

LAMPIRAN 1

**SCHEDULE OF THE RESEARCH
CLASS X A Teknik Otomotif**

Time	Date	Note
07.45 a.m until 09.15 a.m.	Wednesday, February 10 th , 2016	Giving material
12.15 a.m until 13.45 a.m.	Friday, February 12 th , 2016	Test in Cycle 1
07.45 a.m until 09.15a.m.	Wednesday, February 17 th , 2016	Giving material
12.15 a.m until 13.45 a.m.	Friday, February 19 th , 2016	Test in Cycle 2

English teacher

HANA SETYAWATI
NIM 11331601

DAFTAR HADIR SISWA
 SMK DARUL FIKRI BRINGIN KAUMAN PONOROGO
 TAHUNPELAJARAN 2015/2016

KELAS : X (SEPULUH) A

PROGRAM K : TEKNIK OTOMOTIF

NO	NAMA	DATE			
		Wednesday,10-02-2016	Friday,12-02-2016	Wednesday,17-02-2016	Friday,19-02-2016
1	ARIS SETIAWAN	√	√	√	√
2	ARIS YOGI.A	√	√	√	√
3	DIMAS ARI.V	√	√	√	√
4	EDO ANGGARA .P	√	√	√	√
5	FEBRIYANTORY	√	√	√	√
6	FRENDI BAYU.A	√	√	√	√
7	FAHMY.J	√	√	√	√
8	GALANG TIRTA.E	√	√	√	√
9	HAVID PURNAMA	√	√	√	√
10	IQBAL SELO.S	√	√	√	√
11	IBNU ARY.M	√	√	√	√
12	IBRAHIM TOHIR	√	√	√	√
13	IRWAN.S	√	√	√	√
14	M.LATIF.N	√	√	√	√
15	M.SYAFI'I	√	√	√	√
16	M.BAYU AL FAUZI	√	√	√	√
17	SANDI PRATAMA	√	√	√	√
18	YOGA MEGA.M	√	√	√	√
19	ZAINAL ARIFIN	√	√	√	√
20	ZAINUN.M	√	√	√	√
21	M.IMAM FAUZI	√	√	√	√

PONOROGO, 10th-19th FEBRUARY 2016

RESEARCHER

HANA SETAYAWATI

LAMPIRAN 2**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)****CYCLE I**

Nama Sekolah	: SMK DARUL FIKRI BRINGIN PONOROGO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X / 2
Alokasi Waktu	: 4 x 45 menit (2x pertemuan)
Topik Pembelajaran	: Report Text

A. Standar Kompetensi**Menulis**

Memahami makna teks monolog/esai pendek sangat sederhana yang berbentuk *report*, secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengalaman yang dialami di sini dan saat ini.) dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.
2. Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *reports text*.

Indikator

1. Mengidentifikasi langkah-langkah retorika dalam wacana: *report*.
2. Siswa mampu membedakan *reports text* dengan jenis text yang lainnya.
3. Siswa mampu menulis sebuah contoh sederhana dari *reports text*.
4. Menghasilkan teks berbentuk Report

C. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu mengidentifikasi langkah-langkah retorika (definisi, social function, generic structure, language features) dari *Reports text*.
2. Siswa mampu membedakan *reports text* dengan jenis text yang lainnya.
3. Siswa mampu menulis sebuah contoh sederhana dari *reports text*.

Nilai Karakter

1. Kejujuran
2. Sopan santun
3. Menghargai pendapat orang lain

D. Materi Pokok

Definition of Reports Text:

Report Text is a type of document written by someone or group of people to announce the result of an investigation or announce something to the proper authorities. The information given in a report text is very general information.

The General Characteristics of a Report Text :

The characteristics of a report text can be seen from its generic structures and linguistic features. Those characteristics will be explained below.

Social fuction of a Report text :

The purpose of a report text is to present information about something generally. It generally describes the way things are with reference to arrange of natural, manmade and social phenomenon in our environment, such as: mammals, the planets, rocks, plants, countries of region, cultures, transportations, and so on .

