

## APPENDIX 1

### LESSON PLAN

School	: SMP Al-Muhajirin Sumengko-wringinanom
Subject	: English
Class / Semester	: IX / II
Time Allocation	: 2 x 40 minutes (first meeting)
Skill	: Writing
Genre	: Report text

#### A. Standard competence

Expressing meaning in functional writing text and simple, short essay in the form of narrative and report to interact in the context of everyday life.

#### B. Basic Competence

Expressing meaning and rhetorical stages of a simple, short essay by using a variety of written language accurately, fluently and thankful to interact in the context of everyday life in the form of a narrative text and report.

#### C. Indicators

- a. Mention the structure text of factual report.
- b. Differentiating element in the text linguistic simple factual report.
- c. Arrange the sentence into paragraph of report text.

#### D. Learning Aim

- a. Students able to mention the structure text of factual report.
- b. Students able to differentiating element in the text linguistic simple factual report.
- c. Students able to arrange the sentence into paragraph of report text.

## E. Teaching Material

### Report text

1. Definition : Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.
  
2. Generic Structure :
  - a. General classification : Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general
  - b. Description : Describing the thing which will be discussed in detail; part per part , customs or deed for living creature and usage for materials.
  
3. Language future:
  - a. Introducing group or general aspect
  - b. Using conditional logical connection; when, so, etc
  - c. Using simple present tense

### Example of Report text

#### The Rabbit

Rabbit are small mammals animal of the family leporidae, which can be found in many parts of the earth. Moreover they are tame and cute animals. (General Classification)

Rabbits have long ears, large eyes, a small tail, and four strong legs. Moreover they have a soft feathers. They also have a beautiful feather color, example : white, brown, black, and gray. Rabbit are herbivores. Rabbit foods includes grasses , fruits, vegetable, and rabbit pellets. They will eat ravenous in the territory area safe and rileks. Rabbit likes to jump and run. Rabbit are also similar to other animals, they can bite if they feel danger. To detect the danger they

movement the ears and nose. Moreover rabbit will give kind of its dirt as territory area power. (Description)

F. Learning Method

- Question and answer
- Explanation
- Discussion
- Exercise

G. Learning activities (first meeting)

Phase	Teacher's activities	Student's activities
Pre- teaching activities	<ol style="list-style-type: none"> <li>1. Opening the class by saying greeting.</li> <li>2. Pray before starting the class.</li> <li>3. Check the student's attendances.</li> <li>4. Give the motivated to students and explain of the purpose of learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Answering to the teacher's greeting.</li> <li>2. Pray before starting the class.</li> <li>3. Listening and attention.</li> <li>4. Paying attention to the teacher's explanation.</li> </ol>
Main teaching activities	<ol style="list-style-type: none"> <li>1. Show the animal picture (rabbit picture).</li> <li>2. Explain the generic structure of Report text.</li> <li>3. Ask the students to classify from the text</li> </ol>	<ol style="list-style-type: none"> <li>1. Mention the name part rabbit's body. (Exercise1)</li> <li>2. Listening and attention to the teacher's explanation.</li> <li>3. Classify the text about Snake based on the</li> </ol>

	<p>about Snake based on the class, habitat, physical, appearance, food, and behavior.</p> <p>4. Explain the generic structure of the text Kangaroo.</p> <p>5. Divided students in partner.</p> <p>6. Ask the students to give punctuation, capital, letters, and find the meaning of difficult words based of the text kangaroo.</p> <p>7. Discuss the complete sentence.</p> <p>8. Give the material in each group.</p>	<p>class, habitat, physical, appearance, food, and behavior. (Exercise 2).</p> <p>4. Listening and attention to the teacher's explanation.</p> <p>5. Students in partner.</p> <p>6. Do the instruction from the teacher. (Exercise 3)</p> <p>7. Writing to complete sentence. (Exercise 4)</p> <p>8. Every group arranges the sentence in to a good paragraph of Report text. (Teaching material).</p>
Closing	1. Asking the difficulties for students in	1. Answering questions from teachers about

	learning process.	difficulties when learning process
	2. Conclude the material.	2. Listening to the teacher conclude the material.
	3. Closing the class by saying greeting.	3. Answering to the teacher's greeting

#### H. Media and source

##### 1. Media

Animal picture

##### 2. Equipment / Materials:

Laptop

LCD

PPT

##### 3. Source of Learning

Kamus Inggris Indonesia An English-Indonesia Dictionary

#### I. Assesment

Aspect	Score	Criteria
I. Organization: Introduction, body, and conclusion	20-18	Appropriate title, effective introductory, topic is stated, leads to body, conclusion, logical and complete.
	17-15	Adequate title, introduction, and conclusion : body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed.
	14-12	Mediocre or scant introduction or conclusion : problems with the order with the ideas in the body.

	11-6	Shaky or minimally recognizable introduction severe problems with ordering of ideas : conclusion weak or illogical.
	5-1	Absence of introduction or conclusion ;no apparent organization of body: severe lack of supporting evidence.
II.Logical development of ideas : content	20-18	The ideas are concrete and throughly developed ; no extraneous material:essay reflects though.
	17-15	Essay addresses the issues but misses some points: ideas could be more fully develop : some extraneous materials is present.
	14-12	Development or ideas not complete or essay is some what of the topic: paragraph aren't divided exactly right
	11-6	Ideas in complete: essay does not reflect careful thinking or was hurriedly written : inadeqaute effort in area of content.
	5-1	Essay is completely in adequate and does not reflect colledge-level work : no apparent effort to consider the topic carefully.
III. Grammar	20-18	Native like fluency in English grammar:correct use of relative clauses, preposition, modals, articles, verb forms, and tense squencing; no fregments or run-on sentences.
	17-15	Advances proficiency in english grammar: some grammar problems don't influence communication: no fregments or run-on sentences.
	14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication: run on sentences or fregments present.
	11-6	Numerous serious grammar problems interfere with communication of the writer's ideas: grammar review of some areas clearly needed : difficult to read sentences.
	5-1	Severe grammar problems intervere greatly with the massage; reader can't understand what the writer

