THE USE OF PAIRS CHECK TO IMPROVE STUDENTS’ WRITING SKILLS FOR THE EIGHTH GRADE STUDENTS OF MTs SUDIRMAN GETASAN IN THE ACADEMIC YEAR OF 2019/2020

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.)

By:

SILVIANA PUTRI NUGROHO

NIM. 23030150171

ENGLISH EDUCATION DEPARTEMEN
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
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2019
STATEMENT OF ORIGINALITY AND PUBLICATION'S WILLINGNESS

For myself who got a signature below:

Name : Silviana Putri Nugroho
Student's Number : 23030150171
Faculty : Teacher Training and Education Faculty
Program : English Education Department

The researcher fully declares that this graduating paper was made by the writer herself, and it is not contained the materials written or has been published by other people’s ideas. The materials and ideas from other in this graduating paper were cited scientifically. The writer be pleased this graduating paper to be published at e-repository IAIN Salatiga.

Salatiga, August 20th 2019

The researcher

[Signature]

Silviana Putri Nugroho

NIM. 23030150171
Salatiga, August 20th 2019

Dr. Setia Rini, M.Pd.
The Lecturer of English Education Department
State Institute for Islamic Studies (IAIN) Salatiga

ATTENTIVE CONSELOUR'S NOTE

Silviana Putri Nugroho

To the Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Silviana Putri Nugroho’s graduating paper entitled THE USE OF PAIRS CHECK TO IMPROVE STUDENTS’ WRITING SKILLS FOR THE EIGHTH GRADE STUDENTS OF MI Al SUDIRMAN GETASAN IN ACADEMIC YEAR 2019/2020, I have decided and would like to purpose that this paper can be accepted by the Teacher Training and Educational Faculty. I hope this graduating paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

[Signature]

Dr. Setia Rini, M.Pd.

NIP. 19750518 2003 12 2002
A GRADUATING PAPER

THE USE OF PAIRS CHECK TO IMPROVE STUDENTS’ WRITING SKILLS FOR THE EIGHTH GRADE STUDENTS OF MTs SUDIRMAN GETASAN IN THE ACADEMIC YEAR OF 2019/2020

WRITTEN BY:

SILVIANA PUTRI NUGROHO

NIM: 23030 15 0171

Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on Friday, September 6th 2019, and hereby considered to have completed the requirements for degree of Sarjana Pendidikan (S.Pd) in English Education.

Board of examiners

Head: Norwanto, S.Pd., M.Hum., Ph.D.
Secretary: Dr. Setia Rini, M.Pd.
First examiner: Flannung Triyoso, S.S., M.Hum., M.Ed.
Second examiner: Dra. Widayastuti, M.Pd.

Salatiga, September 6th 2019
Dean of Teacher Training and Education Faculty
MOTTO

If you are thankful toward Me, I will surely give you more

(Q.S. Ibrahim: 7)

The more grateful I am, the more beauty I see

-Proverb-
DEDICATION

I dedicate this graduating aper to:

- Allah SWT and Prophet Muhammad SAW who always bless me and listen to all my wishes.
- My beloved parents Sih Nugroho and Sutriyanti who always love and support me. Thank you very much for becoming heroes in my life.
- My beloved sister Reza Ayu Putri Nugroho thank you for your support.
- All of my best friends (Yunita, Silva, Anisha, Isna, Ninda, Tasya, Latifah, Maharani). Thank you for your motivation and support.
- All my friend of Forum Skripsi Mrs.Rini who always give me support.
- All crew of Pizza Hut Salatiga who always give me support.
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

Assalamu’alaikum Wr. Wb.

Alhamdulillahirrabbil’alamin, all praise are to Allah SWT the Most Gracious and the Most Merciful who always blesses and help the researcher so the researcher could be finished the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the researcher to the truth.

However, this paper would not be achieved without supports, guidance, advice, help, and encouragement from several people and institution. Hence, the researcher would like to express special thank to:

1. Prof Dr. Zakiyudin, M.Ag, the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Prof. Dr. Mansur, M.Ag, the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
3. Nurwanto, S.Pd., M.Hum., Ph.D., the Head of English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.
4. Dr. Setia Rini, M.Pd the counselor who has educated, supported, directed, and given the researcher advice, suggestions, and recommendations for this graduating paper from the beginning until end.
5. All lectures, especially the lecturers of the English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.

6. All of the staff of State Institute for Islamic Studies (IAIN) Salatiga. Who have helped the researcher in processing of graduating paper administration.


8. My beloved mother, father, and sister who always give me support, encouragement, finance, love, trust, advice, and everlasting praying. Allah always blesses you.

9. My friends in TBI 2015 especially TBH E keep on fire, we always together.

10. The big family of Mts Sudirman Getasan especially the VIII students in the academic year 2019/2020, thanks for your participation in the classroom.

Wassalamu 'alaikum Wr.Wb.

Salatiga, August 20th 2019

The Researcher:

Siyiana Putri Nugroho

NIM:23030 15 0171
ABSTRACT

Nugroho, Silviana Putri. 2019. The Use of Pairs Check to Improve Students’ Writing Skills for The Eighth Grade Students of MTs Sudirman Getasan in Academic Year 2019/2020. A Graduating Paper, English Education Department, Teacher Training and Education Faculty, State Institute for Islamic Studies (IAIN) Salatiga. Counselor: Dr. Setia Rini, M.Pd.

The objectives of study are: (1) To describe the implementation of Pairs Check in improving students’ writing skill for the Eighth Grade of MTs Sudirman Getasan in the academic year of 2019/2020. (2) To find out the extent of the use of Pairs Check improve students’ writing skill for the Eighth Grade of MTs Sudirman Getasan in the academic year of 2019/2020.

The methodology of this research was Classroom Action Research (CAR). The researcher consisted of two cycles and each cycle consisted of four steps, they were planning acting, observing, and reflecting. The subject of this research were 26 students of VIIIA class of MTs Sudirman Getasan. The data collected were qualitative but also supported by quantitative data. The qualitative data were gained through observation and documentation. The data were in the form field notes, observation checklist and photographs. Meanwhile, the quantitative data was collected from the test. The researcher used SPSS 16.00 for analyzing the test.

The result of this research shows that (1) the implementation-using pairs check to improve the eighth grade students’ skills in writing asking and giving information about a person capability sentence at MTs Sudirman Getasan is successful. The students who pass the passing grade improve gradually from the cycle I and the cycle II. The passing grade is 75. (2) the improvement of using pairs check in improving the students’ writing skills in writing asking and giving information about a person capability sentence is significant. It can be seen from the cycle I up to the cycle II. The result of the cycle I, the mean of post-test is higher than the mean of pre-test. The mean of post-test is 78.62 and pre-test are 49.90. In the cycle II, the mean of post-test is higher than the mean of pre-test. The mean of post-test are 81.75 and pre-test are 61.12. The result of T-test in cycle I is 11.944 and cycle II is 12.702. Moreover, the t-test in cycle II is bigger than t-test of the cycle I. From the result, the researcher concluded that using of pairs check can improve the eighth-grade students’ skills in writing asking and giving information about a person capability sentence at MTs Sudirman Getasan.

Keyword: writing, Pairs Check, asking and giving information about a person capability.
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CHAPTER I

INTRODUCTION

In this chapter, the researcher presented the background of the research, research questions, objectives of the research, significances of the research, hypothesis and success indicator, research methodology and graduating paper outline.

A. Background of The Study

Everybody knows that language can not be separated from human life. According to Verghese (2007:8), language is a signaling structure which uses vocal sounds and is based on man's ability to speak. People need language to communicate with others. By using language people can express their ideas and feeling. It can support them in learning all subjects. According to Sweet (1900:1), language is the expression of ideas by means of speech-sounds combined into sentences, this combination answered to that idea into thoughts.

People around the world recognize that English is the first International language. According to Crystal (1997:2), English is a global language, many people use English as a media of communication to interact with people in different countries. Today, English has become the most widely studied foreign language in the world. In Indonesia, English has become the first foreign language which was taught from Kindergarten level up to University.
There are four skills in English, such as speaking, listening, reading and writing. One of the most important basic skills in English language learning is writing. Based on Nunan (2003:88), writing is described by a series of contrast. It is a physical and a mental act, its purpose to express and impress. The definition can be explained as follows physical and mental mean that writing is physical action to pour some ideas to some media, while the same time out mental working to inventing ideas, thinking how to express into some words and arranging them into statements or paragraphs that able to be understood by the readers. Writing is produced in many different forms, so it can be used for a wide variety of purposes (Harmer, 2004:4).

Based on the interview on Friday, April 4th, 2019 with Mrs. Fitri Ariyani, the teacher of MTs Sudirman Getasan. The researcher asked some questions to the teacher. The first question was about the students' participation in the teaching and learning process. The teacher said that the students' participation was depended on their classes; there were active and passive classes.

The second question was about the most difficult skills, and the teacher said writing was the most problem that faced by the students in learning writing. The teacher stated that the students were rarely taught to write in English. They just did the assignment and discussed the answer together. In some cases, when the students were asked to write their writings were far from expectation. It caused they lack vocabularies and
they do not have many ideas to write. In addition, many students find out the difficulty when they asked to produce a simple sentence. Actually, students were expected to produce a good sentence with a correct structure, but they could not do it well. Many students were confused and no idea to write, for example, to write a sentence about asking and giving information about a person's capability. The third question was about the application of new learning methods. The teacher said that she used the discussion method in English learning and the results were quite good.

The fourth question was about the Minimum Passing Grade (KKM) of English subject and the Curriculum that was used for eighth-grade students of MTs Sudirman Getasan. The teacher said that the Minimum Passing Grade (KKM) of English subject was 75 and MTs Sudirman Getasan used curriculum 2013. The teacher said that so far only 50% of students could reach the Minimum Passing Grade (KKM).

The conclusion of the interview in term of the students’ difficulties in writing was the eighth-grade of MTs Sudirman Getasan. I got some problem faced by students in writing skill. The students cannot express their ideas into sentences. The students lack vocabulary and grammar. Besides, the students were not interested in writing an English sentence because the students have difficulty expressed their ideas into good sentences.

To figure out the problem, English teachers have to create an atmosphere in the class lively and enjoyable. The teacher has to be more
creative and innovative in choosing the materials and media which can make the learning writing more interesting. The researcher argued that pairs check as media to teach writing has potential in stimulating focus the students' understanding and teach how to work with other people.

Here, the researcher used asking and giving information about a person's capability in conducted Classroom Action Research. It was chosen because the materials is appropriate to the English learning syllabus for the eighth-grade of MTs Sudirman Getasan. The researcher used one class in the research process. There was a VIII A class with 26 students.

Based on the background, the researcher was interested in committing research under the title "THE USE OF PAIRS CHECK TO IMPROVE STUDENTS’ WRITING SKILLS FOR THE EIGHTH GRADE STUDENTS OF MTs SUDIRMAN GETASAN IN THE ACADEMIC YEAR 2019/2020". The researcher conducts a classroom action research to know that Pairs Check can improve students’ writing skills.

B. The Problem of The Study

Based on the background of the research, the researcher formulates the research questions as follows:

1. How is the implementation of Pairs Check in improving students' writing skills for the eighth-grade students of MTs Sudirman Getasan in the academic year 2019/2020?
2. To what extent does the use of *Pairs Check* improve students' writing skills for the eighth-grade students of MTs Sudirman Getasan in the academic year 2019/2020?

C. Objectives of The Study

Based on the formulation of the problem above, the aims of the study are mentioned below:

1. To describe the implementation of *Pairs Check* in improving students’ writing skill for the Eighth Grade of MTs Sudirman Getasan in the academic year of 2019/2020.

2. To find out the extent of the use of *Pairs Check* improve students’ writing skill for the Eighth Grade of MTs Sudirman Getasan in the academic year of 2019/2020.

D. Significances of The Study

The results of the research positively will present a contribution to English teaching and learning, they are:

1. Theoretical

   The result of the study can be used as the reference for those who want to conduct research in English teaching and learning process.
2. Practical

a. The Researcher

This study can be used as a reference for those who want to conduct research in English teaching to build students’ writing skill.

b. For the students

The finding of this study can improve writing skill through Pairs Check.

c. For the English Teacher

To improve the teaching-learning process, especially writing. This method also helps the teacher to explain the material.

E. Hypothesis and Success Indicator

Based on the interview with the English Teacher, the students have problems to write a sentence, developing idea, and lack of vocabulary. The research tried to overcome those problems by implementing Pairs Check in teaching writing skill. By conducting this research, the researcher proposed an action hypothesis: Using Pairs Check can improve students’ writing skills.

The success indicator of this research was taken from the students’ Basic Competences shown in Lesson Plan (RPP). The students’ success and failure in doing the activities in cycle I and cycle II will be assessed by referring to the criterion of the Minimum Passing Grade (KKM). The
Minimum Passing Grade (KKM) of the English lesson in MTs Sudirman Getasan was 75. The teacher and the researcher expect that there were at least 85% of the students who pass the passing grade.

F. Research Methodology

1. Research Design

This research has purposed to improve writing skill. So, this research can be categorized into classroom action research study (CAR). According to Creswell (2012:576), Action research has an applied focus, it has the aim to improve the practice of education by studying the problem that faces. The research used action research because the researcher wants to know the profile of writing skills and the result of using pairs check-in improving students' writing skill.

According to Kemmis and McTaggart (1988:14), action research is essentially a series of reflection and action. Kemmis and McTaggart proposed a spiral model comprising four steps: planning, acting, observing and reflecting. The figure for those steps is represented as below:

![Figure 1.1: The Spiral Model by Kemmis and Taggart](image-url)
The figure above shows a cycle of action and reflection. Each cycle has four steps: plan, action, observe, and reflect. Each one of these phases is validated by previous phase, and looks forward to the next. For example, the action phase was validated by the planning phase, and looks forward to the observation. The cycle can be begain at any stage, and does not stop after one cycle has been completed, but rather begins another one, hence it is a “spiral” rather than “cycle”.

a. Planning

According to Kusnandar (2008:71) planning is developing a critical action plan to improve what has happened. The classroom action research (CAR) plan should be structured and looked forward. In this step, the researcher needs to prepare the instruments to the learning process as follows:

a) Arranged a lesson plan according to the syllabus that had been used by the teacher during the learning process.

b) Developed learning activities.

c) Prepared learning source such as the material or books and instrument such as learning media.

d) Prepared pre-test, post-test and scoring rubric.

e) Prepared a research instrument.

b. Acting

After prepared plans, the researcher should implement action research as follow:
a) Giving pre-test
b) Giving an explanation about the material
c) Apply the Pairs Check in teaching
d) Giving post-test.

c. Observation

During the action, the researcher observed the teaching-learning process including the students' writing. The crucial things that to be focused on this stage were the improvement of using pairs check the students' responses to the material in the classroom and their writing products.

d. Reflection

The researcher makes a reflection and evaluation of the actions that are figured out. The focus one was on the improvement after implementing pairs check in teaching writing whether it is successful or not. If it had not been successful yet, another cycle should be continued.

