	Au	g

Bengkulu, 5/4/2022

Pembimbing I

Mengetahui,
Dekan



M. Mulyadi, M.Pd
NIP. 7005142000031004

mmr
Dr. Syamsul Rizal, M.Pd
NIP. 196901291999031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Website: www.uinbengkulu.ac.id

KARTU BIMBINGAN SKRIPSI

Nama : TRI MELTI Pembimbing I/II : Valisneria Utami, M.Ed
NPM : 181230119 Judul Skripsi : The Effect of Project-Based Learning
on Students' Writing Ability
Jurusan : BAHASA INGGRIS
Fakultas : TADRIS BAHASA INGGRIS

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
8 Juli 2022	Chapter, 3, 4, dan 5	<ul style="list-style-type: none">- Chapter 3 some points need to be revised- Chapter 4 part discussion needs more elaboration- APA reference- Chapter 5 revised.	
11 Juli 2022	Chapter, 3, 4, dan 5	<ul style="list-style-type: none">- Minor Revision- ACC untuk sidang magang	

Bengkulu, 11 July 2022
Pembimbing I/II

Mengetahui
dan

Mulyadi, M.Pd
197005142000031004

Valisneria Utami, M.Ed
NIP. 19890323 201903200



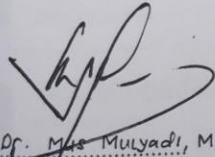
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Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : TRI MELTI Pembimbing I/II : Dr. Samsul Rizal, M.Pd...
NIM : 181123014 Judul Skripsi : The Effect of Project-Based
Jurusan : BAHASA INGGRIS Learning on Students' Writing Ability.....
Program Studi : TADRIS BAHASA INGGRIS

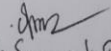
No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	14 July, 2022	Chapter II	Improvement Conceptual Framework	✓
2	18 July, 2022	Chapter II	Add Previous Study using time-series design	✓
3	Rabu, 20 July 2022	Chapter III	Add Previous reference using time-series design Journal / thesis Research Procedure	✓
4	Kamis, 21 July, 2022		Reference and Complete Appendices	✓
5	July 23, 2022	chapter I-V	AK	✓

Mengetahui,
Dekan


Dr. M. Mulyadi, M.Pd
NIP. 197005192000031009

Bengkulu, July 23, 2022

Pembimbing I/II


Dr. Samsul Rizal
NIP. 196901291999031001

26/07 2022
Hanura Febriani

Cek turnitin Tri Melti_TBI

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NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Jum'at / 18-05-22	06.00	Engha Rama Rani	161230111	Students lexical mastery of connotation and their reading comprehension	<i>[Signature]</i>
2	Jum'at / 18-05-22		Dani Herlita	1611230129	The effectiveness of using Scramble method to improve reading comprehension	<i>[Signature]</i>
3	Jum'at / 18-05-22		Amassyah	1711230103	The use clustering technique to improve students' skill in writing descriptive text	<i>[Signature]</i>
4	Jum'at / 18-05-22		Vera Kurnia Ulali	161230079	An Analysis of students' ability in answering higher order thinking skill questions	<i>[Signature]</i>
5	Jum'at / 18-05-22		Yess Restina	161230126	The effect of Pantomime Game in improving EFL student's speaking ability	<i>[Signature]</i>
6	Jum'at / 18-05-22					