		was trying to say;unintelligible sentence structre.
IV.Punctuation, spelling,and mechanic	20-18	Correct use of English writing convention:left and right margins, or needed capials, paragraphs indented, punctuation, and spelling:very neat.
	17-15	Some problems with writing convention and punctuation occasional spelling errors, left margin corect, paper is neat and legible.
	14-12	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with idea.
	11-6	Part of essay not legible :errors in sentence punctuation unacceptable educated readers.
	5-1	Paper illegible: obvious capitals missing: no margin, severe spelling problem.
V. Style and quality of expression	2-18	Presice vocabulary usage : use of pararel structures, concise, register good.
	17-15	Attempts variety, good vocabulary: not wordy, register OK, stair fairly, concise.
	14-12	Some vocabulary missued ; lacks awarness of register, may be too wordy.
	11-6	Poor expression of ideas problem in vocabulary, lucks variety of structure.
	5-1	Inappropriate use of vocabulary : no concept of register or sentences variety.

Score of Descriptive Writing Profile ( Brown &Bailey, 1984 : 39-41)

This is a description of the score according to the number of points awarded in accordance with the assessment rubric items aspect of writing

1	90-100	Very Good
2	75 – 85	Good
3	60 - 70	Average
4	30 - 50	Poor
5	5 - 25	Very Poor

Gresik,.....2017

Acnowledge,  
English teacher

University student

**YUNITA DWI WIRANTI,S.Pd**

**ITA FATMAWATI**



*Rabbit*



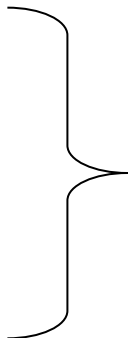
## **Exercise 1**

*Reading text report!*

### The Rabbit

Rabbit are small mammals animal of the family leporidae, which can be found in many parts of the earth. Moreover they are tame and cute animals. (General Classification)

Rabbits have long ears, large eyes, a small tail, and four strong legs. Moreover they have a soft feathers. They also have a beautiful feather color, example : white, brown, black, and gray. Rabbit are herbivores. Rabbit foods includes grasses , fruits, vegetable, and rabbit pellets. They will eat ravenous in the territory area safe and rileks. Rabbit likes to jump and run. Rabbit are also similar to other animals, they can bite if they feel danger. To detect the danger they movement the ears and nose. Moreover rabbit will give kind of its dirt as territory area power. (Description)



## Exercise 2

*Find about class, habitat , physical appearance, food, and behaviour !*

### **Snake**

Snakes are elongated and carnivorous reptiles. Living snakes are found on every continent except Antarctica. More than 20 families are currently recognized, comprising about 500 genera and about 3,400 species. To accommodate their narrow bodies, snakes' paired organs (such as kidneys) appear one in front of the other instead of side by side, and most have only functional lung.

1. Class :
2. Habitat :
3. Physical appearance :
4. Food :
5. Behaviour :

### Exercise 3

*Supply appropriate punctuation and capital letters to the paragraph below!*

#### **Kangaroo**

kangaroo is a marsupial mammal from Australia These animals are like rabbit, but much larger bounding path, which females have a pocket in the outer abdomen to take its little son.

Kangaroo has two powerful hind legs, large paw designed to jump. kangaroo usually hops with the speed of 20-25 km/h. But they can jump up to 70 km / h Kangaroo life expectancy of about 9-18 years. Although sometimes there are kangaroos that can survive up to 28years. Kangaroo is known to have a strong front leg muscle (biceps) and now it is known that muscle is not only used for fighting, is also used to attract females.

There are three species of kangaroo, the red kangaroos, eastern gray kangaroo and eastern gray kangaroos. Red kangaroo is the largest marsupial animal is still alive. the height can reach more than 2 meters and weighs up to 90 kg. This type of Kangaroo usually moves in large groups. they sleep in the afternoon when the weather is hot. If there is no water, they will seek the moisture from the green plants They will also proliferate when there is rain and grow new crops.

*Find the meaning of difficult words below!*

1. Expectancy :
2. Strog :
3. Muscle :
4. Heigh :
5. Large :
6. Weather :
7. Moisture :
8. Proliferate :

*Mention the generic structure of the text!*

#### **Exercise 4**

*Complete the sentence by choosing the answer !*

1. Kangaroo..... a marsupial mammal from India. (is, are)
2. Kangaroo..... two powerful hind legs. (has/have)
3. Kangaroo usually.....with the speed of 20-25 km/h. (hop, hops,)
4. Kangaroo..... expectancy of about 9-18 years. (life, lifes)
5. Red kangaroo.....the largest marsupial animal is still alive. (is, are)
6. They.....in the afternoon when the weather is hot. (sleep, slept)

## STUDENT WORKSHEET

Subject : English                      Material : Writing Report text  
class :                                      day/date :  
members :                                teacher :

---

1. Make a group consist 2 students!
2. Discuss with your seatmate based sentence below !
3. Arrange the following into a good report !
4. Rewrite the sentences that have been arrange into paragraph!
5. The duration of writing is 20 minute!



### DOG

1. They look like wolf but they can be friend to human
2. The dogs is an mammals animals
3. They can save a home from robbers.
4. The dogs can be easly to adapt with everyone.
5. Their body's closed by smooth furs.
6. The dogs eat meat but not always to do.
7. The dogs have many specieses like hearder, bulldog, labrador and exc.
8. Hearder is one of many dogs that is very easy to be friend and easy to training.
9. They can run very fast but not like a cheetah
10. Usually the dogs help the work of human like help the jobs of police because the dogs have a good smelling like.
11. The dogs have four legs.

DOG

.....  
.....  
.....  
.....  
.....  
.....  
.....

.....  
.....  
.....  
.....  
.....  
.....  
.....

## LESSON PLAN

School	: SMP Al-Muhajirin Sumengko-wringinanom
Subject	: English
Class / Semester	: IX / II
Time Allocation	: 2 x 40 minutes (second meeting)
Skill	: Writing
Genre	: Report text

### J. Standart competence

Expressing meaning in functional writing text and simple, short essay in the form of narrative and report to interact in the context of everyday life.