2. The Subject of the Research

The subject of this study was the eighth grade students of MTs Sudirman Getasan in the academic year of 2018/2019. It consists of 32 students.
### Table 1.1 List of the Students’ Name of 8B Class MTs

Sudirman Getasan

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AF</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>AP</td>
<td>Female</td>
</tr>
<tr>
<td>3</td>
<td>APK</td>
<td>Male</td>
</tr>
<tr>
<td>4</td>
<td>AP</td>
<td>Male</td>
</tr>
<tr>
<td>5</td>
<td>AN</td>
<td>Female</td>
</tr>
<tr>
<td>6</td>
<td>AD</td>
<td>Female</td>
</tr>
<tr>
<td>7</td>
<td>BS</td>
<td>Male</td>
</tr>
<tr>
<td>8</td>
<td>EP</td>
<td>Male</td>
</tr>
<tr>
<td>9</td>
<td>EW</td>
<td>Male</td>
</tr>
<tr>
<td>10</td>
<td>EH</td>
<td>Male</td>
</tr>
<tr>
<td>11</td>
<td>FA</td>
<td>Male</td>
</tr>
<tr>
<td>12</td>
<td>JT</td>
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</tr>
<tr>
<td>13</td>
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<tr>
<td>15</td>
<td>MH</td>
<td>Male</td>
</tr>
<tr>
<td>16</td>
<td>MY</td>
<td>Male</td>
</tr>
<tr>
<td>17</td>
<td>NG</td>
<td>Female</td>
</tr>
<tr>
<td>18</td>
<td>NJ</td>
<td>Female</td>
</tr>
<tr>
<td>19</td>
<td>PR</td>
<td>Female</td>
</tr>
</tbody>
</table>
3. Steps of the Research

In conducting the research, the researcher carried out the steps summarized in the following research schedule. The research schedule was shown in table 1.2.

**Table 1.2 Research Schedule**

<table>
<thead>
<tr>
<th>No.</th>
<th>Date and time</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
</table>
| 1.  | April, 1st 2019 | -Meet the headmistress to ask permission for research.  
-Ask syllabus, lesson plan, programme of semester, and programme of annual to the English Teacher. | Principle’s room (09:00 WIB)  
Teacher room  
MTs Sudirman  
Getasan (11:00 WIB) |
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>April, 2(^{nd}) 2019</td>
<td>Giving observation the letter to the one of the administration staff at MTs Sudirman Getasan</td>
<td>Office staff MTs Sudirman Getasan (10:00)</td>
</tr>
<tr>
<td>3.</td>
<td>April, 4(^{th}) 2019</td>
<td>Interview with the English teacher in the Preliminary Study (Before Classroom Action Research)</td>
<td>Teacher room MTs Sudirman Getasan (10:00 WIB)</td>
</tr>
<tr>
<td>3.</td>
<td>July, 18(^{th}) 2019</td>
<td>Meet the English teacher to do a consultation the lesson plan</td>
<td>Teacher room MTs Sudirman Getasan (09:00)</td>
</tr>
<tr>
<td>4.</td>
<td>July, 25(^{th}) 2019</td>
<td>Doing action in the class (cycle 1) Pre-Test</td>
<td>In the classroom of VIII grade (10:10 WIB)</td>
</tr>
<tr>
<td>5.</td>
<td>July, 25(^{th}) 2019</td>
<td>Doing action in the class (cycle 1) Treatment</td>
<td>In the classroom of VIII grade (10:50 WIB)</td>
</tr>
<tr>
<td>6.</td>
<td>July, 26(^{th}) 2019</td>
<td>Doing action in the class (cycle 1) Treatment</td>
<td>In the classroom of VIII grade (07:15 WIB)</td>
</tr>
<tr>
<td>7.</td>
<td>July, 26(^{th}) 2019</td>
<td>Doing action in the class (cycle 1)</td>
<td>In the classroom of VIII grade</td>
</tr>
</tbody>
</table>
4. **The Technique of Data Collection and Research Instrument**

Data collecting was used to gather information. In this study the researcher used four data collection methods namely: interview, observation, tests, and documentation.

a. **Interview**

The interview is questions that addressed verbally to the informant who gives any information and in order to get an important explanation. In this study, the writer used the

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Activity Description</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>August 1&lt;sup&gt;st&lt;/sup&gt; 2019</td>
<td>Doing action in the class (cycle 2) Pre-Test</td>
<td>In the classroom of VIII grade (10:10 WIB)</td>
</tr>
<tr>
<td>9.</td>
<td>August 1&lt;sup&gt;st&lt;/sup&gt; 2019</td>
<td>Doing action in the class (cycle 2) Treatment</td>
<td>In the classroom of VIII grade (10:50 WIB)</td>
</tr>
<tr>
<td>10.</td>
<td>August 2&lt;sup&gt;nd&lt;/sup&gt; 2019</td>
<td>Doing action in the class (cycle 2) Treatment</td>
<td>In the classroom of VIII grade (07:15 WIB)</td>
</tr>
<tr>
<td>11.</td>
<td>August 2&lt;sup&gt;nd&lt;/sup&gt; 2019</td>
<td>Doing action in the class (cycle 2) Post-Test</td>
<td>In the classroom of VIII grade (07:50 WIB)</td>
</tr>
</tbody>
</table>
method to know the problem of writing skill by teacher and student.

b. Observation

Arikunto(2010:19) mentions that the observation focused on the activities of the research subject or objects involving all the five senses. This method was easily used to find concrete data.

In conducting action research, the researcher observed the learning process. The learning process was taught by the teacher, while the researcher only observed the teaching-learning process. The observation consists of two cycles. There was the cycle I and cycle II. The researcher used an observation checklist in order to make more systematic. The observation sheet consists of students' and teachers' observation checklist. The students' observation checklist as follows:

**Table 1.3 Students’ Observation Checklist**

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Asking question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Responding to question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Accomplish task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Being enthusiastic in writing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 1.4 Teacher’ Observation Checklist

<table>
<thead>
<tr>
<th>No.</th>
<th>The teachers’ activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking the students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Reminding previous material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Giving an explanation of the material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Use Pairs Check to teach a writing skill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Giving opportunity for asking the questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Help students’ difficulties during learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Giving feedback after the lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**c. Test**
To get the data, the researcher will give the students a test that consists of pre-test and post-test. Pre- and post-tests provide a useful approach for diagnosing strengths and weaknesses of classes.

a) Pre-test

A pre-test was given before the unit or lesson begins. Pre-test results can identify strengths and weaknesses of students. The purpose of the pre-test is to know how far the students' improvement in writing skills before using "pairs check" (without treatment)

b) Post-Test

A post-test is a test given after a teaching intervention. Post-tests data can provide helpful insights into student learning and the effectiveness of teaching strategies. The aim of post-test was to know the students' improvement in writing skills after using "pairs check" (using treatment).

d. Documentation

Documentation might take several forms, including (at the individual student level) curriculum materials, textbooks, instructional manipulative, attendance records,
test scores, previous grades, discipline records, cumulative folders, and (at the school or district level) attendance rates, retention rates, graduation rates, newspaper stories about school events, minutes from faculty or school board meetings, and standardized test scores perhaps disaggregated by grade level, gender, or ethnicity

5. Data Analysis

In analyzing data, the researcher used mixed methods to analyze the data (Creswell, 2012:16).

a. Qualitative Data

In analyzing qualitative data collected based on words from a small member of the individual, thus the participants' views are obtained and analyzed the data for description (Creswell, 2012:16). In this research, the data of the observation checklist is analyzed by qualitative.

b. Quantitative Data

In the other hand, quantitative technique data analysis was used to process the data. The quantitative data was processed by the teacher and the researcher to get the score of the students. The maximum score is 100. The process measurement based on:

1) Score the students’ test

There were three components in scoring writing, were content, language, and organisation. The researcher used an
analytical scoring rubric to analyze the data related to the students’ writing test.

2) Calculate the result of the test

After the scoring of students’ test, the researcher calculates the data using the t-test to determine there was a significant difference in cycle I and cycle II. This research used the Statistical Package for Social Science (SPSS) for analyzing the data. In practice, the researcher will use SPSS version 16.0. According to Landau and Everit (2003:1), said that SPSS is manipulating, analyzing and presenting data program which is used in the social and behavioral science.

G. Outline of The Paper

In this Chapter I section, the research described the content of each chapter. Introduction to the research, such as the background of the problem, formulation of the problem, objectives of the study, significance of the study, limitation of the study, definition of key terms and outline of the paper. Chapter II described the review that related writing, cooperative learning pairs check technique and improve students' writing skills using pairs check. The researcher used some references that support the study. Chapter III discussed the research method. It covers research method, data, and source, population, method of data collection, research procedure and technique of data analysis. Chapter IV presented the research finding and discussion. The researcher showed the result of the research and it includes
the analysis of how pairs to check strategy improve students' writing skills.

Chapter V, last part of the closure, contained conclusion and suggestion.

The last was there bibliography and appendix.
CHAPTER II

THEORITICAL FRAMEWORK

In this chapter consist of supporting theories and the review of previous research. Supporting theories describe some information related to writing, Pairs Check and Asking Capability.

H. Supporting Theories

1. Writing

   a. The definition of Writing

      According to Verghese (1989:71), The four basics English skills are listening, speaking, reading and writing. This basic skill should be mastered by English learners. In fact, the teacher aimed to develop four basics skills of the students’ ability to understand, to speak to read, to write and to listen. Richard (2002:303) stated that writing is the hardest English basic skill to learn by English learners. In addition, writing needs a lot of concentration in order to get a successful result.

   b. The genres of Writing

      According to Brown (2004:219), writing has three genres; academic writing, job-related writing, and personal writing. First, academic writing is writing work that is produced in a professional and institutional rule. The rules that must be followed in making these genres. The written form should have
a structured and must convey the point the direct way, for examples essays, journals, and dissertations. Second, job-related writing is writing works that are produced for the job field, for examples letters, memos, announcement, and message. The last personal writing is used for personal purposes such as greeting cards, poetry, and shopping list. There is a difference in academic writing because, in personal writing, the writer is easier to write and use their own words.

c. The process of Writing

Richard (2002:315) stated there are four cores of the stage of the writing process: planning, drafting, revising and editing. In making a good piece of writing, it has to be done in some stages.

1) Planning (Pre-writing)

Planning which is also called as pre-writing. Before starting to write, the students have to think and decide what the topic is they are going to write or type. In the word, pre-writing is an activity designed to help students generate or organize their ideas before writing (Richard, 2002:316).

2) Drafting

After the students have a list of ideas to the topic and doing the necessary pre-writing. The students ready for the next steps in the writing process that is drafting.
Richard (2002:317) argues that in this stage the writer focused on the fluency of writing and are not preoccupied with grammatical accuracy. The students write their ideas which they are going to write without paying attention to making mistakes.

3) Revising

Richard (2002:317) states that in this stage when students revise, they review their texts based on the feedback or revising from the teacher. Students reexamine what was written to see how effectively they have communicated their story.

4) Editing

The last stage of writing is editing. Editing is rechecking the result of writing. At this stage, language errors, such as grammar, spelling, punctuation, diction, sentence structure and accuracy have to be checked to arrange the final result for evaluation. In this stage, after getting the feedback from the teacher the students will edit their sentences into a good sentence.

2. Pairs Check

a. Definition of Pairs Check

According to Moersch (2008:5), Pairs Check is a strategy in which a team works in pairs to solve the problem. One
student's works on the problem while a second student become the coach. In the next step, each pair checks their work by checking with the other pair.

Wiesendanger (1992:408) also stated that pairs check technique can also be effectively implemented in writing. It is assumed that the use of pairs check technique in teaching writing gives many benefits to the students.

Then, Kagan (1992:135) stated that there are some advantages of pairs check technique. First, it gives the structure on how to work with other people. Second, the students have an opportunity to discuss their thought processes. Third, it can add a sense of security to one's ability to actually do the problems.

**b. Procedure of Pairs Check**

According to Kagan (1992:30), in Pairs Check strategy, although both partners think about the problem they take turns to monitor the work of each other. There are four steps of Pairs Check Strategy.

1) Student A solves a problem or carries out a procedure.

2) Student B watches carefully, asking questions at any point when the process is unclear.

3) Student A corrects the work, if necessary until both students are satisfied with their solution.
4) Students switch roles after a predetermined number of problems.

3. Asking for about a Person’s Capability

a. Definition of Asking Capability

According to Wachidah (2014:76), Asking capability is the spoken or write text to state and inquire about the ability and willingness to perform an action. The social function of asking capability is to show a personal attitude about the ability and willingness to do an action to others.

b. Form of the Asking Capability

According to Mustriana & Arini (2017:19), there is some structure of the text asking capability.

1) To state a person's capability in the present time, we use the modal ‘can’ or ‘is/am/are + able to’.

‘Can’ and ‘is/am/are + able to’ are followed by ‘verb base’.

Examples :

- My elder brother can ride a sports motorcycle.
- Frogs are able to live in water and on land.

2) To show that a person is not able to respond in the present time, we use ‘cannot’ or ‘is/am/are + not + able to’.

Examples :

- Noval cannot solve the puzzle.
**B. Review of the Previous Research**

There is some previous research which was used in this research. The research takes tenth previous researcher comparison.

The first research was conducted by Cahyanngtyas (2016). The objectives of the research are improving students writing skill using pair check method at the second grade of SMP Muhammadiyah 3 Jetis. The research was conducted in two cycles and used CAR research design. They were an English test, observation checklist, and a questionnaire. There is improvement result of the test from the first cycle until the second cycle, the average result is 68.8 at the first cycle and 80.57 in the second cycle. From the result of the test, it can be concluded that Pair Check Method success to improve students writing skill. Based on the observation checklist and questionnaire data in the first cycle and the second cycle, there are improvement averages of the score. The observation checklist in the first cycle the process got 62.5 %, in the
second cycle got 95.83 %, then the questionnaire in the first cycle got 77.55% and the second cycle got 82.1 %. It could be said that the students were interested and became active during the teaching and learning process using Pair Check Method. Finally, the researcher gives suggestions to the English teachers that they can use Pair Check Method as an alternative method in teaching writing.

The second was conducted by Nirmala (2011). The objectives of the research are the effectiveness of Pairs Check Activity to improve the students' skill in writing analytical exposition. The methodology of this research was an experimental study. The subject of the research was students of SMA Negeri 1 Pemalang. The researcher used five meetings for each class. One meeting was for pretest, three meetings were for treatments and one meeting for the post-test. The mean of the pre-test for the experimental group was 68,46 and 68,19 for the control group. After the two groups were given different treatments, the score of the two groups increased, in which mean of the experimental group was 79,22 and for the control group 75,73. The improvement of the group was 10,76 and 7,54 for the control group. Additionally, it can be concluded that pairs check activity was an effective technique to improve students' ability in writing analytical exposition.