Generic Structures of Report Text :

- Title :A title of a report text indicates the topic of the text and it is a very general thing.
- General Classification :A general classification is a part that state classification of general aspect of things, such as: animals, public places, plants, etc. It will be discussed in general.
- Description:This part gives describing of the things which will be discussed in detail, in terms of: parts (and their function), qualities, habits and behavior.

The Example of Report Text about Bad Luck Day

BAD LUCK DAY

I was very irritated today. Today was not like yesterday. My days were filled with many problems. This morning when I wanted to go to school, I was splashed of water from a speeding car. So it made almost all my pants and my uniform wet. Because of that incident, I had to go home to change my uniform.

After changing my uniform, I went back to school in a hurry. Unfortunately, I was late. That was my first experience coming late for school. Usually, I always arrive on time. I had to wait in the BK room. There, I was scolded by Mrs. Marlina, my BK teacher. Because I was wrong I could only apologize to him. And then, I allowed back into my classroom.

I guessed my misfortune was over there. However, the problem came again. I did not bring my wallet. It was left in my wet pants at home. As a result, I was hungry that day because I cannot buy some snack. Luckily, I have good friends. They lent me some money.

As a result of the incident at school today, I was not enthusiastic at home. I want to sleep early tonight and forget about all that had happened to me today. Until now I am little bit annoyed and intrigued by people who drove a blue car this morning. Because of him/ her, I was on a bad day today. Arghhhh

Metode Pembelajaran/Teknik:

Writing In The here And Now strategy

E. Langkah-langkah Kegiatan Pembelajaran Pertemuan ke I

Kegiatan Awal (10')

- Salam
- Perkenalan
- Absensi siswa
- Memberi motivasi
- Menunjukkan tujuan pembelajaran
- Menyalakan LCD

Kegiatan Inti (70')

- Guru menjelaskan materi tentang teks Reports (defines fungsi dan generic strukturnya)
- Guru mengenalkan dan menjelaskan tentang strategi In The Here And Now kepada siswa
- Guru mengajak siswa bercerita tentang masalah-masalah yang mereka alami dalam kehidupan sehari-sehari, karena secara tidak langsung sudah mengarahkan mereka dalam melaporkan sesuatu hal sebelum menjelaskan langsung tentang reports text. (*engagement*)
- Guru meminta siswa untuk membuat teks sederhana Reports menggunakan metode In The Here And Now Strategy berdasarkan pengalaman siswa yang dialami di sini dan saat ini.

Penutup (10')

- Guru mengadakan sesi tanya jawab tentang kesulitan siswa.
- Guru review tentang materi yang telah disampaikan

- Memberi motivasi

Pertemuan II

Kegiatan Awal (10')

- Salam
- Absensi siswa
- Memberi motivasi
- Menunjukkan tujuan pembelajaran

Eksplorasi

- Guru mengulas kembali materi tentang Report teks yang menggunakan metode In The Here And Now yang telah diberikan pada pertemuan sebelumnya dengan cara memberikan pertanyaan lisan pada siswa.
- Guru menjelaskan kembali materi Reports teks.

Elaborasi

- Guru meminta siswa mengerjakan tes tulis sederhana berdasarkan pengalaman yang di alami siswa di sini dan saat ini.
- Guru meminta hasil kerja siswa.

Konfirmasi

- Guru memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Guru memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa.
- Guru memberikan refleksi untuk memperoleh pengalaman belajar yang sudah di lakukan.
- Guru memotivasi siswa yang kurang dan belum bisa mengikuti dalam materi Reports teks.

Penutup(10')

- Guru menyimpulkan materi yang telah dibahas
- Guru menyuruh siswa untuk mengumpulkan hasil kerja siswa
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- Guru menutup proses belajar mengajar dengan salam

G. Media/ Sumber Belajar

- Strategy In The Here And Now
- [http://www.merriam-webster.com/dictionary/here and now](http://www.merriam-webster.com/dictionary/here%20and%20now)
- Spidol
- White board
- Kamus

H. Pedoman penilaian

Teknik Penilaian dan Bentuk Instrumen

- a. Teknik Penilaian
Tes Tulis
- b. Bentuk
Menulis Kalimat/ esai
- c. Instrument
Terlampir (Soal, Pedoman Penilaian, Rubrik Penilaian)

TASK IN MEETING CYCLE I !