### K. Basic Competence

Expressing meaning and rhetorical stages of a simple, short essay by using a variety of written language accurately, fluently and thankful to interact in the context of everyday life in the form of a narrative text and report.

### L. Indicators

- a. Categorize animals based on the information.
- b. Make a statement according to the class, habitat, physical appearance, food, and behaviour.
- c. Write simple text report about the animals into paragraph.

### M. Learning Aim

- a. Students able to categorize animals based on the information.
- b. Students able to make a statement according to the class, habitat, physical appearance, food, and behaviour.
- c. Students able to write simple text report about the animals into paragraph.



N. Teaching Material

Report text

4. Definition : Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.
5. Generic Structure :
  - c. General classification : Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general
  - d. Description : Describing the thing which will be discussed in detail; part per part , customs or deed for living creature and usage for materials.
6. Language future:
  - d. Introducing group or general aspect
  - e. Using conditional logical connection; when, so, etc
  - f. Using simple present tense

O. Learning Method

Explain

Exercise

Question and answer

Cooperative Learning Two Stay Two stray Strategy

P. Learning activities (Second meeting)

Phase	Teacher's activity	Student's activity
Pre- teaching activities	<ol style="list-style-type: none"><li>1. Opening the class by saying greeting.</li><li>2. Pray before starting the class.</li></ol>	<ol style="list-style-type: none"><li>1. Answering to the teacher's greeting.</li><li>2. Pray before starting the class.</li></ol>

	<ol style="list-style-type: none"> <li>3. Check the student's attendances.</li> <li>4. Give the motivated to students and explain of the purpose of learning.</li> </ol>	<ol style="list-style-type: none"> <li>3. Listening and attention.</li> <li>4. Paying attention to the teacher's explanation</li> </ol>
Main teaching activities	<ol style="list-style-type: none"> <li>1. Review the material of Report text.</li> <li>2. Give the students exercise to categorize animal.</li> <li>3. Encourage students to practice simple sentence.</li> <li>4. Divide the class in to six groups.</li> <li>5. Give the students worksheet to each group with a different</li> </ol>	<ol style="list-style-type: none"> <li>1. Listening to the explanation given by the teacher about Report text.</li> <li>2. Students practice to categorize the meaning of Fish, bird, mammals, insect, reptile. (Exercise 1)</li> <li>3. Practice making simple sentence to the description report text Panda and cat. (Exercise 2)</li> <li>4. Making group consist four students.</li> <li>5. Practicing compose report text; write about animal pet and</li> </ol>

	<p>picture.</p> <p>6. Guiding discussions class to do two stay two stray</p>	<p>discussion in group. (Elephant, rabbit, chicken, pigeon, giraffe, and fish).</p> <p>6. Two students stay in group give the information about report text of animal pet that they have.</p> <p>7. Two students in group stray in each group to search the information and note the result of information receive.</p> <p>8. Two students back in own group to informed the result of discussion from each group that they visit.</p>
Closing	<p>1. Asking the difficulties for students in learning process.</p> <p>2. Conclude the material.</p>	<p>1. Answering questions from teachers about difficulties when learning process</p> <p>2. Listening to the teacher conclude the material.</p>

	3. Closing the class by saying greeting.	3. Answering to the teacher's greeting
--	--	--

Q. Media and source

1. Media

Animal picture

2. Equipment / Materials:

Laptop

LCD

PPT

3. Source of Learning

Kamus Inggris Indonesia An English-Indonesia Dictionary

R. Assesment

Aspect	Score	Criteria
I. Organizasion: Introduction, body, and conclusion	20-18	Appropriate title, effective introductory, topic is stated, leads to body, conclusion, logical and complete.
	17-15	Adequate title, introduction, and conclusion : body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed.
	14-12	Mediocre or scant introduction or conclusion : problems with the order with the ideas in the body.
	11-6	Shaky or minimally recognizable introduction severe problems with ordering of ideas : conclusion

	5-1	<p>weak or illogical.</p> <p>Absence of introduction or conclusion ;no apparent organization of body: severe lack of supporting evidence.</p>
II.Logical development of ideas : content	<p>20-18</p> <p>17-15</p> <p>14-12</p> <p>11-6</p> <p>5-1</p>	<p>The ideas are concrete and thoroughly developed ; no extraneous material:essay reflects though.</p> <p>Essay addresses the issues but misses some points: ideas could be more fully develop : some extraneous materials is present.</p> <p>Development or ideas not complete or essay is somewhat of the topic: paragraph aren't divided exactly right</p> <p>Ideas in complete: essay does not reflect careful thinking or was hurriedly written : inadequate effort in area of content.</p> <p>Essay is completely inadequate and does not reflect college-level work : no apparent effort to consider the topic carefully.</p>
III. Grammar	<p>20-18</p> <p>17-15</p> <p>14-12</p>	<p>Native like fluency in English grammar:correct use of relative clauses, preposition, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences.</p> <p>Advances proficiency in English grammar: some grammar problems don't influence communication: no fragments or run-on sentences.</p> <p>Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication: run on sentences or fragments present.</p>

	11-6	Numerous serious grammar problems interfere with communication of the writer's ideas: grammar review of some areas clearly needed : difficult to read sentences.
	5-1	Severe grammar problems intervere greatly with the massage; reader can't understand what the writer was trying to say;unintelligible sentence structre.
IV.Punctuation, spelling,and mechanic	20-18	Correct use of English writing convention:left and right margins, or needed capials, paragraphs indented, punctuation, and spelling:very neat.
	17-15	Some problems with writing convention and punctuation occasional spelling errors, left margin corect, paper is neat and legible.
	14-12	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with idea.
	11-6	Part of essay not legible :errors in sentence punctuation unacceptable educated readers.
	5-1	Paper illegible: obvious capitals missing: no margin, severe spelling problem.
V. Style and quality of expression	2-18	Presice vocabulary usage : use of pararel structures, concise, register good.
	17-15	Attempts variety, good vocabulary: not wordy, register OK, stair fairly, concise.
	14-12	Some vocabulary missued ; lacks awarness of register, may be too wordy.
	11-6	Poor expression of ideas problem in vocabulary, lucks variety of structure.
	5-1	Inappropriate use of vocabulary : no concept of

		register or sentences variety.
--	--	--------------------------------

Score of Descriptive Writing Profile ( Brown &Bailey, 1984 : 39-41)