The Third research conducted by Nuryati (2014). The objectives of this research were the influence of the application of the pairs check technique towards students' writing ability. The methodology of the
research was an experimental group. The subject of the research was students of SMA Catur Karya Tulang Bawang. In the experimental group, the treatment was given by using pairs check technique while the control group received traditional teaching. Data analysis was attempted using t-Test for two group design. The result indicated that p-value 1% = 2.04 and 5% = 2.75 while t-value 5.58. It means p-value is smaller than t-value. Hence, hypothesis testing showed that the null hypothesis was rejected and an alternative hypothesis was accepted. It means that pairs check technique can improve students’ writing ability.

The fourth research was conducted by Listianti (2017). The objectives of the research improving students writing skill in a descriptive text through think-pair-share strategy. The methodology of the research was Classroom Action Research (CAR). The subject of the research was students of MA Al Manar Tengaran. The researcher used two cycles. Each cycle consists of planning, action, observation, and reflection. From the result of the study which was conducted by the writer showed the finding shows that the t-test calculation from the result of pre-test in cycle was 52.36 and cycle II was 60.78. While the score of post-test in cycle I was 60 and cycle II was 71.31. It means that the use of Think-Pair-Share strategy can improve the students' writing skill in descriptive text.

The fifth research was conducted by Nurmayanti (2014). The objectives of the research were the use of pair composition method on students' descriptive writing skill. The methodology of this research was a
The use of pair composition can improve students’ writing skill.

The sixth research was conducted by Thresia (2017). The objectives of the research are improving students' writing ability through cue cards technique. The methodology of the research was a qualitative method. The subject of the research was students of physics academic year 2015/2016. The research was conducted in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The data were collected from the test (pretest and post test), observation. The result of this research can be seen from the average score of pre test (before treatment) was 61.86, in cycle 1 was 70.90 and in post test cycle 2 was 78. It means that the use of cue card technique can improve students' writing ability.

The seventh research was conducted by Yaqin (2018). The objectives of this research are improving students' writing skill in the descriptive text using the think-pair-share technique. The methodology of the research was Classroom Action Research (CAR). The subject of the research was students of MTs Darussalam Kemiri Subah Batang. The
students' average score after getting all of the treatment think-pair-share technique increased in line with the increase of the students' achievement in each cycle. Students' average score from the pre-cycle was 53.1, the first cycle was 77.9 and the second cycle was 81.5. Based on the result above, the use of think-pair-share can improve students' writing skills.

The eighth research was conducted by Rahmawati (2017). The objectives of this research are to enhance students' writing skills using think-pair-share. The methodology of the research was Classroom Action Research (CAR). The subject of the research was students of SMAN 1 Bojonegoro. After the implementation of think-pair-share, all students can accomplish the individual mastery, each student has to reach the average scores >70. Meanwhile, the cycle could be over if 85% of students achieved individual mastery. Based on the result, it means that the use of think-pair-share can improve students' writing skills.

The ninth research was conducted by Budiarta (2015). The objectives of the research are improving students' writing skill using the efficacy of think-pair-share with peer assessment and developing the character of the teacher candidates. The methodology of this research was Classroom Action Research (CAR). The subject of the research was students of the second semester of English Department, Faculty of Teacher Training and Education, Mahasaraswati Denpasar University. The progressing results of the test, pre-test, and post-test showed that the mean score of the subjects significantly increased. It clearly clarified that the
implementation of think-pair-share with peer assessment was effective to improve the subject' writing skill.

The tenth research was conducted by Marom (2016). The objectives of the research are improving the students' writing skill using the power of two strategies. The methodology of the research was Classroom Action Research(CAR). The subject of the research was students of SMPN 1 Jambesari Darussholah. The result showed that the students' average score in cycle one was 78 while in cycle two was 83. Beside 69.17% of the students were active in cycle one and 88.45% in cycle two. Based on the result, it means that the power of the two strategies can improve students' writing skills.

Compared to the previous researches above, this research has some differences from the previous ones. The researcher concluded that this study tried to applies in the class using Pairs Check strategy. The subject of the research in which researcher examines Pairs Check for the students of MTs Sudirman Getasan since there was no research has been conducted in MTs Sudirman Getasan dealing with the implementation of Pairs Check to teach English subject. Therefore, the objective of the research was to find out the improvement of students’ writing skills after using Pairs Check as media in teaching English subject.
CHAPTER III
IMPLEMENTATION OF RESEARCH

A. The Procedure of the Research

The researcher used the Classroom Action Research in collecting the data. There were four steps in one cycle for doing actions research those were planning, acting, observing, and reflecting. In this research, the researcher collaborated with the English teacher who teaches VIII B students. The activities of each cycle as follows:

1. Cycle I

The researcher used Pairs Check as media in teaching which can improve the students’ writing skills. The topic was asking and giving opinion. The procedured as below:

a. Planning

At planning stage, the researcher planed what actions will be done in using and applying Pairs Check to teach writing. The activities were presented as below:

1) Selected the materials with teacher based on syllabus.
2) Prepared the materials, making the lesson plans and designed the steps in doing the action.
3) Prepared and reflected teaching aids with the theme asking and giving information about a person’s capability.
4) Prepared students’, teachers’ and the use of Pairs Check observation checklist of the cycle I (to know the situation of teaching and learning process when the media is applied).

5) Prepared the pre-test and post-test in cycle I

6) Prepared the list of students’ name and according of cycle I. Those preparations are designed to obtain the objective of the teaching and learning process. Students are supposed to improve their writing skills through the materials were given.

b. Acting

After the preparation has been done, the teacher does teaching-learning process. At this section, the learning process was led by the teacher. In the acting phase as the implementation of the preparation, the researcher presented as written below:

1) Gave pre-test and post-test for students.

2) Gave the materials and explained the expression of asking and giving information about a person’s capability, language feature of expression.

3) Gave the example of the topic asking and giving information about a person’s capability.

4) Explained the materials and the implementation using Pairs Check to teach asking and giving information about a person’s capability.
5) Asked the students to make a sentences using asking and giving information about person’s capability in a workgroup discussion. At this phase, the teacher and the students work together. Students obtained the materials deeply with their pair. Meanwhile, the teacher helps, guides and monitor the students.

6) Gave chance for the students to present their work in front of the class.

7) Gave post-test.

c. Observing

The researcher observed the students and teacher activity by used observation checklist.

d. Reflecting

At this phase, the researcher tried to reflect on, evaluate, and describe the effect of the action. Reflection looks for a sense of the process, problems, and real issues in the action. Reflection is an evaluation phase, it used to evaluate whether or not the media can be the problem solving and improve students’ writing skills.

1) The researcher evaluated the activities that have been done.

2) The classroom teacher and the researcher discussed the possibility to correct the problems.
3) The researcher and teacher analyzed the data from the observation checklist and students’ score of the test in the cycle I.

2. Cycle II

The second cycle was done based on the reflections’ result of the cycle I. If the result of the observation shows the low quality of students’ skills, thus it was needed another action which aimed to create an improvement of students’ quality in the cycle II. The topic will be different from the cycle I, the topic was asking and giving information about person’s capability. The procedures are presented as below:

a. Planning

In the planning phase of the cycle two, the researcher will do some activities that will be arranged as follows:

1) The researcher identified the problem and make the solution for the problems.

2) Prepared the material, made the lesson plan and designed the steps in doing the action.

3) Prepared and reflected teaching aids with the theme asking and giving information about a person’s capability.

4) Prepared students’, teachers’ and the used of Pairs Check observation checklist of cycle II (in order to know the
situation of teaching-learning process when the technique was applied).

5) Prepared pre-test and post-test of cycle II.

6) Prepared the list of students’ name and scoring of cycle II.

The preparation was designed in order to gain the purpose of the teaching-learning process. Students were supposed to improve their writing skills by the material which were given.

b. Acting

In the cycle II acting was quite similar to the acting in cycle I. In this phase, the teaching and learning process is led by the teacher. The activities of acting phase in the cycle II are:

1) Gave pre-test for students.

2) Gave materials and explained asking and giving information about a person’s capability and language feature.

3) Gave the example of asking and giving information about a person’s capability with a short dialogue in a different situation and identify the structure.

4) Gave more explanation about the materials and the implementation of using Pairs Check as a media to teach writing skill.

5) Gave the other example of asking and giving information about a person’s capability.
6) Asked the students to make a dialogue with their pair. At this phase, the researcher and the students were worked together. The students obtained the materials deeply with their pair. Meanwhile, the teacher helped, guided and monitored the students.

7) Gave chance for the students to present and discussed their knowledge in front of the class with their group.

8) Concluded the materials and gave feedback after the lesson,

9) Gave post-test.

c. Observing

The researcher observed the students and the teachers’ activity by using observation checklist.

d. Reflecting

Reflecting was a research finishing analysis. In this point, the researcher reflects on, evaluates, and describes the effects of the action. This was used to record what happened in the observation stage.

B. The minimal standard of successful

The students’ success and failure in doing the activities in cycle I and cycle II will be assessed by referring to the criterion of the passing grade (KKM). The passing grade of the English lesson in MTs Sudirman Getasan is 75. The teacher and the researcher expect that there are at least 85% of the students who pass the passing grade.
CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS
This chapter focused on analyzing the collected data. The researcher showed the finding of the study by discussing the improvement of students’ writing asking and giving information about a person’s capability sentence by using pairs check. The findings consist of the result of the cycle I and cycle II. After that, the discussion of what have been described in the findings are the closure of this chapter.

A. Research Finding

The research consisted of two cycles, each cycle consisted of planning, acting, observing, and reflecting. The whole steps of this research would be explained in the description below.

1. Cycle I

   a. Planning

      Before conducting the research, the researcher prepared some instruments, they were as follows:

      1) English syllabus of Junior High School

         English syllabus was the important one as guidance to arrange the lesson plan. The researcher used English syllabus of MTs Sudirman Getasan. It can be seen in the appendix.

      2) Lesson Plan

         The lesson plan was used to manage the teaching and learning process in this research. The researcher used it as guidance in managing time and activities during teaching
and earning process in the class. It can be seen in the appendix.

3) Observation Checklist

The observation checklist was prepared in order to know the students’ and the teachers’ activities during the teaching-learning process.

4) Material

The material of asking and giving information about a person’s capability which consist of purpose, language feature and the example.

5) Teaching Aid

The researcher prepared some instruments, such as: board-marker, students’ worksheet, and handout for students (asking and giving information about a person’s capability).

6) Pre-Test and Post-Test

The researcher used pre-test and post-test in carrying out her action. The pre-test was done before implementing pairs check in order to know the students’ understanding in writing asking and giving information about a person’s capability sentence. Then, the researcher used post-test. Post-test was done after implementing pairs.
check to see the result of the study before and after using pairs check.

b. Implementation of Acting

The acting of cycle I was done on July 25th, 2019. The teacher was Mrs. Fitri Ariyani and the researcher rolled as an Observer.

The teacher and the researcher entered the class at 10.10 a.m. on Thursday, July 25th 2019. Before started the lesson, the teacher greeted the students in the class by saying “Assalamu’alaikum wr.wb”. All the students answered the greeting of the teacher. The teacher asked the leader of the class (AF) to lead the pray by saying “Bismillahirrohmanirrahim” then followed by all students. The teacher mentioned the purposed of coming in the class. Then, the researcher introduced herself to the students and informed the students that for a few of days later the class would be observed. After that, the teacher opened the meeting and checked the students’ attendance list. After checked the attendance list the teacher review about the related materials. Then the teacher asked to explain the definition of asking and giving information about a person’s capability. One of the students answered “asking and giving information about a person’s capability is sentence that
states a person’s ability to do something”. The teacher said “your answer is good”.

After gave a little explanation about asking and giving information about a person’s capability, the teacher told that they would do a pre-test. The teacher gave the task for the students to make a sentence according to the picture. Then the teacher gave 30 minutes to do a pre-test. The teacher asked the students to do the test by themselves and they were not allowed to open dictionary.

When the students were doing the pre-test, the teacher walked around the class to check the students along doing the test. They looked so confused to start their writing. They just looked at the pictures and they did not know how to start. A boy who sat in the middle class asked the teacher “how many sentence should I made”? The teacher answered “you have to made one sentence according to the picture with a correct generic structure, do you understand?” “yes, I understand” said the students. Four boys who sit in the back site of class did not focus they were joking and laughing each other. There were four boys who focuses in the test. He did it well. Some students asked the teacher about the meaning of their words in English. On the other hand, almost girl focused on doing the test by themselves. In the pre-test, some students
got difficulties to arrange the sentence. They were confused whether this sentence using V-ing or not.

After doing pre-test the teacher gave the treatment for the students at 10.55 a.m. on July, 25th 2019. In the class, the researcher observed the students’ and the teacher’s activities during the teaching-learning process. The researcher had a partner which helped the researcher to take photos for documentation.

At the beginning of the lesson, the teacher stuck a paper on the white board and gave a handout to the students and asked some students to read about the definition of asking and giving information about a person’s capability, the purpose, the generic structure, and generic features of asking and giving information about a person’s capability. The teacher pointed MA to read the definition of asking and giving information about a person’s capability, the purpose, and the generic structure. The teacher pointed S who did not pay attention to read the definition and described it ("S, please read the definition and explain it!"). "yes mam". She explained the definition well. The teacher explained more detail about the generic structure in Indonesia language in order to make the students understood the material. Then the teacher and the students read the example of asking and
giving information about a person’s capability sentence with the modal can. AD read the example of the sentence as it is. So she still confused how to read th words correctly. “saya gak mau bu, malu” (I cannot read th sentence correctly, I feel shy mam”) “nevermind, just continue to read, I will help you to read correctly” said the teacher. After that, the teacher gave task to the students to make a sentence according to the picture. They have work in pair. The teacher asked the students to make a sentence used V1. After the students finished the task, the teacher and the students discussed the task together. After that the time was up, the teacher closed and said “hamdallah” together.

On Friday, July 26th, 2019 the teacher entered the class at 07.05 a.m. and greeted as “Assalamu’alaikum wr.wb?” and the students answered “Wa’alaikumsalam”. The teacher asked the students condition by saying “how are you today?” the students answered “I am fine thank you, and you?”, “I am fine too, thank you” replied the teacher. Then, the teacher checked the students’ attendance list and asked the leader to lead the pray by saying “Bismillahirrohmanirrohim”. After that, the teacher asked the students about the materials that have learned in the last meeting. The teacher reviewed about the asking nad giving information about a person’s capability
used the modal can and gave feedback about their result of pre-test “some students still use V-ing, so please pay attention how to use simple present tense” said the teacher.

Next, the teacher gave the students task to completed the paragraph that some words eliminated. The students used pairs check when they did the task. After the students finished the task, the teacher and the students discussed it together. Then, the teacher asked the 2 groups to present their discussion. They are NJ groups’ and TA groups’. Then, the teacher said “give applause to them guys”. The teacher gave an opportunity to the students to ask the question about the material that day. TW said “mam, in this material verb that used V1 right? the teacher answered “Yes,you right TW”.