1. Make Reports text which describes about your Sad Experience In The Here And Now !

Instrumen Assessment

1. Rubrik Penilaian Menulis

Aspect	Criteria		Score
Content	Excellent to very good	knowledgeable – substantive – etc.	30 – 27
	Good to average	some knowledge of subject – adequate range – etc.	26 – 22
	Fair to poor	limited knowledge of subject – little substance – etc.	21 – 17
	Very poor	does not show knowledge of subject – non substantive – etc.	16 – 13
Organization	Excellent to very good	fluent expression – ideas clearly stated – etc.	20 – 18
	Good to average	somewhat choppy – loosely organized but main ideas stand out – etc.	17 – 14
	Fair to poor	non fluent – ideas confused or disconnected – etc.	13 – 10
	Very poor	does not communicate – no organization – etc.	9 – 7
Vocabulary	Excellent to very good	sophisticated range – effective word/idiom choice and usage – etc.	20 – 18
	Good to average	adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.	17 – 14
	Fair to poor	limited range – frequent errors of word/idiom form, choice, usage – etc.	13 – 10
	Very poor	essentially translation – little knowledge of English vocabulary.	9 – 7
Language use	Excellent to very good	effective complex constructions – etc.	25 – 22
	Good to average	effective but simple construction – etc.	21 – 19
	Fair to poor	major problems insimple/complex constructions – etc.	17 – 11

	Very poor	virtually no mastery of sentence construction rules – etc.	10 – 5
Mechanics	Excellent to very good	demonstrates mastery of convention – etc.	5
	Good to average	occasional errors of spelling, punctuation – etc.	4
	Fair to poor	frequent errors of spelling, punctuation, capitalization – etc.	3
	Very poor	no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.	2

The result of the test is then classified into categories of extremely good, good, fair, low, and extremely low.

The score classifications are:

- 0 – 44 = E / Extremely low
- 45 – 59 = D / Low
- 60 – 74 = C / Fair
- 75 – 89 = B / Good
- 90 – 100 = A / Extremely Good

The researcher also uses this formula below to find the main score

Note :

$$\bar{x} = \frac{\sum x}{n}$$

\bar{x} = The mean score

$\sum x$ = The sum of all students score

n = The number of the students

Ponorogo,.....2015

Guru Bahasa Inggris

Praktikan

NUR CHABIBAH, S.Pd

HANA SETYAWATI

NIM 11331601

Mengetahui

Kepala Sekolah

SUTIKNO.ST

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE II

Nama Sekolah : SMK DARUL FIKRI BRINGIN PONOROGO
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 2
Alokasi Waktu : 4 x 45 menit (2x pertemuan)
Topik Pembelajaran : Report Text

F. Standar Kompetensi Menulis

Memahami makna teks monolog/esai pendek yang berbentuk *report*, secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari.

G. Kompetensi Dasar

3. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengalaman yang dialami di sini dan saat ini.) dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.
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Indikator

5. Mengidentifikasi langkah-langkah retorika dalam wacana: *report*.
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7. Siswa mampu menulis sebuah contoh sederhana dari reports text.
8. Menghasilkan teks berbentuk Report

H. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat :

4. Siswa mampu mengidentifikasi langkah-langkah retorika (definisi, social function, generic structure, language features) dari Reports text.
5. Siswa mampu membedakan reports text dengan jenis text yang lainnya.
6. Siswa mampu menulis sebuah contoh sederhana dari reports text.

Nilai Karakter

4. Kejujuran
5. Sopan santun
6. Menghargai pendapat orang lain

I. Materi Pokok

Definition of Reports Text:

Report Text is a type of document written by someone or group of people to announce the result of an investigation or announce something to the proper authorities. The information given in a report text is very general information.