This is a description of the score according to the number of points awarded in accordance with the assessment rubric items aspect of writing

1	90 - 100	Very Good
2	75 - 85	Good
3	60 - 70	Average
4	30 - 50	Poor
5	5 - 25	Very Poor

Gresik,.....2017

Acnowledge,  
English teacher

University student

**YUNITA DWI WIRANTLS.Pd**

**ITA FATMAWATI**

### Exercise 1

*Match the word in column A with the meaning in column B!*

A

B

1. Fish
2. Bird
3. Mammals
4. Insect
5. Reptil

- a. Members of vertebrate animals (vertebrates) that has feathers and wings.
- b. animals that have mammary glands, hair and warm-blooded
- c. The cold-blooded animals that live in water and breathe with gills.
- d. group of cold-blooded vertebrate animals and have scales that cover his body and lay eggs
- e. nvertebrate animals that have segmented bodies, jointed legs, and external framework



## Exercise 2

*Make simple sentence about this animal based on the text !*

<b>Panda</b>	
Class	: mamals
Habitat	:China
Phsyscal appearance	:black eyes, has round body, a short tail.
Food	: bamboo
Behaviour/habit	: eat 99% bamboo, live in family group.

<b>Cat</b>	
Class	: mamals
Habitat	: land
Phsyscal appearance	: flexible body, quick reflect, sharp rectable claws.
Food	: meat
Behaviour/habit	: have poorer color vision and a better sense of smell than humans, They can see in near darkness

## STUDENT WORKSHEET

Subject : English Material : Writing Report text  
Class : day/date :  
Name of group : teacher :

---

- ❖ Make a group consist 4 students !
  - ❖ Write a short Report text about animal based on the picture by developing the keyword given!
  - ❖ Follow the stage below :
    - Develop the topic based on the keyword given!
    - The duration of writing is 30 minutes!
    - If you need you can open your dictionary
  - ❖ After that doing the two stay two stray strategy with the guidance teacher!
- Steps :
1. Discuss in group
  2. Two students stray or move to the each group and note the information. (A→B) (B→C) (C→D) (D→E) (E→F) (F→A)
  3. Two students back to the own group and share the information.

## Elephant



Key word :

- Mammal
- Big
- Weight 7.000 kg
- Drink 230 l of water
- Trunk
- Herbivor
- Eat 200-400 kg per day, 50% grass
- Wrinkled skin

The title

.....

General clasificassion

.....

.....

Discussion

.....

.....

.....

.....

## STUDENT WORKSHEET

Subject : English                      Material : Writing Report text  
Class :                                      day/date :  
Name of group :                              teacher :

---

- ❖ Make a group consist 4 students !
- ❖ Write a short Report text about animal based on the picture by developing the keyword given!
- ❖ Follow the stage below :
  - Develop the topic based on the keyword given!
  - The duration of writing is 30 minutes!
  - If you need you can open your dictionary
- ❖ After that doing the two stay two stray strategy with the guidance teacher!

Steps :

1. Discuss in group
2. Two students stray or move to the each group and note the information.(A→B) (B→C) (C→D) (D→E) (E→F) (F→A)
3. Two students back to the own group and share the information.

## Rabbit



Keyword :

- Mammals
- Long ears
- Large eyes
- Small tail
- herbivores
- like jump and run
- they can bite if they feel danger

The title

.....

General clasificassion

.....  
.....

Discussion

.....  
.....  
.....  
.....

## STUDENT WORKSHEET

Subject :English Material : Writing Report text  
Class : day/date :  
Name of group : teacher :

---

- ❖ Make a group consist 4 students !
  - ❖ Write a short Report text about animal based on the picture by developing the keyword given!
  - ❖ Follow the stage below :
    - Develop the topic based on the keyword given!
    - The duration of writing is 30 minutes!
    - If you need you can open your dictionary
  - ❖ After that doing the two stay two stray strategy with the guidance teacher!
- Steps :
1. Discuss in group
  2. Two students stray or move to the each group and note the information. (A→B) (B→C) (C→D) (D→E) (E→F) (F→A)
  3. Two students back to the own group and share the information.

## Chicken



Keyword:

- Bird that can not fly
- Aves group
- Has wings
- Like crow ,peck
- have 2 legs and 8 fingers
- eat rice, corn, worm, snail
- reproduction(egg)

The title

.....

General clasificassion

.....  
.....

Discussion

.....  
.....  
.....  
.....

## STUDENT WORKSHEET

Subjetc : English Material : Writing Report text  
Class : day/date :  
Name of group : teacher :

---

- ❖ Make a group consist 4 students !
  - ❖ Write a short Report text about animal based on the picture by developing the keyword given!
  - ❖ Follow the stage below :
    - Develop the topic based on the keyword given!
    - The duration of writing is 30 minutes!
    - If you need you can open your dictionary
  - ❖ After that doing the two stay two stray strategy with the guidance teacher!
- Steps :
1. Discuss in group
  2. Two students stray or move to the each group and note the information. (A→B) (B→C) (C→D) (D→E) (E→F) (F→A)
  3. Two students back to the own group and share the information.



## Pigeon



Keyword :

- Bird
- Long wings and short tail
- Eat corn
- North America
- production (egg)
- can fly

The title

.....

General clasificassion

.....  
.....

Discussion

.....  
.....  
.....  
.....

## STUDENT WORKSHEET

Subject : English Material : Writing Report text  
Class : day/date :  
Name of group : teacher :

---

- ❖ Make a group consist 4 students !
  - ❖ Write a short Report text about animal based on the picture by developing the keyword given!
  - ❖ Follow the stage below :
    - Develop the topic based on the keyword given!
    - The duration of writing is 30 minutes!
    - If you need you can open your dictionary
  - ❖ After that doing the two stay two stray strategy with the guidance teacher!
- Steps :
1. Discuss in group
  2. Two students stray or move to the each group and note the information. (A→B) (B→C) (C→D) (D→E) (E→F) (F→A)
  3. Two students back to the own group and share the information.