After that, the teacher gave post-test at 07.50 a.m. to the students to write asking and giving information about a person’s capability used the modal can for about 30 minutes. The teacher gave the students’ answer sheet and asked the students to do the test by themselves and they were not allowed to open the dictionary. The teacher monitored the students’ activities along the test. There was BS and NF who made the noise in the classroom. The teacher gave warning them not to make noise in the class. After the time was up, the teacher collected the students’ worksheet, then the
teacher closed the meeting by saying “thank you very much for your participation. You did a great job today. I am very happy with your activity in the class. How about you, did you enjoy my class? The students replied ”yes, mam”. Teacher “wassalamu’alaikum wr.wb”. “wa’alaikumsalam wr.wb mam” said the students.

c. Observing

In the cycle I, The researcher observed the students and the teacher activity by using the observation checklist in the learning process. This observation checklist was purposed to know how far the situation and enthusiasm of the students’ and the teacher’ activity during teaching and learning process. The purpose of this activity was to evaluate the teaching and learning process, collected the data and monitored the class.

Table 4.1 Form the Result of Students’ Observation

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td>✓</td>
<td></td>
<td>All of students pay attention to the naswer the greeting.</td>
</tr>
<tr>
<td>2.</td>
<td>Asking question</td>
<td>✓</td>
<td></td>
<td>Few students</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>No.</th>
<th>The teachers’ activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material well</td>
<td>√</td>
<td></td>
<td>The teacher prepared the lesson plan and material well</td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td>√</td>
<td></td>
<td>The teacher greeted and students answered the</td>
</tr>
</tbody>
</table>

**Table 4.2: Form of Result Teacher’ Observation**

**Checklist Cycle I**

3. Responding to question: There were Students answer teacher question
4. Accomplish task: All of the students did the task
5. Being enthusiastic in reading class: They felt enjoy the application of pairs check
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>The teacher checking the students</td>
<td>√</td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td>√</td>
</tr>
<tr>
<td>5.</td>
<td>Reminding previous material</td>
<td>√</td>
</tr>
<tr>
<td>6.</td>
<td>Explaining the material</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7</td>
<td>Use Pairs Check to teach a writing skill</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>Giving opportunity for asking the questions</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>Help students’ difficulties during learning</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Giving feedback after the lesson</td>
<td>✓</td>
</tr>
</tbody>
</table>
Furthermore, to know the significant improvement in writing asking and giving information about a person’s capability sentence, the researcher analyzed the data of pre-test and post-test in the cycle I.

Then, the researcher analyzed the data of pre-test and post-test. The calculation and result of both tests were presented below:

1) The score of Pre-test and Post-test Cycle I

**Table 4.3: The Students’ Score of Pre-Test and Post-Test Cycle I**

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Score pre-test (X)</th>
<th>Score Post-test (Y)</th>
<th>D</th>
<th>D2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AF</td>
<td>40</td>
<td>84</td>
<td>44</td>
<td>1936</td>
</tr>
<tr>
<td>2</td>
<td>AP</td>
<td>50</td>
<td>89.5</td>
<td>39.5</td>
<td>1560.25</td>
</tr>
<tr>
<td>3</td>
<td>APK</td>
<td>46</td>
<td>84</td>
<td>38</td>
<td>1444</td>
</tr>
<tr>
<td>4</td>
<td>AP</td>
<td>50</td>
<td>73.5</td>
<td>23.5</td>
<td>552.25</td>
</tr>
<tr>
<td>5</td>
<td>AN</td>
<td>51.5</td>
<td>68</td>
<td>16.5</td>
<td>272.25</td>
</tr>
<tr>
<td>6</td>
<td>AD</td>
<td>72</td>
<td>100</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>7</td>
<td>BS</td>
<td>50.5</td>
<td>77.5</td>
<td>27</td>
<td>729</td>
</tr>
<tr>
<td>8</td>
<td>EP</td>
<td>50.5</td>
<td>77.5</td>
<td>27</td>
<td>729</td>
</tr>
<tr>
<td>9</td>
<td>EW</td>
<td>46</td>
<td>54.5</td>
<td>8.5</td>
<td>72.25</td>
</tr>
</tbody>
</table>
From the students’ score in the pre-test and post-test of the cycle I above, the researcher can calculate the number of students who passed the passing grade.
Table 4.4 Count of Passing Grade of the Pre-Test and Post-Test in the cycle I

<table>
<thead>
<tr>
<th>Criteria of Pre-test</th>
<th>Grade of Pre-test</th>
<th>Presentation of Pre-test</th>
<th>Grade of Post-test</th>
<th>Presentation of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>0</td>
<td>0%</td>
<td>16</td>
<td>61.5%</td>
</tr>
<tr>
<td>75</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt;75</td>
<td>26</td>
<td>100%</td>
<td>10</td>
<td>38.5%</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100%</td>
<td>26</td>
<td>100%</td>
</tr>
</tbody>
</table>

Then, the writer calculated the deviation standard by using SPSS 16.00. It can be shown as follows:

2) Descriptive statistic Cycle I

Table 4.5 Descriptive Statistics Cycle I

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretest_1</td>
<td>26</td>
<td>40</td>
<td>72</td>
<td>49.90</td>
<td>7.122</td>
</tr>
<tr>
<td>posttest_1</td>
<td>26</td>
<td>54</td>
<td>100</td>
<td>78.62</td>
<td>12.213</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From the table above it can be seen that the mean of pre-test in the cycle I is 49.90 with standard deviation 7.122. While mean of post-test in cycle I is 78.62 with standard deviation 12.213. The quantity (N) of the students was 26 students.

(a) The Passing Grade of the Cycle I

Cycle I has shown that the students can improve their English score especially in writing asking and giving information about a person’s capability sentence with of pre-test 49.90. The researcher also calculates the passing grade was 75.

(b) Significant

To know there was a significant improvement in writing skill, the researcher analyzed the result of pre-test and post-test by using SPSS 16.00.
3) Paired Samples Test Cycle I

Table 4.6 Paired Samples Test Cycle I

<table>
<thead>
<tr>
<th>Pair</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error</td>
</tr>
<tr>
<td>Pair 1 - pretest_1</td>
<td>28.7</td>
<td>12.25</td>
<td>2.404</td>
</tr>
</tbody>
</table>

The result of paired-sample t-test would be significant if sig. (2-tailed) value was < 0.05 and t-table was smaller that t-test, while would not be significant if sig. 2 (tailed) value was > 0.05 and t-table was bigger than t-test. T-test in the table above was 11.944 while t-table showed 1708 for df 25 and significance 5%. From the explanation above it can be seen that the sig. 2 (tailed) value was 0.000 and t-test was 11.944 so that, the sig. 2 (tailed) value <0.05 and T-test was bigger than T-table. It means that Ha
was accepted. For the quarrel of mean is 26.78. From the explanation above, it can be concluded that there is a significant improvement of students’ ability in writing asking and giving information about a person’s capability sentence using pairs check.

d. Reflecting

Based on the analyzing of the cycle I, the teacher and researcher discussed about the teaching-learning using pairs check in science class was not effective yet. Moreover, the researcher as an observer found that some indicators had not been achieved during the teaching learning process, such as language features. The students were still confused in organizing the sentences. The researcher found that students’ writing still had inappropriate word choice and grammatical errors. However, the students’ development of ideas in writing is improved. It can be seen from the result of students’ worksheet in the pre-test and post-test. They seemed as if they did not have any difficulty in developing ideas when the teacher used pairs check to create the asking and giving information about a person’s capability sentence. Therefore, the researcher needed to continue the second cycle. The KKM of English lesson was 75 but the students’ score of pre-test show that are only 0% of the students who get score
higher than KKM. In the post-test, the students’ score show that there are 61.5% of the students who get score higher than KKM. In means that although there was an improvement, the researcher and te teacher have to conduct the next cycle because there must be at least 85% of the students who get score higher than KKM.

2. **Cycle II**

Based on the result of the cycle I, It was necessary for the researcher to continue to the next cycle:

a. **Planning**

The researcher prepared several instruments, they were as follows:

1) **English syllabus of Junior High School**

   English syllabus was the important one as guidance to arrange the lesson plan. The researcher used English syllabus of MTs Sudirman Getasan. It can be seen in the appendix.

2) **Lesson Plan**

   The lesson plan was arranged based on the problem in the result of the cycle I. The lesson plan was used to manage the teaching and learning process in this research. The reseracher used it as guidance in managing time and activities during teaching and
learning process in the class. It can be seen in the appendix.

3) Observation Checklist

The observation checklist was prepared in order to know the students’ and the teachers’ activities during the teaching-learning process.

4) Material

The material of asking and giving information about a person’s capability which consist of purpose, language feature and the example.

5) Teaching Aid

The researcher prepared some instruments, such as: board-marker, students’ worksheet, and handout for students (asking and giving information about a person’s capability).

6) Pre-Test and Post-Test

The researcher used pre-test and post-test in carrying out her action. The pre-test was done before implementing pairs check in order to know the students’ understanding in writing asking and giving information about a person’s capability sentence. Then, the researcher used post-tset. Post-test was
done after implementing pairs check to see the result of the study before and after using pairs check.

b. Implementation of Acting

The acting of the cycle II was held on August 1\textsuperscript{st}, 2019. The teacher is Mrs. Fitri Ariyani and the researcher rolled as an observer. In this cycle, the researcher wanted to conduct in two days, where the pre-test & treatment were conducted on day 1 and treatment & post-test on days 2.

On the day 1, the teacher and the researcher entered class at 10.10 a.m. on Thursday, August 1\textsuperscript{st}, 2019. Before started the lesson, the teacher greeted the students in the class by saying “Assalamu’alaikum wr.wb”. All the students answered the greeting of the teacher. The teacher asked the leader of the class AF to lead the pray by saying “Bissmillahirrohmanirrahim” it was followed by 25 students in the class. The teacher opened the meeting and checked the students’ attendance list. Then, the teacher asked about the last meeting.

The teacher gave pre-test for the students in 30 minutes to make a sentence according to the picture using the modal able to. She asked the students to do the test by themselves and they were not allowed to open the dictionary. When the students were doing the pre-test, the walked around the class
to check the students along soing the test. MH who sat in the left back side did not pay attention to the teacher’s instructions. So, the teacher asked MH to sit in the chair of front rows. But most of students did the pre-test seriously. There was only TA and FA who asked permission to the teacher to go to the toilet. They spend for 5 minutes. Then the teacher allowed them to continue the pre-test.

After doing pre-test the teacher gave the treatment for students at 10.50 a.m. the using of pairs check in cycle II was similar to cycle I. First, the teacher explained the general mistakes by using their worksheet. Then, the teacher emphasized learning material about the language features. Some students were not correct in using simple present tense.

The teacher gave a handout to the students and asked students to read more about asking and giving information about a person’s capability using the modal able to. Then the teacher explained more detail in Indonesia language in order to make the students understood the material. Then, the teacher explained more deep about the generic features of the asking and giving information about a person’s capability. Most of students understood about the teacher explanation. There was AD who asked about how to use “to be” of is, am, and are. Teacher said “okay to be is used before the modal
able to for example Dani is able to ride the motorcycle”. It was done in one meeting. After that the time was up, before the teacher closed she informed that the next meeting would did a post-test and said “hamdalah” together.

On Friday, August 2nd, 2019 the teacher entered the class at 07.00 a.m. and greeted as “Assalamu’alaikum wr.wb” and the students answered “Wa’alaikum salam”. The teacher asked the students condition by saying “how are you today?” the students answered “I am fine thank you, and you?”, The teacher replied “I am fine too, thank you”. Then, the teacher checked the students’ attendance list and asked the leader to lead the pray by saying “Bismillahirrohmanirrahim”. After that, the teacher asked the students about the materials that learned in the last meeting. The teacher reviewed about the asking and giving information about a person’s capability using the modal able to.

After the teacher explained, she divided the students into pair group discussion and gave a task to complete the paragraph that some word has eliminated. The students used pairs check when they did the task. After the students finished the task, the teacher and the students discussed it together.
After that, the teacher gave post-test at 07.50 a.m. to the students to write asking and giving information about a person’s capability using the modal able to by themselves. The teacher monitored the students’ activities. The students did the post-test well. They develop their ideas into writing as well.

After the time was up, the teacher collected the students’ worksheet. The teacher closed the meeting by saying “thank you very much for your participation. You did a great job today. I am very happy with your activity in the class. How about you, did you enjoy my class?” the students replied “yes, mam”. Teacher assalamu’alaikum”, “wa’alaikumssalam mam”. Replied the students.

c. Observing

In cycle II, the researcher also observed the teaching-learning process in the class by using the observation checklist. This observation checklist was purposed to know how far the situation and enthusiasm of the students’ and the teacher’s activity during teaching and learning process, collected the data and monitored the class.

Table 4.7 Form the Result of Students’ Observation

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
</table>

60
1. Paying attention | ✓ | All of students pay attention to the answer to the greeting.
2. Asking question | ✓ | Few students who asking.
3. Responding to question | ✓ | There were Students answer teacher question
4. Accomplish task | ✓ | All of the students did the task
5. Being enthusiastic in reading class | ✓ | They felt enjoy the application of pairs check

Table 4.8: Form of Result Teacher’ Observation

Checklist Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>The teachers’ activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prepared the material</td>
<td>✓</td>
<td></td>
<td>The teacher prepared the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Greeting students before the lesson begin</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher greeted and students answered the greeting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The teacher checking the students</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher called the students one by one</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Giving motivation</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students’ were fine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Reminding previous material</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher gave motivation to the students to be diligent and having enthusiasm in learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Explaining the material</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher immediately</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. Use Pairs Check to teach a writing skill | √ | The teacher explained the material, she used mixed language: in Indonesia and English language.

8. Giving opportunity for asking the questions | √ | The teacher gave time to the student about everything to asked question.

9. Help students’ difficulties during learning | √ | The teacher helped students to solve the difficulties.

10. Giving feedback after the lesson | √ | The teacher gave feedback to the result of
Furthermore, to know a significant improvement in writing asking and giving information about a person’s capability sentence, the researcher analyzed the data of pre-test and post-test in the cycle II.