The General Characteristics of a Report Text :

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Social fuction of a Report text :

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Generic Structures of Report Text :

- **Title** :A title of a report text indicates the topic of the text and it is a very general thing.
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- **Description**:This part gives describing of the things which will be discussed in detail, in terms of: parts (and their function), qualities, habits and behavior.

J. Metode Pembelajaran/Teknik:

Writing In The here And Now strategy

K. Langkah-langkah Kegiatan Pembelajaran Pertemuan ke III

Kegiatan Awal (10')

- Salam
- Absen siswa
- Memberi motivasi
- Menunjukkan tujuan pembelajaran

Kegiatan Inti (70')

- Guru menjelaskan materi tentang teks Reports (definisi fungsi dan generic strukturnya)

- Guru mengenalkan dan menjelaskan tentang strategi In The Here And Now kepada siswa
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- Guru meminta siswa untuk membuat teks sederhana Reports menggunakan metode In The Here And Now Strategy berdasarkan pengalaman siswa yang dialami di sini dan saat ini.

Penutup (10')

- Guru mengadakan sesi tanya jawab tentang kesulitan siswa.
- Guru review tentang materi yang telah disampaikan
- Memberi motivasi

Pertemuan IV

Kegiatan Awal (10')

- Salam
- Absensi siswa
- Menunjukkan tujuan pembelajaran
- Memberi motivasi

Eksplorasi

- Guru mengulas kembali materi tentang Report teks yang menggunakan metode In The Here And Now yang telah diberikan pada pertemuan sebelumnya dengan cara memberikan pertanyaan lisan pada siswa.
- Guru menjelaskan kembali materi Reports teks.

Elaborasi

- Guru meminta siswa mengerjakan tes tulis sederhana berdasarkan pengalaman yang di alami siswa di sini dan saat ini
- Guru meminta hasil kerja siswa.

Konfirmasi

- Guru memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
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J. Pedoman penilaian

Teknik Penilaian dan Bentuk Instrumen

d. Teknik Penilaian

Tes Tulis

e. Bentuk

Menulis Kalimat / esai

f. Instrument

Terlampir (Soal, Pedoman Penilaian, Rubrik Penilaian)

TASK IN CYCLE II !

1. Make Reports text which describes about your Beautiful Experience In The Here And Now !

Instrumen Assessment

2. Rubrik Penilaian Menulis Rubrik Penilaian Menulis

Aspect	Criteria		Score
Content	Excellent to very good	knowledgeable – substantive – etc.	30 – 27
	Good to average	some knowledge of subject – adequate range – etc.	26 – 22
	Fair to poor	limited knowledge of subject – little substance – etc.	21 – 17
	Very poor	does not show knowledge of subject – non	16 – 13

		substantive – etc.	
Organization	Excellent to very good	fluent expression – ideas clearly stated – etc.	20 – 18
	Good to average	somewhat choppy – loosely organized but main ideas stand out – etc.	17 – 14
	Fair to poor	non fluent – ideas confused or disconnected – etc.	13 – 10
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$\sum x$ = The sum of all students score

n = The number of the students

Ponorogo,.....2015

Guru Bahasa Inggris

Praktikan

NUR CHABIBAH, S.Pd

HANA SETYAWATI

NIM 11331601

Mengetahui

Kepala Sekolah

SUTIKNO,ST

LAMPIRAN 3

OBSERVATION CHECKLIST 1

No	Indicators	Category/Score			
		4	3	2	1
1	The students interaction with the teacher			√	
2	The students are active in teaching and learning process			√	
3	The students ask the teacher about lesson material		√		
4	The students can finish task on time		√		
5	The students give attention when the teacher explains lesson material			√	
6	The students are active in writing in The Here And now Strategy		√		
7	The students are interested in learning writing using In The Here And Now Strategy		√		
Total			4	3	
Score Total			12	6	

Note:

A: ALWAYS = SCORE 4

O: OFTEN = SCORE 3

S: SOMETIME = SCORE 2

R: RARELY = SCORE 1

Ponorogo, February 12th, 2016

English Teacher

NUR CHABIBAH

OBSERVATION CHECKLIST 2

No	Indicators	Category/Score			
		4	3	2	1
1	The students interaction with the teacher	√			
2	The students are active in teaching and learning process		√		
3	The students ask the teacher about lesson material		√		
4	The students can finish task on time		√		
5	The students give attention when the teacher explains lesson material	√			
6	The students are active in writing in The Here And now Strategy		√		
7	The students are interested in learning writing using In The Here And Now Strategy		√		
Total		2	5		
Score Total		8	15		

Note:

A: ALWAYS = SCORE 4

O: OFTEN = SCORE 3

S: SOMETIME = SCORE 2

R: RARELY = SCORE 1

Ponorogo, February 19th, 2016

English Teacher

NUR CHABIBAH

Table 4.2 Result of Questionnaire in Cycle 1

No	Name	Items							
		1	2	3	4	5	6	7	8
1	AS	√	√	√	√	√	√	√	
2	AYA	√	√	√		√	√	√	
3	DAV				√				
4	EAP	√	√	√	√	√		√	
5	FT	√	√	√	√	√	√	√	
6	FBA		√	√			√	√	
7	FJA	√	√	√		√		√	
8	GTE	√			√	√			
9	HP	√	√	√	√			√	
10	ISS		√	√	√	√	√	√	
11	IAM		√		√	√	√	√	√
12	IT	√			√			√	
13	IS	√	√		√	√	√		
14	MLN		√	√	√	√	√	√	
15	MS	√	√	√			√		
16	MBAF	√	√	√	√	√		√	
17	SP		√			√	√	√	
18	YMM	√	√		√	√	√	√	
19	ZA	√		√	√		√	√	
20	ZM	√	√	√		√	√	√	
21	MIF		√	√	√		√		
	Total	14	18	14	15	14	14	16	1
	Maximum	21	21	21	21	21	21	21	21
	Percentage	66.6 %	85.71%	66.6%	71.42 %	66.6 %	66.6 %	76.19 %	4.76 %
	Percentage average	66.25 %							

Table 4.5 Result of Questionnaire II

No	Name	Items									
		1	2	3	4	5	6	7	8	9	10
1	AS	√	√	√	√	√	√	√	√	√	√
2	AYA		√	√	√			√		√	√
3	DAV	√	√	√	√	√	√	√	√	√	√
4	EAP	√	√	√	√	√			√		
5	FT		√	√	√	√	√	√	√	√	√
6	FBA	√	√	√	√	√	√		√	√	√
7	FJA	√	√	√		√	√	√	√	√	√
8	GTE	√		√	√		√	√	√	√	
9	HP	√	√	√	√	√	√	√	√	√	√
10	ISS			√		√	√	√	√	√	
11	IAM	√	√	√	√	√	√	√	√	√	√
12	IT	√		√	√	√	√	√	√	√	√
13	IS	√	√	√	√	√	√	√	√	√	
14	MLN	√	√	√	√		√	√	√	√	√
15	MS	√		√	√	√	√	√	√	√	√
16	MBAF	√	√	√	√	√	√	√	√	√	√
17	SP	√	√	√	√	√	√	√			
18	YMM	√	√	√	√		√	√	√	√	√
19	ZA	√	√	√	√	√	√	√	√	√	√
20	ZM	√	√	√	√	√	√	√	√	√	√
21	MIF	√		√		√	√		√	√	√
	Total	18	17	21	18	18	19	18	19	19	16
	Maximum	21	21	21	21	21	21	21	21	21	21
	Percentage	85.71%	80.95%	100%	85.71%	85.71%	90.47%	85.71%	90.47%	90.47%	76.19%
	Percentage Average	87.14%									