## Giraffe



Keyword :

- Tallest animal in the world
- live in grassland and open forest
- Eat leaves and youngshoots of tree
- long necks and tongues
- body still be hydrated
- can rely on fluids from the leaves.

The title

.....

General clasificassion

.....

.....

Discussion

.....

.....

.....

.....

## STUDENT WORKSHEET

Subject : English Material : Writing Report text  
Class : day/date :  
Name of group : teacher :

---

- ❖ Make a group consist 4 students !
  - ❖ Write a short Report text about animal based on the picture by developing the keyword given!
  - ❖ Follow the stage below :
    - Develop the topic based on the keyword given!
    - The duration of writing is 30 minutes!
    - If you need you can open your dictionary
  - ❖ After that doing the two stay two stray strategy with the guidance teacher!
- Steps :
1. Discuss in group
  2. Two students stray or move to the each group and note the information. (A→B) (B→C) (C→D) (D→E) (E→F) (F→A)
  3. Two students back to the own group and share the information.

## Fish



Keyword :

- Live in water
- Breath with gill
- absorb oxygen from the water.
- swim
- scales
- tails fins

The title

.....

General clasificassion

.....  
.....

Discussion

.....  
.....  
.....  
.....

**APPENDIX 2**  
**NOTEPAD PLAN**

<b>No</b>	<b>First meeting</b>	<b>Second meeting</b>
1.	Teacher and writer arranged the lesson plan.	Teacher and writer arranged the lesson plan.
2.	The first meeting focused on theory of report text and exercise for students.	The second meeting was focused on how to apply two stay two stray strategy in writing report text and discusses the result of the evaluation at the first meeting.
3.	Teacher and writer chose appropriate teaching material, steps in learning, and assessment.	Teacher and writer agreed the material that would be used with power point slide.
4.	The method used in teaching and learning process are question and answer, explanation, discussion, and exercise.	Teacher and writer arranged the score for students used Brown and Bailey assessment.
5.	Teacher and writer agreed the score for students used Brown and Bailey assessment.	Teacher remind the students to bring dictionary when they study English subject.

Gresik,.....2017

Acnowledge,  
English teacher

Notepad

**YUNITA DWI WIRANTLS.Pd**

**ITA FATMAWATI**

**APPENDIX 3**

**STUDENTS' IN PRE-ACTIVITY ASSIGNMENT AND POST-ACTIVITY  
ASSIGNMENT**

**The result of Pre-activity assignment**

<b>Student number</b>	<b>organization</b>	<b>Content</b>	<b>Grammar</b>	<b>Punctuation, spelling and mechanic</b>	<b>Style</b>	<b>total</b>
1	14	13	13	12	15	67
2	11	12	10	6	10	57
3	20	20	12	11	12	75
4	10	12	10	6	10	56
5	15	11	17	17	15	75
6	14	15	13	11	17	70
7	10	12	11	14	13	60
8	15	17	13	15	15	75
9	14	16	15	16	15	75
10	14	16	13	10	16	69
11	20	20	15	10	15	80
12	12	12	11	17	10	59
13	10	12	11	14	13	60
14	20	19	13	13	13	78
15	18	18	10	12	12	70
16	11	12	10	6	10	57
17	15	13	11	12	16	67
18	20	19	12	12	12	75
19	13	16	16	15	15	75
20	20	15	15	10	15	75
21	18	18	12	13	14	76
22	18	18	12	13	13	75
23	16	16	13	15	15	75
24	11	11	11	6	11	50
25	10	12	10	6	10	56
<b>mean</b>	<b>14,76</b>	<b>15</b>	<b>12,36</b>	<b>11,68</b>	<b>13,28</b>	<b>68,28 =13.6</b>

Gresik,.....2017

Acnowledge,

English teacher

**YUNITA DWI WIRANTI,S.Pd**

Univercity student

**ITA FATMAWATI**

**The result of Post-activity assignment**

<b>Student number</b>	<b>organization</b>	<b>Content</b>	<b>Grammar</b>	<b>Punctuation, spelling and mechanic</b>	<b>Style</b>	<b>total</b>
1	16	16	13	14	16	75
2	10	10	16	10	14	60
3	17	14	15	15	16	78
4	19	10	18	20	13	70
5	17	15	13	15	15	75
6	20	19	19	18	17	95
7	16	16	13	14	16	75
8	16	17	15	15	15	78
9	-	-	-	-	-	-
10	19	20	18	16	17	90
11	17	18	17	17	17	86
12	-	-	-	-	-	-
13	18	16	16	14	16	80
14	17	18	15	15	15	80
15	17	15	13	15	15	75
16	18	20	7	7	11	63
17	18	16	16	14	16	80
18	18	16	16	14	16	80
19	20	20	15	20	20	95
20	17	14	19	15	15	80
21	18	18	16	15	15	82
22	18	18	16	18	18	88
23	17	18	16	18	16	85
24	12	10	10	15	15	62
25	18	16	16	14	16	80
<b>mean</b>	<b>17,08</b>	<b>16,08</b>	<b>15,13</b>	<b>15,13</b>	<b>15,65</b>	<b>78,78 =15.7</b>

Gresik,.....2017

Acnowledge,

English teacher

University student

**YUNITA DWI WIRANTI,S.Pd**

**ITA FATMAWATI**



## APPENDIX 4

### KUISIONER SISWA

#### Petunjuk dalam menjawab

- Bacalah pertanyaan dibawah ini dengan teliti
  - Jawablah pertanyaan dibawah ini ini dengan jujur
  - Berikan tanda (X) pada pilihan ganda dibawah ini
  - Kumpulkan lembaran ini jika anda sudah selesai mengerjakan
- 

1. Apakah anda senang dengan pelajaran bahasa inggris?
  - a. Senang
  - b. Kurang menyenangkan
  - c. Biasa saja
  - d. Sangat tidak senang
  