The researcher analyzed the data of pre-test and post-test. The calculation and result of both tests were presented below:

1) The Score of Pre-test and Post-test Cycle II

Table 4.9: The Students’ Score of Pre-Test and Post-Test Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Name</th>
<th>Score pre-test (X)</th>
<th>Score post-test (Y)</th>
<th>D</th>
<th>D2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AF</td>
<td>56</td>
<td>84</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>2</td>
<td>AP</td>
<td>65</td>
<td>100</td>
<td>35</td>
<td>1225</td>
</tr>
<tr>
<td>3</td>
<td>APK</td>
<td>60.5</td>
<td>84</td>
<td>23.5</td>
<td>552.25</td>
</tr>
<tr>
<td>4</td>
<td>AP</td>
<td>44.5</td>
<td>77.5</td>
<td>33</td>
<td>1089</td>
</tr>
<tr>
<td>5</td>
<td>AN</td>
<td>63.5</td>
<td>84</td>
<td>20.5</td>
<td>420.25</td>
</tr>
<tr>
<td>6</td>
<td>AD</td>
<td>84</td>
<td>100</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>7</td>
<td>BS</td>
<td>52.5</td>
<td>77.5</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>EP</td>
<td>52.5</td>
<td>77.5</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>9</td>
<td>EW</td>
<td>47</td>
<td>77.5</td>
<td>30.5</td>
<td>930.25</td>
</tr>
<tr>
<td>10</td>
<td>EH</td>
<td>60.5</td>
<td>77.5</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>11</td>
<td>FA</td>
<td>60</td>
<td>73.5</td>
<td>13.5</td>
<td>182.25</td>
</tr>
<tr>
<td>12</td>
<td>JT</td>
<td>60.5</td>
<td>77.5</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>13</td>
<td>MN</td>
<td>44.5</td>
<td>68</td>
<td>23.5</td>
<td>552.25</td>
</tr>
<tr>
<td>14</td>
<td>MA</td>
<td>60.5</td>
<td>77.5</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>15</td>
<td>MH</td>
<td>52.5</td>
<td>77.5</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>16</td>
<td>MY</td>
<td>60.5</td>
<td>77.5</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>17</td>
<td>NG</td>
<td>62</td>
<td>100</td>
<td>38</td>
<td>1444</td>
</tr>
<tr>
<td>18</td>
<td>NJ</td>
<td>62</td>
<td>84</td>
<td>22</td>
<td>484</td>
</tr>
<tr>
<td>19</td>
<td>PR</td>
<td>65</td>
<td>100</td>
<td>35</td>
<td>1225</td>
</tr>
<tr>
<td>20</td>
<td>RO</td>
<td>51.5</td>
<td>77.5</td>
<td>26</td>
<td>676</td>
</tr>
<tr>
<td>21</td>
<td>SA</td>
<td>84</td>
<td>100</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>22</td>
<td>SU</td>
<td>46</td>
<td>59</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>23</td>
<td>TA</td>
<td>65</td>
<td>77.5</td>
<td>12.5</td>
<td>156.25</td>
</tr>
<tr>
<td>24</td>
<td>TW</td>
<td>66</td>
<td>77.5</td>
<td>11.5</td>
<td>132.25</td>
</tr>
<tr>
<td>25</td>
<td>TR</td>
<td>79</td>
<td>95</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>26</td>
<td>UY</td>
<td>84</td>
<td>100</td>
<td>16</td>
<td>256</td>
</tr>
</tbody>
</table>

= 572.5 14076.75

From the students’ score in the pre-test and post-test of the cycle II above, the researcher can calculated the number of students who passed the passing grade.
Table 4.10 Count of Passing Grade of the Pre-Test and Post-Test in the cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-test</th>
<th>Presentation of Pre-test</th>
<th>Grade of Post-test</th>
<th>Presentation of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>4</td>
<td>15.4%</td>
<td>23</td>
<td>88.5%</td>
</tr>
<tr>
<td>75</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt;75</td>
<td>22</td>
<td>84.6%</td>
<td>3</td>
<td>11.5%</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100%</td>
<td>26</td>
<td>100%</td>
</tr>
</tbody>
</table>

Then, the writer calculated the deviation standard by using SPSS 16.00. It can be shown as follows:

2) Descriptive statistic cycle II

Table 4.11 Descriptive Statistics of Cycle II

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretest_2</td>
<td>26</td>
<td>44</td>
<td>84</td>
<td>61.12</td>
<td>11.475</td>
</tr>
<tr>
<td>posttest_2</td>
<td>26</td>
<td>55</td>
<td>100</td>
<td>81.75</td>
<td>12.813</td>
</tr>
<tr>
<td>Valid N</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above it can be seen that the mean of pre-test in the cycle II is 61.12 with standard
deviation 11.475. While mean of post-test in cycle II is 81.75 with standard deviation 12.813. the quantity (N) of the students was 26 students.

(a) The Passing Grade of the Cycle II

Cycle II has shown that the students can improve their English score especially in writing asking and giving information about a person’s capability sentence with the mean of post-test 81.75, it is better than the mean od pre-test 61.12. the researcher also calculates the passing grade was 75.

(b) Significant

To know there is a significant improvement of students’ ability in writing, the researcher analyzes the result of pre-test and post-test by using SPSS 16.00.
3) Paired Samples Test Cycle II

**Table 4.12 Paired Samples Test Cycle II**

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Mean</th>
<th>Std. Error</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pa posttest_2 - pretest_2</td>
<td>20.635</td>
<td>8.283</td>
<td>1.624</td>
<td>17.289</td>
<td>23.980</td>
<td>12.702</td>
<td>1.708</td>
</tr>
</tbody>
</table>

The result of paired-sample t-test would be significant if sig. (2-tailed) value was <0.05 and t-table was smaller than t-test, while would not be significant if sig. 2(tailed) value was >0.05 and t-table was bigger than t-test. T-test in the table above was 12.702 while t-table showed 1.708 for df 25 and significance 5%. From the explanation above it can be seen that the sig. 2 (tailed) value was 0.000 and t-test was 12.702.
so that, the sig. 2 (tailed) value <0.05 and T-test was bigger than T-table. It means that Ha was accepted.

From the explanation above, it can be concluded that there was significant improvement of students’ skills in writing asking and giving information about a person’s capability sentence using pairs check.

d. Reflecting

The teacher and the researcher reflected the revised lesson plan and the action of the cycle II. The students’ score of cycle I and the observations’ checklist were used to make a proper reflection. In the cycle II, the teacher emphasized learning material about the generic features of asking and giving information about a person’s capability sentence. Based on the discussion between the teacher and researcher, the students’ ability in writing asking and giving information about a person’s capability sentence in the cycle II have successful improved.

The passing grade (KKM) for English subject was 75. The students’ score in the post-test of cycle II show that there were 88.5% of the students who get the score higher than KKM. In the pre-test of cycle II, there are 15.4% of the students who get the score higher than KKM. It means that after reflection from the cycle I was applied in the action of
cycle II, there was a significant improvement of using pairs check at eighth grade of MTs Sudirman Getasan. Finally the teacher and the researcher stop the cycle because 88.5% of the students have already passed the passing grade.

B. Discussions

After analyzed the students' score in the cycle I and cycle II, the researcher concluded that there was a significant improvement of the students’ skills in writing asking and giving information about a person’s capability sentence after being taught by using pairs check. The improvement can be seen as follows:

Table 4.13 Table of Data Analysis

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of Pre-test</td>
<td>49.90</td>
<td>61.12</td>
</tr>
<tr>
<td></td>
<td>Mean of Post-test</td>
<td>78.62</td>
<td>81.75</td>
</tr>
<tr>
<td>2</td>
<td>Total of the students who pass the passing grade (&gt;75)</td>
<td>0%</td>
<td>15.4%</td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>61.5%</td>
<td>88.5%</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>61.5%</td>
<td>73.1%</td>
</tr>
<tr>
<td></td>
<td>Improvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Standard Deviation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>7.122</td>
<td>11.475</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>12.213</td>
<td>12.813</td>
</tr>
</tbody>
</table>
From the table above, it could be seen that t-test was bigger than t-table. It means that there was an improvement of students’ writing in asking and giving information about a person’s capability sentence after using pairs check. It was shown the result of t-test in cycle I is 11.944 and cycle II is 12.702. At the cycle I the mean of post-test is higher than the mean of pre-test. The mean of post-test is 78.62 and pre-test are 49.90. In the cycle II, the mean of post-test was higher than the mean of pre-test. The mean post-test is 81.75 and pre-test are 61.12. The improvement can also be seen from the total of students who pass the passing grade (KKM). In the cycle I, the improvement was as many as 61.5%, and in the cycle II, the improvement was as many as 73.1%. So, pairs check was successful to improve students’ writing asking and giving information about a person’s capability sentence. Moreover, the t-test in the cycle II was bigger than t-test of cycle I. It means that there was significant influence from the cycle I up to the cycle II.

Based on the explanation, the researcher concluded that using pairs check can improve the students’ ability in writing in asking and giving information about a person’s capability sentence.
CHAPTER V

CLOSURE

This chapter consisted of the conclusion and suggestion. The researcher provided some conclusions and suggestions of the research. The researcher maked conclusions based on the findings which are discussed in the previous chapter.

A. Conclusion

Based on the data analysis in the chapter Iv, The conclusion were presented as follows:

1. The implementation of using pairs check to improve the eighth-grade students’ skills in writing asking and giving information about a person’s capability sentence at MTs Sudirman Getasan in the academic year of 2019/2020

From this study, the researcher could conclude that the implementation of using pairs check to improve the students’ skills in writing asking and giving information about a person’s capability sentence at MTs Sudirman Getasan was successful. The researcher got information from cycle I and cycle II.

In this study the researcher implemented pre-test, treatments, and post-test. Pre-test was given to the students before they got the materials asking and giving information about a person’s capability using pairs check. The students were given 30 minutes to do the pre-test. When the students did it, they felt
confused how to start to write. Moreover, they got difficulties in organizing the sentence and their writing still had inappropriate word and grammatical errors. However, in the cycle II the students got easy to write asking and giving information about a person’s capability sentence. After did the pre-test the researcher continued did the treatment using pairs check. Finally, the teacher gave post-test to the students to write a sentence according to the picture. The students gave 30 minutes to finish the test.

The researcher analyzed the students’ writing, and they increased their writing from cycle I until cycle II. The implementation of pairs check could improve the students’ ability in writing asking and giving information about a person’s capability sentence by implementing pairs check in the class.

2. The significant improvement of using pairs check in improving the eighth-grade students’ skills in writing asking and giving information about a person’s capability sentence at MTs Sudirman Getasan.

Based on the result of the research and discussion that has been presented in the previous chapter, there is significant improvement of the students’ product in writing asking and giving information about a person’s capability sentence using pairs check. It can be seen from students’ score of pre-test and post-test. It was shown in the mean of students’ score of pre-test in cycle I and cycle II were
49.90 and 61.12. The mean of pre-test in cycle II (61.12) was higher than the mean of pre-test in cycle I (49.90). While using pairs check the students’ score of post test in cycle I and cycle II were 78.62 and 81.75. The mean of post-test in cycle II (81.75) was higher than mean of post-test in cycle I (79.69). It means that using pairs check the students’ writing skill in asking and giving information about a person’s capability sentence was improved.

Moreover, the calculation from the t-test from the cycle I and cycle II increased. The t-test of the cycle I was 11.944 and t-test of the cycle II was 12.702. The t-test in the cycle II was bigger than t-test of the cycle I. The quantity (N) of this research was 26, based on the quantity of this research; the t-table (N-1) was 1.708. In cycle I, the t-test was higher than t-table that was 11.944>1.708. While in the cycle II, the t-test was higher than t-table that was 12.702>1.708.

So, the researcher concluded that there was a significant improvement of using pairs check in improving the eighth grade students’ skills in writing asking and giving information about a person’s capability sentence at MTs Sudirman Getasan.

B. Suggestion

Based on the research findings and discussion, the following suggestions were addressed to the teacher, the students, and the future researcher.
1. **For the Teacher**

   a. The teacher can use Pairs Check as media in teaching-learning context to improve the students’ ability in writing asking and giving information about a person’s capability sentence. Teaching-learning using pairs check can make the atmosphere in the classroom lively. Moreover, it is a media that interesting, easy to used and makes the students understand the material easily.

   b. Teacher were suggested to use interesting media in order to the students get different view to study not only use handbook.

2. **For the Students**

   The students can use the pairs check anytime. It will help the students to solve their problems in writing and to improve their writing skills.

3. **For the Other Researcher**

   The researcher suggests the future researcher to conduct Classroom Action Research in using Pairs Check to improve students’ writing skills. The future researcher can apply and examine the effectiveness of using Pairs Check in teaching learning process.
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APPENDICES
### SILABUS PEMBELAJARAN

<table>
<thead>
<tr>
<th>Nama Sekolah</th>
<th>MTs Sudirman Getasan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mata Pelajaran</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>Kelas/ Semester</td>
<td>VIII/1</td>
</tr>
</tbody>
</table>

#### 3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan

<table>
<thead>
<tr>
<th>Teks lisan dan tulis untuk menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masing-masing diajarkan secara terpisah</td>
</tr>
</tbody>
</table>

- **Fungsi sosial**
  - Menunjukkan sikap personal tentang kemampuan dan kemauan diri sendiri dan orang lain untuk melakukan suatu tindakan.
  - **Struktur teks**
    - a. *Can you play the guitar? Yes, I can. I’m sorry I can’t answer the question. My uncle can run very fast, dan semacamnya.*
    - b. *I promise I will come to your birthday party. Yes, sure, she will return the*

<table>
<thead>
<tr>
<th>Masing-masing menggunakan prosedur yang sama</th>
</tr>
</thead>
</table>

- **Tingkat ketercapaian fungsi sosial menyebutkan dan menanyak mengenai tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris.**

- **Mencontoh kebiasaan dengan menyebutkan dan menanyak tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris.**

- **Menanya**
  - Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyak tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya.

- **Tingkat kelengkapanan dan keruntutan dalam menyebutkan dan menanyak mengenai tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya.**

- **Tingkat ketepatan unsur kebahasaaan: tata**
<table>
<thead>
<tr>
<th>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</th>
<th><strong>book soon. She will not take the train.</strong> dan semacamnya</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unsur kebahasaan</strong></td>
<td>suatu tindakan serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</td>
</tr>
<tr>
<td>(1) Kata kerja bantu modal: <em>can, will.</em></td>
<td><strong>Mengumpulkan Informasi</strong></td>
</tr>
<tr>
<td>(2) Kosa kata terkait kegiatan dan tindakan sehari-hari di lingkungan rumah, kelas, sekolah, dan masyarakat.</td>
<td>- Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb.</td>
</tr>
<tr>
<td>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <em>a, this, those, my, their,</em> dsb secara tepat dalam frasa nominal</td>
<td>- Menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</td>
</tr>
<tr>
<td>(4) Ucapan, tekanan kata, intonasi,</td>
<td>- Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (a) kemampuan dan (b) bahasa, kosa kata, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</td>
</tr>
<tr>
<td>(5) Ejaan dan tanda baca</td>
<td><strong>Sikap:</strong></td>
</tr>
<tr>
<td>(6) Tulisan tangan</td>
<td>- Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</td>
</tr>
</tbody>
</table>

**Topik**

Berbagai kegiatan dan tindakan yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan

- **Observasi** terhadap kepedulian
tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab. kemauan melakukan suatu tindakan serta responsnya.

- Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responsnya dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur.

Menalar/Mengasosiasi

- Membandingkan ungkapan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responsnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.