Table 4.3 The Result Of Students' Test 1

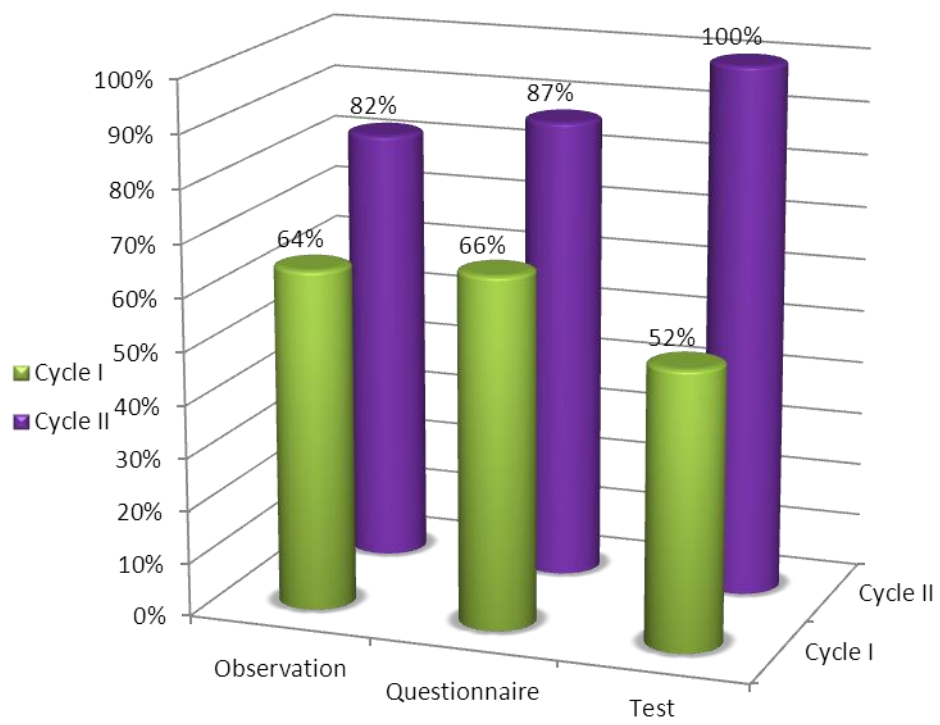
No	Name	Score					Total	Classification
		Content	Organization	Vocabulary	Language Use	Mechanics		
1	AS	21	15	16	16	3	71	Fail
2	AYA	22	17	17	16	4	76	Pass
3	DAV	25	17	18	21	4	85	Pass
4	EAP	23	17	17	20	4	77	Pass
5	FT	13	14	13	11	2	53	Fail
6	FBA	21	14	13	18	3	69	Fail
7	FJA	15	12	13	12	3	55	Fail
8	GTE	25	17	18	21	4	85	Pass
9	HP	21	18	19	17	4	79	Pass
10	ISS	20	15	15	19	3	72	Fail
11	IAM	18	16	10	15	3	52	Fail
12	IT	18	13	13	21	3	68	Fail
13	IS	23	17	14	19	4	77	Pass
14	MLN	21	15	16	19	4	75	Pass
15	MS	27	17	14	20	4	82	Pass
16	MBAF	21	13	18	17	4	74	Fail
17	SP	26	17	13	20	3	79	Pass
18	YMM	28	18	17	21	4	88	Pass
19	ZA	26	18	17	19	4	84	Pass
20	ZM	18	15	14	17	4	68	Fail
21	MIF	18	17	15	17	4	71	Fail
	Max Score						100	
	Average						52.38%	