2. Bagaimana menurut anda cara mengajar guru mata pelajaran bahasa inggris?
  - a. Menyenangkan
  - b. Baik
  - c. Biasa saja
  - d. Kurang menyenangkan
  
3. Apakah guru anda sering membantu dan membimbing dalam memecahkan persoalan jika anda mengalami kesulitan belajar bahasa Inggris?
  - a. Pernah
  - b. Tidak pernah
  - c. Sering
  - d. Jarang
  
4. Apakah pembelajaran Bahasa Inggris dengan teknik tersebut membuat anda mudah memahami pelajaran ?
  - a. Sangat paham
  - b. Paham
  - c. Cukup paham
  - d. Tidak paham
  
5. Apa yang anda lakukan saat tidak dapat memahami penjelasan tentang teks report yang disampaikan oleh guru?
  - a. Bertanya pada teman
  - b. Menjawab sebisanya
  - c. Mencarinya dikamus
  - d. Mencontek teman
  
6. Kesulitan apa yang anda terima selama belajar memahami teks report tulis?
  - a. Tidak menemukan ide dalam menulis bahasa inggris

- b. Tidak memahami artinya
- c. Tidak mengerti apa isinya
- d. Sumber belajar kurang menarik

7. Apakah guru pernah melaksanakan strategy two stay two stray dalam pembelajaran Bahasa Inggris?

- a. Pernah
- b. Tidak pernah
- c. Sering
- d. Jarang

8. Apakah ada keuntungan yang anda dapatkan setelah menerima pembelajaran dengan menggunakan strategi Two stay Two stray?

- a. Banyak
- b. Ada
- c. Sedikit
- d. Tidak ada

9. Apakah menggunakan strategi Two stay Two stray memotivasi anda dalam belajar writing report?

- a. Sangat memotivasi
- b. Biasa saja
- c. Kurang memotivasi
- d. Tidak memotivasi

10. Bagaimana menurut anda apakah perlu menggunakan strategi Two stay Two stray dalam belajar writing report?

- a. Sangat perlu
- b. Perlu
- c. Kadang - kadang
- d. Tidak

## APPENDIX 5

### RUBRIC SCORE OF WRITING

Aspect	Score	Criteria
I.Organizasion: Introduction,body,and conclusion	20-18	Aproriate title, effective introductory, topic is stated, leads to body, conclusion, logical and complete.
	17-15	Adequate title, introduction, and conclusion : body of essay is acceptable, but some evidence may be lucking, some ideas aren't fully developed.
	14-12	Mediocre or scant introduction or conclusion :problems with the order with the ideas in the body.
	11-6	Shaky or minimally recognizable introduction severe problems with ordering of ideas : conclusion weak or illogical.
	5-1	Absence of introduction or conclusion ;no apparent organization of body: severe lack of supporting evidence.
II.Logical development of ideas : content	20-18	The ideas are concrete and throughly developed ; no extraneous material:essay reflects though.
	17-15	Essay adresses the issues but misses some points: ideas could be more fully develop : some extraneous materials is present.
	14-12	Development or ideas not complete or essay is some what of the topic: paragraph aren't divided exactly right
	11-6	Ideas in complete: essay does not reflect careful

	5-1	thinking or was hurriedly written : inadequate effort in area of content. Essay is completely inadequate and does not reflect college-level work : no apparent effort to consider the topic carefully.
III. Grammar	20-18	Native like fluency in English grammar: correct use of relative clauses, preposition, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences.
	17-15	Advances proficiency in English grammar: some grammar problems don't influence communication: no fragments or run-on sentences.
	14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication: run on sentences or fragments present.
	11-6	Numerous serious grammar problems interfere with communication of the writer's ideas: grammar review of some areas clearly needed : difficult to read sentences.
	5-1	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.
IV. Punctuation, spelling, and mechanics	20-18	Correct use of English writing convention: left and right margins, or needed capitals, paragraphs indented, punctuation, and spelling: very neat.
	17-15	Some problems with writing convention and punctuation occasional spelling errors, left margin correct, paper is neat and legible.
	14-12	Uses general writing convention but has errors;

		spelling problems distract reader; punctuation errors interfere with idea.
	11-6	Part of essay not legible :errors in sentence punctuation unacceptable educated readers.
	5-1	Paper illegible: obvious capitals missing: no margin, severe spelling problem.
V. Style and quality of expression	2-18	Presice vocabulary usage : use of pararel structures, concise, register good.
	17-15	Attempts variety, good vocabulary: not wordy, register OK, stair fairly, concise.
	14-12	Some vocabulary missued ; lacks awarness of register, may be too wordy.
	11-6	Poor expression of ideas problem in vocabulary, lucks variety of structure.
	5-1	Inappropriate use of vocabulary : no concept of register or sentences variety.

## APPENDIX 6

### FIELD NOTE

Observation Sheet Not -structure / Field notes

Subject : English  
Class : IX  
Setting : SMP Al-Muhajirin  
Day/date : Tuesday, May 09, 2017  
Observers Name : Ita Fatmawati

#### Guidance

Make a description of the activities that are ongoing. Give it a title description that you created with the title descriptive notes.

At the same time, give opinions / comments / your recommendations related events that you observe. Write down your thoughts / comments / your recommendations under the heading Reflective Notes.

#### Descriptive Note

Class begin on Tuesday at 08.20. Teacher and students already in the class to do teaching and learning process.

Teacher greets

Teacher : "Assalamu'alaikum wr.wb".

Students : "wa'alaikumsalam wr.wb"

Teacher : "Good morning students"

Students : "Good morning"

Teacher : "How are you today?"

Students : "I'm fine too. And you?"

Teacher : "I'm very good. Before we start our lesson, I want all of you to pray together. Jadi sebelum kita memulai pelajaran saya ingin kalian berdo'a terlebih dahulu.