- Membandingkan ungkapan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responsnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.

Penilaian diri pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang yang ada di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.

Pengetahuan:

- Tes tertulis
- Membaca dan menulis teks yang menuntut
fungsi sosial dan unsur kebahasaan yang digunakan.

Mengomunikasikan

- Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, di dalam dan di luar kelas.

- Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.

- Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya.

Keterampilan:

- Unjuk kerja Simulasi dan/atau bermain peran (role play) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya.
Observasi:
(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)
Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, ketika muncul kesempatan, di dalam dan di luar kelas.
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MTs Sudirman Getasan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/I ( Satu )
Tema : Teks lisan dan tulis yang menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan.
Alokasi Waktu : 4 x 40 menit (4 Kali Pertemuan)

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

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

B. Kompetensi Dasar dan Indikator Pencapain Kompetensi

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan sesuai dengan konteks penggunaannya.

4.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

1. Menentukan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan sesuai dengan konteks penggunaannya.

2. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran
Teks lisan dan tulis yang menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan.

**Pengertian**
- Asking capability is used for state and inquire about the ability and willingness to perform an action.

**Fungsi sosial**
Menunjukkan sikap personal tentang kemampuan dan kemauan diri sendiri dan orang lain untuk melakukan suatu tindakan.

**Struktur teks**
There is some structure of the text asking capability.

4) To state a person’s capability in the present time, we use the modal ‘can’ or ‘is/am/are + able to’.
   ‘Can’ and ‘is/am/are + able to’ are followed by ‘verb base’.
   **Examples**
   - My elder brother can ride a sports motorcycle.
   - Frogs are able to live in water and on land.

5) To show that a person is not able to respond in the present time, we use ‘cannot’ or ‘is/am/are + not + able to’.
   **Examples**
   - Noval cannot solve the puzzle.
   - Dimas is not able to change the roof tile because he’s afraid of hurting himself.

6) To state a person’s capability in past time, we use ‘could’ or ‘was/were + able to’.
   **Examples**
   - We could do the test well.
   - Erlin and Ganish were able to beat their opponents in the last badminton championship.
**Unsur kebahasaan**

1. Kata kerja bantu modal: can, will.
2. Kosa kata terkait kegiatan dan tindakan sehari-hari di lingkungan rumah, kelas, sekolah dan masyarakat.
3. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal.
4. Ucapan, tekanan kata, intonasi.
5. Ejaan dan tanda baca.
6. Tulisan tangan.

**Topik**

- Berbagai kegiatan dan tindakan yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggungjawab.

**E. Metode Pembelajaran**

2. Model : Cooperative Learning
   a. Siswa dibagi kedalam beberapa kelompok diskusi yang terdiri dari 2 siswa (sebangku).
   b. Setiap kelompok diberi exercise tentang asking and giving information about a person’s capability.
   c. Siswa A menyelesaikan persoalan yang ada di exercise.
   d. Siswa B melihat dengan seksama, memberitahu dan membimbing ketika proses kurang tepat.
   e. Siswa A memperbaiki pekerjaannya.
f. Kemudian secara bergantian, siswa B menyelesaikan persoalan dan siswa A membimbing.

F. Media, alat dan sumber pembelajaran
1. Media/Alat : Kertas HVS, Kertas karton, Spidol, White Board.
2. Sumber Belajar :
   * Contoh teks tertulis.

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan ke 1: Pre-Test

<table>
<thead>
<tr>
<th>PRE-TEST 40’</th>
</tr>
</thead>
</table>

Pertemuan 2: Treatment

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | ➢ Guru membuka kegiatan pembelajaran dengan mengucapkan salam.  
               ➢ Guru meminta salah satu siswa untuk memimpin berdo’a sebelum pelajaran dimulai.  
               ➢ Guru mengecek kehadiran siswa dengan | 10            |
menyiapkan suasana belajar yang kondusif.
- Guru menyampaikan tujuan pembelajaran.
- Menyebutkan kegiatan pembelajaran yang akan dilakukan.

<table>
<thead>
<tr>
<th>Inti</th>
<th>Mengamati</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Siswa melihat beberapa contoh kata-kata (Verb) yang di tempel di White Board.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siswa melihat beberapa contoh kalimat yang menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan yang di tempel di White Board.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siswa mendengarkan penjelasan guru mengenai rumus yang digunakan dalam Asking and giving information about a person’s capability.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siswa menirukan model pengucapan dan intonasi dari kalimat/ungkapan menyatakan dan menanyakan kemampuan dan kemauan melakukan suatu tindakan.</td>
<td></td>
</tr>
</tbody>
</table>

**Menanya**
- Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai ungkapan menyatakan dan menanyakan kemampuan untuk melakukan suatu tindakan.
- Siswa mempertanyakan penggunaan
rumus yang digunakan dalam kalimat Asking and giving information about a person’s capability.

Mengeksplorasi

- Dengan bimbingan guru, siswa dibagi kedalam beberapa kelompok diskusi yang terdiri dari 2 siswa (sebangku).
- Setiap kelompok diberi exercise tentang asking and giving information about a person’s capability berupa 4 gambar aktivitas.
- Siswa A menyelesaikan persoalan dengan membuat kalimat berdasarkan gambar yang disediakan.
- Siswa B melihat dengan seksama, memberitahu dan membimbing ketika proses kurang tepat.
- Siswa A memperbaiki pekerjaannya.
- Kemudian secara bergantian, siswa B menyelesaikan persoalan dan siswa A membimbing.
- Siswa dengan teman sekelompoknya diberikan potongan-potongan kertas kalimat yang acak.
- Siswa dengan teman sekelompoknya menyusun potongan-potongan kertas kalimat yang acak menjadi kalimat-kalimat yang runtut.

Mengasosiasi

- Secara berkelompok, siswa membandingkan susunan potongan
Siswa mencocokkan ungkapan yang terdapat dalam susunan potongan kertas yang sudah mereka susun (struktur teks dan unsur kebahasaan) apakah sudah sesuai atau belum dengan ungkapan asking and giving information about a person’s capability.

Guru membantu, mengarahkan dan mendampingi siswa.

**Mengkomunikasikan**

- Siswa membacakan hasil menyusun kalimat-kalimat di depan kelas.
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil yang mereka sampaikan dalam kerja kelompok.

**Penutupan**

- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Menginformasikan kegiatan pembelajaran untuk pertemuan berikutnya.
- Doa dan salam.
Pertemuan 3: Treatment

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>➢ Persiapan psikis dan fisik membuka pelajaran dengan mengucapkan salam dan berdoa bersama. &lt;br&gt;➤ Memeriksa kehadiran siswa. &lt;br&gt;➤ Menginformasikan tujuan yang akan dicapai selama pembelajaran. &lt;br&gt;➤ Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran. &lt;br&gt;➤ Menyambungkan materi sekarang dengan materi sebelumnya.</td>
<td>10</td>
</tr>
<tr>
<td>Inti</td>
<td><strong>Mengamati</strong> &lt;br&gt;➤ Siswa melihat beberapa contoh kata-kata (Verb) yang ditempelkan di White Board. &lt;br&gt;➤ Siswa melihat beberapa contoh kalimat yang menyaksaan dan menanyakan tentang kemampuan melakukan suatu tindakan yang ditempel di White Board. &lt;br&gt;➤ Siswa mendengarkan penjelasan guru mengenai rumus yang digunakan dalam Asking and giving information about a person’s capability. &lt;br&gt;➤ Siswa menirukan model pengucapan dan intonasi dari kalimat/ungkapan menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan</td>
<td>25</td>
</tr>
</tbody>
</table>
Menanyanya

- Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai ungkapan menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan.
- Siswa mempertanyakan penggunaan rumus yang digunakan dalam kalimat Asking and giving information about a person’s capability.

Mengeksplorasi

- Dengan bimbingan guru, siswa dibagi kedalam beberapa kelompok diskusi yang terdiri dari 2 siswa (sebangku).
- Setiap kelompok diberi exercise tentang asking and giving information about a person’s capability berupa 4 gambar aktivitas.
- Siswa A menyelesaikan persoalan dengan membuat dialog berdasarkan gambar yang disediakan.
- Siswa B melihat dengan seksama, memberitahu dan membimbing ketika proses kurang tepat.
- Siswa A memperbaiki pekerjaannya.
- Kemudian secara bergantian, siswa B menyelesaikan persoalan dan siswa A membimbing.
- Siswa dengan teman sekelompoknya
diberikan percakapan rumpang (*fill in the blank*).

- Siswa dengan teman sebangkunya mendiskusikan soal untuk menjawab bagian yang rumpang pada percakapan tersebut.

**Mengasosiasi**

- Siswa dengan teman sebangkunya membandingkan hasil kerja mereka yaitu mengisi percakapan yang rumpang dengan yang terdapat dalam contoh lain.
- Siswa mencocokkan ungkapan yang terdapat dalam percakapan rumpang yang sudah mereka isi (struktur teks dan unsur kebahasaan) apakah sudah sesuai atau belum dengan ungkapan asking and giving information about a person’s capability.
- Guru membantu, mengarahkan dan mendampingi siswa.

**Mengkomunikasikan**

- Siswa dan teman sebangkunya membacakan hasil kerjanya di depan kelas.
- Siswa dan guru melakukan diskusi di kelas mengenai materi Asking Capability.

<table>
<thead>
<tr>
<th>Penutupan</th>
<th>Memberikan umpan balik terhadap proses dan hasil pembelajaran.</th>
</tr>
</thead>
</table>

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Menginformasikan kegiatan pembelajaran post-test untuk pertemuan berikutnya.
Doa dan salam.

Pertemuan 4: Post-Test

POST-TEST

H. PENILAIAN

1. Jenis/Teknik Penilaian
   a. Tes Tulis

2. Bentuk Instrumen
   a. Tes tulis

Tugas 1 (Treatment)
   1) Tehnik Penilaian: Tes Tulis
   2) Bentuk Instrumen: Membuat kalimat
   3) Kisi-kisi:

<table>
<thead>
<tr>
<th>No.</th>
<th>Indikator</th>
<th>Nomor Soal</th>
<th>Skor Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Disajikan sebuah gambar yang berupa aktivitas atau kata kerja (V), peserta didik dapat membuat sebuah kalimat tentang kemampuan dan kemauan melakukan suatu tindakan dengan struktur kalimat yang benar.</td>
<td>1-4</td>
<td>Tiap nomor Skor 10</td>
</tr>
<tr>
<td>B.</td>
<td>Mengidentifikasi kalimat asking and giving</td>
<td>1-4</td>
<td>Tiap</td>
</tr>
<tr>
<td>C.</td>
<td>Menyusun kalimat acak menjadi kalimat yang runtut.</td>
<td>1-4</td>
<td>Tiap nomor Skor 10</td>
</tr>
</tbody>
</table>

4) Pedoman Penskoran

NA= Skor yang diperoleh dijumlahkan

3. Indikator Penilaian

<table>
<thead>
<tr>
<th>Indicator penilaian</th>
<th>Tehnik penilaian</th>
<th>Instrumen penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membuat kalimat asking and giving information about a person’s capability berdasarkan gambar yang disediakan</td>
<td>Tes tertulis</td>
<td>Create a sentence using “Can you...?” based on the following pictures.</td>
</tr>
<tr>
<td>Mengidentifikasi kalimat asking and giving information about a person’s capability dengan generic structure yang benar</td>
<td>Tes tertulis</td>
<td>Identify the sentences that you have made according to the Subject, modal and Verb.</td>
</tr>
<tr>
<td>Menyusun kalimat acak menjadi kalimat yang runtut.</td>
<td>Tes tertulis</td>
<td>Arrange the jumbled words below to be a good sentences.</td>
</tr>
</tbody>
</table>
4. Rubrik Penilai

Kriteria Nilai

<table>
<thead>
<tr>
<th>Score</th>
<th>Categorization</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>70-79</td>
<td>Good</td>
</tr>
<tr>
<td>60-69</td>
<td>Fair</td>
</tr>
<tr>
<td>... &lt; 60</td>
<td>Poor</td>
</tr>
</tbody>
</table>

Keterangan Skor

4 = Excellent
3 = Good
2 = Fair
1 = Poor

\[ \sum \text{Skor perolehan} \]

\[ \text{Nilai} = \frac{\text{Skor Maksimal}}{100} \]

5. Instrument Penilaian

a) Create a sentence using “Can you...?” based on the following pictures.
b) Identify the sentences that you have made according to the Subject, modal and Verb.

c) Look up a correct word to complete the conversation!

Mrs. Riana : Are you free, Karina?
Karina : Yes, Mom. Is there anything I ___ do?
Mrs. Riana : ___, you water the ___, please? Most of them are withered.
Karina : Sure, Mom. ___ me handle it.
Mrs. Riana : ___, dear.
Karina : You’re welcome.

a. Will c. Let d. Flowers
b. Can e. Thanks

PRE-TEST AN POST-TEST

A. Create a sentence using “Can you...?” based on the following pictures.
B. Identify the sentences that you have made according to the modal and Verb.
C. Arrange the jumbled words below to be a good sentences.
The bold word is the first word of the sentence.

1. can’t-Vicenza-sing(.)
2. you-5-run-Can-kilometers(?)
3. a-climb-Can-tree-you(?)
4. play-Siska-can-guitar-the(.)

Kunci jawaban

A.

1. Can you sing?
2. Can you cook a fried rice?
3. Can you dance ballet?
4. Can you play a football?

B.

1. Can(modal), sing(V)
2. Can(modal), cook(V)
3. Can (modal), dance(V)
4. Can(modal), play(V)

C.

1. Vicenza can’t sing.
2. Can you run 5 kilometers?
3. Can you climb a tree?
4. Siska can play the guitar.

Mengetahui, Getasan, 25 Juli 2019
Guru Bahasa Inggris Peneliti

(Fitri Ariyani, S.Pd.I) (Silviana Putri Nugroho)
NIM: 23030-15-0171
3. Can you dance ballet?
4. Can you play a football?

B.
1. Can(modal), sing(V)  
2. Can(modal), cook(V)  
3. Can(modal), dance(V)  
4. Can(modal), play(V)

C.
1. Vicenza can’t sing.  
2. Can you run 5 kilometers?  
3. Can you climb a tree?  
4. Siska can play the guitar.

Mengetahui,
Guru Bahasa Inggris

(Filrri Arriyan, S.Pd.I)

Getar, 25 Juli 2019
Peteliti

(Silviana Putri Nugroho)
NIM: 23036-15-0171
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MTs Sudirman Getasan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/I ( Satu )
Materi Pokok : Teks lisan dan tulis yang menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan.
Skill : Writing
Alokasi Waktu : 4 x 40 menit (4 Kali Pertemuan)

I. 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 dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya termasuk fenomena dan kejadian tampak mata.
KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

J. Kompetensi Dasar dan Indikator Pencapain Kompetensi

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan sesuai dengan konteks penggunaannya.