Table 4. The Result Of students' Test 2

No	Name	Score					Total	Classification
		Content	Organization	Vocabulary	Language Use	Mechanics		
1	AS	20	18	20	19	4	81	Pass
2	AYA	26	17	15	20	4	82	Pass
3	DAV	26	20	20	20	4	90	Pass
4	EAP	27	20	19	20	4	90	Pass
5	FT	26	16	15	19	4	80	Pass
6	FBA	25	17	15	20	3	80	Pass
7	FJA	25	18	17	20	3	83	Pass
8	GTE	22	16	18	20	4	80	Pass
9	HP	25	17	18	21	4	85	Pass
10	ISS	24	20	16	18	4	82	Pass
11	IAM	21	18	19	20	4	84	Pass
12	IT	26	20	20	19	3	88	Pass
13	IS	26	18	17	17	3	83	Pass
14	MLN	22	16	19	19	3	80	Pass
15	MS	22	16	17	19	4	78	Pass
16	MBAF	22	16	19	18	3	80	Pass
17	SP	23	17	16	20	4	80	Pass
18	YMM	26	20	19	20	3	88	Pass
19	ZA	26	20	20	20	4	90	Pass
20	ZM	23	20	18	18	4	83	Pass
21	MIF	20	20	19	20	4	78	Pass
	Max Score						100	
	Average						100%	

LAMPIRAN 4

Chart 4.1 The Result of Observation, Questionnaire and Test



LAMPIRAN 5

Picture of Classroom Action Research











YAYASAN DARUL FIKRI PONOROGO

SMK DARUL FIKRI

Bringin Kauman Ponorogo

PO. BOX 102 63400 Ponorogo

Telp. 0352-484791 Faks. 0352-488245

SURAT KETERANGAN

Nomor : 421.5/4092/108.09/2016

Yang Bertanda Tangan dibawah ini, Kepala sekolah Sekolah SMK Darul Fikri Bringin Ponorogo, menerangkan bahwa :

Nama : **HANA SETYAWATI**
NIM : 11331601
Semester : IX (Sembilan)
Program Studi : Pendidikan Bahasa Inggris
Fakultas : FKIP Universitas Muhammadiyah Ponorogo

Mahasiswi tersebut benar-benar telah melaksanakan penelitian pada hari rabu, 10 Februari 2016 s.d Jum'at, 19 Februari 2016 di SMK Darul Fikri Bringin Kauman Ponorogo dengan judul **THE USE OF "WRITING IN THE HERE AND NOW" STRATEGY TO IMPROVE STUDENTS' WRITING ABILITY AT THE FIRST GRADE STUDENT OF SMK DARUL FIKRI IN ACADEMIC YEAR OF 2015/2016.**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Ponorogo, 26 Februari 2016

Kepala Sekolah



SUTIKNO, ST



UNIVERSITAS MUHAMMADIYAH PONOROGO
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(STATUS TERAKREDITASI)

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PONOROGO - 63471

BERITA ACARA PERSETUJUAN JUDUL

Telah disetujui tiga judul Skripsi oleh jurusan atas nama :

1. Nama : Hana Setyawati
2. NIM : 11331601
3. Jurusan : FKIP (Bahasa Inggris)
4. Judul Skripsi : _____

1. THE APPLICATION OF INQUIRY METHOD TO IMPROVE STUDENTS WRITING SKILLS AT THE FIRST GRADE STUDENTS OF SMK DARUL FIKRI BRINGIN PONOROGO IN THE ACADEMIC YEAR OF 2014/2015.

2. THE USE "WRITING IN THE HERE AND NOW" STRATEGY TO IMPROVE STUDENTS WRITING ABILITY AT THE FIRST GRADE STUDENTS OF SMK DARUL FIKRI BRINGIN PONOROGO IN THE ACADEMIC YEAR OF 2014/2015.

3. THE USE OF PAIRED STORY TELLING TECHNIQUE TO IMPROVE STUDENTS READING COMPREHENSION AT THE FIRST GRADE STUDENTS OF SMK DARUL FIKRI BRINGIN PONOROGO IN THE ACADEMIC YEAR OF 2014/2015.

Demikian judul Skripsi ini disetujui dengan maksud agar dapat dijadikan sebagai bahan pertimbangan bagi Bapak/Ibu pembimbing untuk menetapkan satu judul bagi Mahasiswa yang bersangkutan. Apabila dipandang perlu Bapak/Ibu Pembimbing dapat memerlukan penyempurnaan bahkan perubahan total atas sejumlah judul yang telah disetujui di atas.