Students: "yesmiss." A'udzubillahiminasyaithonirrojim....bismillah

hirrohmanirrohim....alhamdulillahirobbil

a'laminn...arrohmaanirrohim...maaliki yaumiddin...iyyakana'budu

wa iyya kanasta'iin, ihdinasyroothol mustakim..syirootholladhina  
an'amta 'alaihim ghoril maghdhuubi 'alaihim  
walaldhoollinnn....Amiinn.

Teacher :” Ok students. I will absent today.

**Reflective note**

Teacher read the students’ absent with antusias.

**Descriptive Note**

After teacher check the students’ attendance, she continue the class.

Teacher :”Baik, before we start our materi, saya akan memberikan pre-test  
terlebih dahulu pada kalian. Pre-test adalah test sebelum dimulai  
pelajaran.

Students :”baik miss.”

Teacher :”baik anak-anak saya jelaskan dulu. Jadi, kalian dsuruh membuat teks  
report, ditulis dibawahnya. Disini ada kata kuncinya, kalian tinggal  
mengembangkan kalimatnya. Pahami maksud saya?”

Students :” paham miss.”

Teacher :”disini topiknya adalah Cat. What is cat?”

Students :”Kucing.”

Teacher :” kemudian, kata kuncinya mammals. Apa itu mammals?

Students :”hewan mamalia.”

Teacher :” Quick reflex (memiliki reflek yang cepat). Flexible body (badanya  
flexible). Carnivora (hewan pemakan daging). Can see in the darkness.  
Dapat melihat di?”

Students :”kegelapan miss.”

Teacher :”baik, ini nanti kalian buat menjadi sebuah paragraf. Jelas?”

Students :”jelas.”

Teacher :” I give you 25 minutes. Ini sudah ada kata kuncinya. Silahkan sekarang  
dikerjakan.

**Reflective note**

Students very antusias to write and open the dictionary to search the meaning if  
they didn't know the meaning.

### **Descriptive note**

students finished to do pre-test, then teacher will continue to explain the material about report text with LCD in the power point slide to make students understand about Report text.

Teacher : "now, I want to explain about report text. Jadi saya akan menjelaskan tentang teks report. What is the animal? Apakah hewan tersebut?"

Students : "Rabbit miss."

Teacher : "betul, tepat sekali rabbit. What is part of rabbit body? Yang pertama long ear?"

Students : "telinganya panjang."

Teacher : "large eyes."

Students : "matanya lebar."

Teacher : "kemudian apa lagi?"

Students : "small tail and soft features."

Teacher : "baik, sekarang kita ke exercise 1. Rabbit, ini adalah contoh teks report. Silahkan kalian baca dan pahami dulu."

Students : "yess miss."

Teacher : "nah...sekarang saya akan menjelaskan generic structure of report teks. Yang pertama what is report teks. *Report is a text which presents information about something, as it is. Jadi, teks report adalah teks yang menggambarkan sesuatu sebagaimana mestinya. seperti ; hewan, tempat umum, tanaman, dll.* Kemudian struktur teksnya adalah General classification (klasifikasi umum) dan description (deskripsi). Kemudian ada language feature (fitur bahasa). Yaitu introducing group or general (memperkenalkan kelompok atau umum), menggunakan kata penghubung kapan, jadi, dll, serta menggunakan simple present tense."

### **Reflective note**

The students listen teachers' explanation with carefully. The class was very quite and students can concentrate to receive the material.



**Descriptive note**

After the teacher explain material completed, she continue to the next exercise.

Teacher :”sekarang kita lanjutkan latihan yang ke dua, disini ada bacaan tentang snake. What is snake?”

Students :” Ular.”

Teacher :”jadi kita disini latihan untuk mengklasifikasikan bacaan tersebut berdasarkan, kelas, habitat, penampilan fisik, makanan, kebiasaan. Kira-kira snake itu termasuk kelas apa?ampibi atau reptil?”

Students :” reptil miss.”

Teacher :” kenapa kok reptil.”

Students :”karena dia hewan melata.”

Student :” bagus sekali anin,karena ular itu adalah hewan melat jadi termasuk reptil.”

Teacher :”sekarang habitatnya dimana? Tahu ya habitat itu apa?”

Students :” tahu miss, tempat tinggal. Di Antartica miss habitatnya.”

Teacher :” yaaa.” Nah sekarang , penampilan fisiknya bagaimana?”

Students :” Organ-organ ular itu berpasangan seperti ginjal miss.”

Teacher :”benar, kalau makananya bagaimana?”

Students :” ular termasuk pemakan daging miss.”

Teacher :” yahh ....ibu rasa kalian sudah paham yaa cara mengklasifikasikan teks?”

Students :” iya miss paham miss.”hehhehe

**Reflective note**

Students seen understand about the lesson, and the teacher seen enjoy when explain the material. It is make the students more comfortable in receive the material.

**Descriptive note**

Teacher give the example about animal and the way student to do the exercise in supply puctution and capital letter.

Teacher :” ok students, now I have a text about fish. Ini adalah contoh bacaan tentang ikan. Dalam bacaan ini ada contoh meletakkan tanda baca dan huruf besar pada awal kalimat. Tentunya kalian sudah belajar kan cara memberikan tanda baca dan huruf besar?”

Students :”iya miss sudah.kecil miss kalau Cuma tanda baca sama huruf besar.”

Teacher :”yaaa...kalau begitu langsung saja kita latihan silahkan kalian buat kelompok berpasangan 2 orang untuk mengerjakan.”

Students :”baik miss.pilih sendiri ya miss.”

Teacher :”yaa silahkan.Oh iya latihan terakhir kalian menyusun kalimat menjadi paragraf berupa teks report. “

### **Refletive note**

Teacher give the exercise to students, they discuss with their partner and learn together.

### **Descriptive note**

Teacher :”are you finish?”

Students :”Finish miss.”

Teacher :”yang sudah silahkan dikumpulkan.”

Students :” yaaa miss.”

Teacher : ok students, is there any difficult in this material ?”

Student : “iya miss sedikit, yang mengklasifikasikan bacaan tadi miss.”

Teacher :”baik, caranya kalian harus mengetahui dulu arti dari bacaan, kemudian kalian memilah...mana yang termasuk kelompok hewan, kemudian tempat tinggalnya dimana, makananya apa.seperti itu ya.”