4.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

K. Tujuan Pembelajaran
Setelah selesai pembelajaran peserta didik dapat:

3. Menentukan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan sesuai dengan konteks penggunaannya.

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L. Materi Pembelajaran
Teks lisan dan tulis yang menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan.

Pengertian
- Asking capability is used for state and inquire about the ability and willingness to perform an action.

Fungsi sosial
Menunjukkan sikap personal tentang kemampuan dan kemauan diri sendiri dan orang lain untuk melakukan suatu tindakan.
Struktur teks

There is some structure of the text asking capability.

7) To state a person's capability in the present time, we use the modal ‘can’ or ‘is/am/are + able to’.
   ‘Can’ and ‘is/am/are + able to’ are followed by ‘verb base’.
   **Examples**: 
   - My elder brother can ride a sports motorcycle.
   - Frogs are able to live in water and on land.

8) To show that a person is not able to respond in the present time, we use ‘cannot’ or ‘is/am/are + not + able to’.
   **Examples**: 
   - Noval cannot solve the puzzle.
   - Dimas is not able to change the roof tile because he’s afraid of hurting himself.

9) To state a person’s capability in past time, we use ‘could’ or ‘was/were + able to’.
   **Examples**: 
   - We could do the test well.
   - Erlin and Ganish were able to beat their opponents in the last badminton championship.

Unsur kebahasaan

(7) Kata kerja bantu modal: can, will.
(8) Kosa kata terkait kegiatan dan tindakan sehari-hari di lingkungan rumah, kelas, sekolah dan masyarakat.
(9) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal.
(10) Ucapan, tekanan kata, intonasi.
(11) Ejaan dan tanda baca.
(12) Tulisan tangan.
Topik
• Berbagai kegiatan dan tindakan yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggungjawab.

M. Metode Pembelajaran
5. Model : Cooperative Learning
   g. Siswa dibagi kedalam beberapa kelompok diskusi yang terdiri dari 2 siswa (sebangku).
   h. Setiap kelompok diberi exercise tentang asking and giving information about a person’s capability.
   i. Siswa A menyelesaikan persoalan yang ada di exercise.
   j. Siswa B melihat dengan seksama, memberitahu dan membimbing ketika proses kurang tepat.
   k. Siswa A memperbaiki pekerjaannya.
   l. Kemudian secara bergantian, siswa B menyelesaikan persoalan dan siswa A membimbing.

N. Media, alat dan sumber pembelajaran
3. Media/Alat : Kertas HVS, Kertas karton, Spidol, White Board.
4. Sumber Belajar :

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O. Langkah-langkah Kegiatan Pembelajaran

Pertemuan ke 1: Pre-Test

PRE-TEST 40’

Pertemuan 2: Treatment

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➢ Guru mengecek kehadiran siswa dengan menyiapkan suasana belajar yang kondusif.  
➢ Guru menyampaikan tujuan pembelajaran.  
➢ Menyebutkan kegiatan pembelajaran yang akan dilakukan. | 10            |
| Inti     | **Mengamati**  
➢ Siswa melihat beberapa contoh kata-kata (Verb) yang di tempel di White Board.  
➢ Siswa melihat beberapa contoh kalimat                                                                 | 25            |
yang menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan yang di tempel di White Board.

- Siswa mendengarkan penjelasan guru mengenai rumus yang digunakan dalam Asking and giving information about a person’s capability.
- Siswa menirukan model pengucapan dan intonasi dari kalimat/ungkapan menyatakan dan menanyakan kemampuan dan kemauan melakukan suatu tindakan.

**Menanya**

- Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai ungkapan menyatakan dan menanyakan kemampuan untuk melakukan suatu tindakan.
- Siswa mempertanyakan penggunaan rumus yang digunakan dalam kalimat Asking and giving information about a person’s capability.

**Mengeksplorasi**

- Dengan bimbingan guru, siswa dibagi kedalam beberapa kelompok diskusi yang terdiri dari 2 siswa (sebangku).
- Setiap kelompok diberi exercise tentang asking and giving information about a person’s capability berupa 4 gambar aktivitas.
Siswa A menyelesaikan persoalan dengan membuat kalimat berdasarkan gambar yang disediakan.

Siswa B melihat dengan seksama, memberitahu dan membimbing ketika proses kurang tepat.

Siswa A memperbaiki pekerjaannya.

Kemudian secara bergantian, siswa B menyelesaikan persoalan dan siswa A membimbing.

Siswa dengan teman sekelompoknya diberikan potongan-potongan kertas kalimat yang acak.

Siswa dengan teman sekelompoknya menyusun potongan-potongan kertas kalimat yang acak menjadi kalimat-kalimat yang runtut.

Mengasosiasi

Secara berkelompok, siswa membandingkan susunan potongan kertas yang telah mereka susun tentang ungkapan asking and giving information about a person’s capability dengan yang terdapat dalam contoh lain/contoh yang sudah mereka buat.

Siswa mencocokkan ungkapan yang terdapat dalam susunan potongan kertas yang sudah mereka susun (struktur teks dan unsur kebahasaan) apakah sudah sesuai atau belum dengan ungkapan asking and giving information about a
person’s capability.

- Guru membantu, mengarahkan dan mendampingi siswa.

**Mengkomunikasikan**

- Siswa membacakan hasil menyusun kalimat-kalimat di depan kelas.
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil yang mereka sampaikan dalam kerja kelompok.

**Penutupan**

- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Menginformasikan kegiatan pembelajaran untuk pertemuan berikutnya.
- Doa dan salam.

---

Pertemuan 3: Treatment

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan  | Persiapan psikis dan fisik membuka pelajaran dengan mengucapkan salam dan berdoa bersama.  
               | Memeriksa kehadiran siswa.  
               | Menginformasikan tujuan yang akan dicapai selama pembelajaran.  
               | Menyampaikan secara singkat garis                                               | 10            |
besar materi yang akan disajikan selama pembelajaran.
- Menyambungkan materi sekarang dengan materi sebelumnya.

<table>
<thead>
<tr>
<th>Inti</th>
<th><strong>Mengamati</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Siswa melihat beberapa contoh kata-kata (Verb) yang ditempelkan di White Board.</td>
</tr>
<tr>
<td></td>
<td>- Siswa melihat beberapa contoh kalimat yang menyanyakan dan menanyakan tentang kemampuan melakukan suatu tindakan yang ditempel di White Board.</td>
</tr>
<tr>
<td></td>
<td>- Siswa mendengarkan penjelasan guru mengenai rumus yang digunakan dalam Asking and giving information about a person’s capability.</td>
</tr>
<tr>
<td></td>
<td>- Siswa menirukan model pengucapan dan intonasi dari kalimat/ungkapan menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Menanya</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai ungkapan menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan.</td>
</tr>
<tr>
<td>- Siswa mempertanyakan penggunaan rumus yang digunakan dalam kalimat Asking and giving information about a person’s capability.</td>
</tr>
</tbody>
</table>
### Mengeksplorasi
- Dengan bimbingan guru, siswa dibagi kedalam beberapa kelompok diskusi yang terdiri dari 2 siswa (sebangku).
- Setiap kelompok diberi exercise tentang asking and giving information about a person’s capability berupa 4 gambar aktivitas.
- Siswa A menyelesaikan persoalan dengan membuat dialog berdasarkan gambar yang disediakan.
- Siswa B melihat dengan seksama, memberitahu dan membimbing ketika proses kurang tepat.
- Siswa A memperbaiki pekerjaannya.
- Kemudian secara bergantian, siswa B menyelesaikan persoalan dan siswa A membimbing.
- Siswa dengan teman sekelompoknya diberikan percakapn rumpang *(fill in the blank)*.
- Siswa dengan teman sebangkunya mendiskusikan soal untuk menjawab bagian yang rumpang pada percakapan tersebut.

### Mengasosiasi
- Siswa dengan teman sebangkunya membandingkan hasil kerja mereka yaitu mengisi percakapan yang rumpang dengan yang terdapat dalam contoh lain.
- Siswa mencocokkan ungkapan yang terdapat dalam percakapan rumpang yang sudah mereka isi (struktur teks dan unsur kebahasaan) apakah sudah sesuai atau belum dengan ungkapan asking and giving information about a person’s capability.
- Guru membantu, mengarahkan dan mendampingi siswa.

**Mengkomunikasikan**
- Siswa dan teman sebangkunya membacakan hasil kerjanya di depan kelas.
- Siswa dan guru melakukan diskusi di kelas mengenai materi Asking Capability.

<table>
<thead>
<tr>
<th>Penutupan</th>
<th>Memberikan umpan balik terhadap proses dan hasil pembelajaran.</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Menginformasikan kegiatan pembelajaran post-test untuk pertemuan berikutnya.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doa dan salam.</td>
<td></td>
</tr>
</tbody>
</table>

**Pertemuan 4: Post-Test**

**POST-TEST**
P. PENILAIAN

6. Jenis/Teknik Penilaian
   a. Tes Tulis

7. Bentuk Instrumen
   a. Tes tulis

   Tugas 1 (Treatment)
   5) Tehnik Penilaian : Tes Tulis
   6) Bentuk Instrumen : Membuat kalimat
   7) Kisi-kisi :

<table>
<thead>
<tr>
<th>No.</th>
<th>Indikator</th>
<th>Nomor Soal</th>
<th>Skor Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Disajikan sebuah gambar yang berupa aktivitas atau kata kerja (V), peserta didik dapat membuat sebuah kalimat tentang kemampuan dan kemauan melakukan suatu tindakan dengan struktur kalimat yang benar.</td>
<td>1-4</td>
<td>Tiap nomor Skor 10</td>
</tr>
<tr>
<td>B.</td>
<td>Mengidentifikasi kalimat asking and giving information about a person’s capability dengan generic structure yang benar</td>
<td>1-4</td>
<td>Tiap nomor 5</td>
</tr>
<tr>
<td>C.</td>
<td>Menyusun kalimat acak menjadi kalimat yang runtut.</td>
<td>1-4</td>
<td>Tiap nomor 10</td>
</tr>
</tbody>
</table>

8) Pedoman Penskoran
   NA= Skor yang diperoleh dijumlahkan.

8. Indikator Penilaian
<table>
<thead>
<tr>
<th>Indicator penilaian</th>
<th>Tehnik penilaian</th>
<th>Instrumen penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membuat kalimat asking and giving information about a person’s capability berdasarkan gambar yang disediakan</td>
<td>Tes tertulis</td>
<td>Create a sentence using “Are you able to...?” based on the following pictures.</td>
</tr>
<tr>
<td>Mengidentifikasi kalimat asking and giving information about a person’s capability dengan generic structure yang benar</td>
<td>Tes tertulis</td>
<td>Identify the sentences that you have made according to the Subject, modal and Verb.</td>
</tr>
<tr>
<td>Menyusun kalimat acak menjadi kalimat yang runtut.</td>
<td>Tes tertulis</td>
<td>Arrange the jumbled words below to be a good sentences.</td>
</tr>
</tbody>
</table>

9. Rubrik Penilai

Kriteria Nilai

<table>
<thead>
<tr>
<th>Score</th>
<th>Categorization</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>70-79</td>
<td>Good</td>
</tr>
<tr>
<td>60-69</td>
<td>Fair</td>
</tr>
<tr>
<td>... &lt; 60</td>
<td>Poor</td>
</tr>
</tbody>
</table>
Keterangan Skor

4 = Excellent
3 = Good
2 = Fair
1 = Poor

\[ \sum \text{Skor perolehan} \]

\[ \text{Nilai} = \frac{\text{Nilai}}{\text{Skor Maksimal}} \times 100 \]

10. Instrument Penilaian
d) Create a sentence using “Are you able to...?” based on the following pictures.

1. 
2. 
3. 
4.

e) Identify the sentences that you have made according to the modal and Verb.
Look up a correct word to complete the conversation!

Nadine : Hai Mary.
Mary : Oh, hai
Nadine : ________ are you going now?
Mary : I’m going to meet my friend at Batam Ballet Training.
Nadine : Going to do a little dancing?
Mary : Yeah, I have to ________ a farewell party next __.
Nadine : It sounds nice, Are you ______ to dance?
Mary : I am pretty good at the dance.
Nadine : That’s ________, Mary.
Mary : I must go now. I will see you next time.

| c. week | c. able | d. perform | d. where | e. great |

PRE-TEST AN POST-TEST

D. Create a sentence using “Are you able to...?” based on the following pictures.

1.
E. Identify the sentences that you have made according to the Subject, modal and Verb.

F. Arrange the jumbled words below to be a good sentences.
   The bold word is the first word of the sentence.
   1. mother-my-delicious-able-cook-to-food-is(.)
6. Kunci jawaban

A.
1. Are you able to swim?
2. Are you able to ride a bicycle?
3. Are you able to sing a song?
4. Are you able to play basket ball?

B.
1. able (modal), swim(V).
2. able (modal), ride(V).
3. able (modal), sing(V).
4. able (modal), play(V).

C.
1. my mother is able to cook a delicious food.
2. They are able to walk fast.
3. Is your father able to repair your broken bicycle?
4. I am able to do this homework alone.

Mengetahui,
Guru Bahasa Inggris

[Signature]

(Fitri Ariyani, S.Pd.I)

[Signature]

(Silviana Putri Nugroho)

Gerusan, 01 Juli 2019
NIM: 23030-15-0171

Penerima
PRE-TEST

A. Create a sentence using "Can you...?" based on the following pictures.

1. Answer: Can you sing?
2. Answer: Can you cook?
3. Answer: Can you dance?
4. Answer: Can you play basketball?

B. Identification the sentences that you have made according to the modal
   and Verb. Can you run?
   1. Yes
   2. No
   3. Can
   4. Can't

C. Arrange the jumbled words below to be a good sentences. The bold word
   is the first word of the sentence.

1. Can you - sing? Vicenza
2. Can you - run - kilometers? Yes
3. Can you - climb - a - tree? Yes
4. Can you - play - guitar? Yes
A. Create a sentence using “Can you...?” based on the following pictures.