Ponorogo, 20 January 2015
An. Dekan
Kaprosdi Bahasa Inggris,

NIKEN RETI INDRIASTUTI, SS
NIS. 044 0171



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BERITA ACARA CATATAN BIMBINGAN SKRIPSI

NAMA : Hana Setyawati
 NIM : 11331601
 JURUSAN : FKIP (Bahasa Inggris)

JUDULSKRIPSI :
THE USE "WRITING IN THE HERE AND NOW" STRATEGY TO IMPROVE STUDENTS
WRITING ABILITY AT THE FIRST GRADE STUDENTS OF SMK DARUL
FIKRI BRINGIN PONOROGO IN THE ACADEMIC YEAR 2014/2015

TAHUN/SMT : 2014/2015

PEMBIMBINGAN : II

Tanggal	Materi	Catatan	Paraf Dosen
23-02-15	Title	Ace	<i>[Signature]</i>
18-05-15	Proposal	Fee	<i>[Signature]</i>
	Chapter I	Revise	<i>[Signature]</i>
27-08-15	Chapter I	Revise - Ace	<i>[Signature]</i>
30-09-15	Chapter II	Revise	<i>[Signature]</i>
9-1-16	Chapter II	Revise - Ace	<i>[Signature]</i>
1-2-2016	Instrument	Revise - Ace	<i>[Signature]</i>
17-2-2016	Chapter II	Revise - Ace	<i>[Signature]</i>
	Chapter III	Revise	<i>[Signature]</i>
23-2-2016	Chapter III	Revise	<i>[Signature]</i>
1-3-2016	Chapter III	Revise - Ace	<i>[Signature]</i>
10-3-2016	Chapter IV & V	Revise	<i>[Signature]</i>
11-3-2016	Chapter IV & V	Revise - Ace	<i>[Signature]</i>
	General	Revise	<i>[Signature]</i>
12-3-2016	General	Revise	<i>[Signature]</i>
14-3-2016	General	Ace	<i>[Signature]</i>

Catatan : Warna Kuning Pembimbing I
 Warna Hijau Pembimbing II

Ponorogo,
 Pembimbing,

[Signature]
Siti Anisah



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BERITA ACARA CATATAN BIMBINGAN SKRIPS!

NAMA : Hana Setyawati
NIM : 11331601
JURUSAN : FKIP (Bahasa Inggris)
JUDULSKRIPS :

TAHUN/SMT : PEMBIMBINGAN :

Tanggal	Materi	Catatan	Paraf Dosen
12/11/16	bab IV & V	di keris	PL
13/3	Revisi umum		
14/5-16	—	LE	f

Catatan : Warna Kuning Pembimbing I
Warna Hijau Pembimbing II

Ponorogo,
Pembimbing,



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BERITA ACARA CATATAN BIMBINGAN SKRIPSI

NAMA : Hana Setyawati
 NIM : 11331601
 JURUSAN : FKIP (Bahasa Inggris)
 JUDULSKRIPSI :

THE USE "WRITING IN THE HERE AND NOW" STRATEGY TO IMPROVE
STUDENT'S WRITING ABILITY AT THE FIRST GRADE STUDENTS OF SMK
DARUL FIKRI BRINGIN PONOROGO IN THE ACADEMIC YEAR OF 2014/2015

TAHUN/SMT :

PEMBIMBINGAN :

Tanggal	Materi	Catatan	Paraf Dosen
11/5	proposal	al - start to write	
18/6 ¹⁵	chap I	Revisi - chap 1.	
11/7 ¹⁵	-	al	
16/15	chap II	Revisi	
12/9	chap II	al	
15/15	chap at.	Revisi	
11/12	-	RPP deskripsi	
16/15	-	12-16. al	
3/16	chap IV	- Revisi	
7/16	-	Revisi	
16/3	-	Revisi	
16/3	-	Revisi	

Catatan: Warna Kuning Pembimbing I
 Warna Hijau Pembimbing II

Ponorogo.
 Pembimbing,