1. Answer: Can you sing?

2. Answer: Can you cook?

3. Answer: Can you dance?

4. Answer: Can you play?

B. Identification the sentences that you have made according to the modal and Verb. 

<table>
<thead>
<tr>
<th>Verb</th>
<th>Modal</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td>can</td>
<td>sing</td>
</tr>
<tr>
<td>can</td>
<td>can</td>
<td>cook</td>
</tr>
<tr>
<td>can</td>
<td>can</td>
<td>dance</td>
</tr>
<tr>
<td>can</td>
<td>can</td>
<td>play</td>
</tr>
</tbody>
</table>

C. Arrange the jumbled words below to be a good sentence. The bold word is the first word of the sentence.

1. can’t-Vicenza sing. Vicenza can sing.
2. you run 5 km-kilometers? You can run 5 kilometers.
3. a-climb-Carrie-you? Can you climb a tree?
4. play-Siska can-guitar-in. Siska can play the guitar.
PRE-TEST

A. Create a sentence using “Are you able to...?” based on the following pictures.

1. Answer: Are you able to swim?

2. Answer: Are you able to ride a bike?

3. Answer: Are you able to sing?

4. Answer: Are you able to play?

B. Identification the sentences that you have made according to the Subject, modal and Verb.

   Verb: swim  Verb: ride  Verb: sing  Verb: play

C. Arrange the jumbled words below to be a good sentences. The bold word is the first word of the sentence.

1. mother-my-delicious-able-cook-to-food-is
   2. walk-they-able-are-fast-to
   3. father-broken-your-repair-your-able-bicycle-to-is
   4. homework-this-alone-I-able-do-to-am

   1. My mother is able to cook food delicious.
   2. They are able to walk fast.
   3. Is your father able to repair your broken bicycle?
   4. I am able to do homework this alone.
POST-TEST

A. Create a sentence using "Are you able to...?" based on the following pictures.

1. Answer: Can you able to swim? Answer: Can you able to sing?

2. Answer: Can you able to ride? Answer: Can you able to play?

B. Identification the sentences that you have made according to the Subject, modal and Verb.

1. Modal: able to Verb: swim
2. Modal: able to Verb: ride
3. Modal: able to Verb: sing
4. Modal: able to Verb: play

C. Arrange the jumbled words below to be a good sentences. The bold word is the first word of the sentence.

1. mother-my-delicious-able-cook-to-food-is(?)
2. they-able-are-fast-to(?)
3. father-broken-your-repair-your-able-bicycle-to-let(?)
4. homework-this-alone-I-able-do-is-am(?)

1. My mother is able to cook delicious food.
2. They are able to walk fast.
3. Is your father able to repair your broken bicycle?
4. I am able to do the homework alone.
Students’ Score in Pre-Test and Post-Test

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>1</td>
<td>AF</td>
<td>40</td>
<td>84</td>
</tr>
<tr>
<td>2</td>
<td>AP</td>
<td>50</td>
<td>89.5</td>
</tr>
<tr>
<td>3</td>
<td>APK</td>
<td>46</td>
<td>84</td>
</tr>
<tr>
<td>4</td>
<td>AP</td>
<td>50</td>
<td>73.5</td>
</tr>
<tr>
<td>5</td>
<td>AN</td>
<td>51.5</td>
<td>68</td>
</tr>
<tr>
<td>6</td>
<td>AD</td>
<td>72</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>BS</td>
<td>50.5</td>
<td>77.5</td>
</tr>
<tr>
<td>8</td>
<td>EP</td>
<td>50.5</td>
<td>77.5</td>
</tr>
<tr>
<td>9</td>
<td>EW</td>
<td>46</td>
<td>54.5</td>
</tr>
<tr>
<td>10</td>
<td>EH</td>
<td>55</td>
<td>84</td>
</tr>
<tr>
<td>11</td>
<td>FA</td>
<td>45</td>
<td>68</td>
</tr>
<tr>
<td>12</td>
<td>JT</td>
<td>46</td>
<td>84</td>
</tr>
<tr>
<td>13</td>
<td>MN</td>
<td>50</td>
<td>68</td>
</tr>
<tr>
<td>14</td>
<td>MA</td>
<td>45</td>
<td>68</td>
</tr>
<tr>
<td>15</td>
<td>MH</td>
<td>50</td>
<td>67</td>
</tr>
<tr>
<td>16</td>
<td>MY</td>
<td>41.5</td>
<td>84</td>
</tr>
<tr>
<td>17</td>
<td>NG</td>
<td>47.5</td>
<td>89.5</td>
</tr>
<tr>
<td>18</td>
<td>NJ</td>
<td>67.5</td>
<td>84</td>
</tr>
<tr>
<td>19</td>
<td>PR</td>
<td>46.5</td>
<td>92</td>
</tr>
<tr>
<td>20</td>
<td>RO</td>
<td>50</td>
<td>58.5</td>
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<td></td>
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</tr>
<tr>
<td>21.</td>
<td>SA</td>
<td>55</td>
<td>92.5</td>
</tr>
<tr>
<td>22.</td>
<td>SU</td>
<td>50</td>
<td>72.5</td>
</tr>
<tr>
<td>23.</td>
<td>TA</td>
<td>57.5</td>
<td>82</td>
</tr>
<tr>
<td>24.</td>
<td>TW</td>
<td>45</td>
<td>57</td>
</tr>
<tr>
<td>25.</td>
<td>TR</td>
<td>44.5</td>
<td>92</td>
</tr>
<tr>
<td>26.</td>
<td>UY</td>
<td>45</td>
<td>92.5</td>
</tr>
</tbody>
</table>
T and R entered the class. T greeted the students. T introduced the R to the students. T opened the lesson and checked the students’s attendance list. T gave explanation about asking and giving information about a person’s capability. She asked the students to answer the definition.

AD: "asking and giving information about a person’s capability is sentence that states a person’s ability to do something"

T: "your answer is good"

After that, T gave the students’ answer sheet and gave instructions to make a sentence according to the picture using modal can. The students were given 30 minutes to do the test individually and they were not allowed to open dictionary. Some students were confused how to start the sentence.

MY: "how many sentence should I made, mam?"

T: "you have to made one sentence according to the picture with a correct generic structure, do you understand?"

Students: “yes, I understand”

Four boys who sit in the back site of class did not focus they were joking and laughing each other. There are four boys who focuses did the test. He did it well. On the other hand, almost girl focused on doing the test by themselves. In the pre-test, some students got difficulties to arrange the sentence. They were confused whether this sentence using V-ing or not.
At the beginning of the lesson, the teacher stuck a paper in the white board and gave a handout to the students and asked some students to read about the definition of asking and giving information about a person’s capability, the purpose, the generic structure, and generic features of asking and giving information about a person’s capability. T pointed S who did not pay attention to read the definition and described it

T : “S, please read the definition and explain it!”
S : “yes mam”.

T explained more detail about the generic structure in Indonesia language in order to make the students understood the material. Then T and the students read the example of asking and giving information about a person’s capability sentence with the modal can.

T and R entered the class at 07.15 a.m, T greeted the students.

T : “Assalamu’alaikum wr.wb?”
S : “Wa’alaikum salam”.
T : “how are you today?”
S : “I am fine thank you, and you?”
T : “I am fine to thank you”.

Then, T checked the students’ attendance list and asked the leader to lead the pray by saying “bissmillahirohmanirrahim”. T reviewed the materials in the last meeting. Then T gave feedback about the students’ result of Pre-tset.

T : “some students still use V-ing, so please pay attention how to use simple present tense”

The teacher gave an opportunity to the students to ask the question about the material that day.

TW : “mam, in this material verb that used V1 right?
T : “Yes,you right TW”.
After gave the treatment, T conducted the post-test. T asked the students made a sentence according to the picture using the modal *can*. T asked the students did it individually and they were not allowed to open the dictionary. T monitored the students did the test. After the time was up, T collected the students’ worksheet. Then, T closed the meeting.

T: “*thank you very much for your participation. You did a great job today. I am very happy with your activity in the class. How about you, did you enjoy my class?*

S: “*yes, mam*”.

T: “*wassalamu’alaikum wr.wb*”

S: “*wa’alaikumsalam wr.wb mam*”

---

T and R entered the class. Then T greeted the students “*Assalamu’alaikum*”. T asked the leader to lead the pray. After that, T opened the meeting and checked the students’ attendance list. T reviewed about the last meeting. T asked the students to make a sentence according to picture using the modal *able to*. The students were given 30 minutes to do the test individually and they were not allowed to open dictionary but they finished before the time was up. But most of students did the pre-test seriously. MH who sat in the left back side did not pay attention to the teacher’s instructions. So, the teacher asked MH to sit in the chair of front rows.
At the beginning of the lesson, the teacher stuck a paper in the white board and gave a handout to the students and asked some students to read about the definition of asking and giving information about a person’s capability, the purpose, the generic structure, and generic features of asking and giving information about a person’s capability.

AD: “how to use “to be” of is, am, and are in this sentence mam?”

T: “okay to be is used before the modal able to for example Dani is able to ride the motorcycle”.

T explained more detail about the generic structure in Indonesia language in order to make the students understood the material. Then T and the students read the example of asking and giving information about a person’s capability sentence with the modal able to.

T and R entered the class at 07.15 a.m, T greeted the students.

T : “Assalamu’alaikum wr.wb?”
S : “Wa’alaikum salam”.
T : “how are you today?”
S : “I am fine thank you, and you?”
T : “I am fine to thank you”.

Then, T checked the students’ attendance list and asked the leader to lead the pray by saying “bismillahihirohmanirrahim”. T reviewed the materials in the last meeting. Then T gave feedback about the students’ result of Pre-tset.

After the T gave feedback, T divided the students into pair group discussion and gave a task to completed the paragraph that some words eliminated. The students used pairs check when they did the task. After the students finished the task, T and the students discussed it together.
After gave the treatment, T conducted the post-test. T asked the students made a sentence according to the picture using the modal *can*. T asked the students did it individually and they were not allowed to open the dictionary. T monitored the students did the test. After the time was up, T collected the students’ worksheet. Then, T closed the meeting.

T: “thank you very much for your participation. You did a great job today. I am very happy with your activity in the class. How about you, did you enjoy my class?”
S: “yes, mam”.
T: “wassalamu’alaikum wr.wb”
S: “wa’alaikumsalam wr.wb mam”
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INSTITUT AGAMA ISLAM NEGERI (AIN) SALATIGA 
FAKULTAS TARSIYAH DAN ILMU KEGURUHAN 
Jalan Jompo Salatiga KM 2 Telp. (0498) 6030661 Kec. Pray 50181 Semarang Website: htp://institutagamiSalatiga.id; e-mail: drhr@institutagamiSalatiga.id

Nomor: B-03/II/21/D1/PP 07 3/03/2019 
Lamp. Proposal Skripsi 
Hal: Pembimbing Skripsi

Salatiga, 05 Maret 2019

Kepada

Yth. Dr. Setia Rini, M.Pd,
Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Sarjana. Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa.

Nama: Silviana Purni Nugroho
NIM: 2303010017
Program Studi: Tadris Bahasa Inggris
Fakultas: Tarbiyah dan Ilmu Keguruan
Judul Skripsi: The Use of Snowball Throwing and Numbered Head Together (NHT) Technique to Improve Reading Comprehension (A Classroom Action Research of the Second Grade of SMP Negeri 2 Tengaran in Academic Year 2018/2019).

Apa bila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas. Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

A. N. Dekan,
Wkt. Dekan Bidang Akademik

[Signature]

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Nomor : B-21/D1/1/PN 03.10/2019
Lamp. : Proposal Penelitian.
Hal. : Permohonan Izin Penelitian

Salatiga, 11 Juli 2019

Kepada
Yth. Kepala MTs Sudirman Getasan
Di Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :
Nama : Silviana Putri Nugroho
NIM : 25000150171
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Serta Satu di IAIN Salatiga, mahasiswa
diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsi/nya adalah :

THE USE OF PAIRS CHECK TO IMPROVE STUDENTS’ WRITING SKILLS FOR
THE EIGHTH GRADE STUDENTS OF MTs SUDIRMAN GETASAN IN ACADEMIC

Dosen Pembimbing : Dr. Setia Rini, M.Pd

Kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk
mengadakan penelitian di MTs Sudirman Getasan, mulai bulan Juli sempai dengan
sfinite

Demikian, atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

[Signature]

[Signature]

An. Dekan,

[Signature]

[Signature]

Wakil Dekan Bidang Akademik

[Signature]
YAYASAN PUSAT PENDIDIKAN ISLAM SUDIRMAN (YAPPIS)
MADRASAH TSANAWIYAH SUDIRMAN GETASAN
KABUPATEN SEMARANG
e-mail: mts.sudirmangetasan@gmail.com
NSS: 121233520002

SURAT KETERANGAN PENELITIAN
Nomor: 254/K.24/VIII/2019

Yang bertanda tangan dibawah ini:

Nama : Dr. Hj. AMINATUN
NIP: 
Jabatan : Kepala MTs. Sudirman Getasan
Alamat : SMK Permai Kec. Tuntang Kab. Semarang

Dengan ini menerangkan bahwa:
Nama : SILVIANA PUTRI NUGROHO
NPM : 23080150171
Jurusan : TBI (Tadris Bahasa Inggris)
Fakultas : Tarbiyah dan Ilmu Keguruan

Yang bersangkutan benar-benar telah melakukan penelitian di MTs. Sudirman Getasan Kabupaten Semarang mulai tanggal 28 Juli sampai dengan 7 Agustus 2019 untuk keperluan menyusun skripsi dengan judul: THE USE OF PAIRS CHECK TO IMPROVE STUDENTS WRITING SKILLS FOR THE EIGHTH GRADE STUDENTS OF MTs. SUDIRMAN GETASAN IN ACADEMIC YEAR 2019/2020

Surat keterangan ini sebagai bukti yang sah dan dapat digunakan sebagaimana mestinya.

Getasan, 20 Agustus 2019
Kepala Maghrib

[Signature]

Dra. Hj. AMINATUN
## SATUAN KREDIT KEGIATAN

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Salatiga, 25 Juni 2019

Mengetahui,

Walif Delan Bidang

Kemenagriwamun dan Kerjasama

Hamimun, M.Ps., Ph.D.

NIP. 19730610 200003 1 001
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Dosen Pembimbing,

Dr. Setia Rini, M.Pd.
NIP: 10760518 200312 2 002
# Lembar Konsultasi Skripsi

**Nama Mahasiswa:** Silviana Putri Nugroho  
**N I M:** 23030150171  
**Dosen Pembimbing:** Dr. Setia Rini, M.Pd.

**Judul Skripsi pada surat penunjukan pembimbing skripsi:**  
THE USE OF PAIRS CHECK TO IMPROVE STUDENTS' WRITING SKILLS FOR THE EIGHTH GRADE STUDENTS OF MTs SUDIRMAN GETASAN IN ACADEMIC YEAR 2018/2019

<table>
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- Lingkup lampiran. |       |
| 10  | 20/08/2019 | Ace           |                   |       |

**Dosen Pembimbing:**  
Dr. Setia Rini, M.Pd.  
NIP. 10750516 200312 2 002
DOCUMENTATION

Pre-Test Cycle I
Teatment Cycle I
Post-Test Cycle I
Learning Process in the Classroom
Pre-test Cycle II
Post-test Cycle II
CURRICULUM VITAE

Nama : Silviana Putri Nugroho
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Place and Date of Birth: Salatiga, January 15th 1997
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Religion: Moslem
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E-mail Address: silvianapatru1501@gmail.com
Phone: 082232746759
Faculty: English Department
Educational Background:

1. TK Tarbiyatul Banin graduated in 2003
2. SDN 1 Salatiga graduated in 2009
3. SMP N 2 Salatiga graduated in 2012
4. SMA N 2 Salatiga graduated in 2015

Salatiga, August 20th 2019

Silviana Putri Nugroho
NIM: 23030150171