Students :” oke miss.” Paham...pahamm miss.”

Teacher :” well students, the time is over, I think enough for lesson today. Before we close our material. Lets close by reading hamdalah together.”

Students :” Alhamdulillah hirobbil a’alamin.”

Teacher :” the last I say wassalamu’alaikum wr.wb.”

Students :”wa’alaikumsalam wr.wb”

**Reflective note**

The teacher and students feel satisfied for teaching and learning process. Students very happy in teaching activities.

**Observation Sheet Not -structure / Field notes**

Subject : English  
Class : IX  
Setting : SMP Al-Muhajirin  
Day/date : Tuesday, May 18, 2017  
Observers Name : Ita Fatmawati

**Guidance**

Make a description of the activities that are ongoing. Give it a title description that you created with the title descriptive notes.

At the same time, give opinions / comments / your recommendations related events that you observe. Write down your thoughts / comments / your recommendations under the heading Reflective Notes.

**Descriptive Note**

Class begin on Thursday at 07.00. Teacher and students already in the class to do teaching and learning process.

Teacher greets

Teacher : "Assalamu'alaikum wr.wb".

Students : "wa'alaikumsalam wr.wb"

Teacher : "Good morning students"

Students : "Good morning"

Teacher : "How are you today?"

Students : "I'm fine too. And you?"

Teacher : "I'm very good. Are you ready for studying now?"

Students : "yes."

Teacher : "Oke. Before we start our studying, I want all of you to pray together."

Let's pray together."

Students: "A'udzubillahiminasyaithonirrojim....bismillahirrohmanirrohim....al hamdulillahirobbila'laminn...arrohmaanirrohim...maalikiyaumiddin... iyyakana'budu wa iyya kanasta'iin, ihdinasyroothol mustakim..syirootholladhina an'amta 'alaihim ghoril maghdhuubi 'alaihim walaldhoollinnn....Amiin.

Teacher : "oke, I ask you first, who is absent today?"

Student : "fahreza and devi."

Teacher : "fahreza and devi, there is a paper for devi?"

Students : "No miss."

Teacher : "and for Reza?"

Students : "No miss."

### **Reflective note**

Teachers see the class with enthusiasm and it seems there are some students who talk to themselves with friends.

### **Descriptive note**

The lesson will be continue by the teacher

Teacher : "Oke. Before we continue our mterial. I want you to remember last week we studied about?"

Students : "Report text."

Teacher : " what is report text?norin what is report text ?describing about?"

Students: "Describing about something in general miss."

Teacher : "oke, report text is describing about subject in general. I will review our material in last week. So, report text have general classification and description. Jadi teks report itu mempunyai susunan teks yang bersifat klasifikasi umum dan deskripsi. Contohnya binatang, hewan dan tempat secara umum. Itu materi kita kemarin. Masih ingat?"

Students : "Ingat miss."

Teacher : "Next, ini ada latihan, di dengarkan dulu ya, attention please! Jadi cocokan kolom yang di kolom A dengan Kolom B. Coba yang no 1,

fish....fish itu apa?"

Students : "Ikan."

Teacher : "yang dikolom B itu ada arti dari hewan-hewan yang disebutkan di kolom A. Coba kalian amati dulu mana arti dari ikan? sudah tahu?"

Students : "yang C miss."

Teacher : "oke. The cold-blooded animals that live in water and breathe with gills. Jadi ikan itu tinggalnya di air dan bernafas menggunakan?"

Students : "insang."

Teacher : "yang kedua adaah bird. Bird is?"

Students : " Burung."

Teacher : "jadi jawabanya yang cocok adalah?"

Students : "A."

Teacher : " Members of vertebrate animals (vertebrates) that has feathers and wings. Jadi hewan yang memiliki tulang belakang dan ada bulunya serta bisa terbang itu adalah burung. Yang ke tiga mammals.mammals is? Apa rekk?"

Students : "mamalia."

Tecaher : " oke, what the meaning of mamals in slide? Yang mana jawabanya?"

Students : "B."

Teacher : "yes . animals that have mammary glands, hair and warm-blooded. Oke number four is insect. What is the meaning of insect?"

Students : " serangga miss."

Teacher : "yahh betul sekali, serangga. The meaning of serangga is . group of cold-blooded vertebrate animals and have scales that cover his body and lay eggs. Oke yang terakhir anin, apa itu reptile?"

Students : "eemmm....hewan yang melata miss."

Teacher : "hewan melata. The answer is ?"

Students : "D."

Teacher : "good. group of cold-blooded vertebrate animals and have scales that cover his body and lay eggs. Nahhh sekarang ada contoh lagi...membuat kalimat sederhana. Tentang apa itu ?"

Students :” Panda and cat.”

Teacher :”panda itu termasuk mammals. And food 995 bamboo. What the meaning of food?”

Students :”makanan.”

Teacher : “oke, coba Dina coba buat kalimat sederhana dari classifikasi teks tersebut.”

Students :”Panda is mammals.”

Teacher :”bagus, sekarang vera?”

Studens :”Panda live in China.”

Teacher :”yah. Betul ...april sekarang.”

Students :”Cat have flexible body.”

#### **Reflective note**

Students are very concerned about teacher explanations and they understand the material that has been taught and able to perform instructions from the teacher.

#### **Descriptive note**

Teacher make group to do two stay two stray. Each group consist 4 students.

Teacher :”nahh sekarang saya akan membentuk kalian menjadi beberapa kelompok untuk melakukan strategy two stay two stray. 1 kelompok terdiri dari 4 siswa. Tugas kalian adalah membuat teks report dengan berdiskusi. Setelah selesai 2 orang dari kelompok berpindah ke kelompok lain untuk mencari informasi tentang apa yng dibahas oleh kelompok lain, sambil mencatat hasilnya. Kemudian kembali ke kelompoknya sendiri dan memberikan informasi hasil temuannya.sudah paham apa belum?”

Students :”sudahh miss.”

Teacher :” Baik sekarang silahkan buat kelompok.”

#### **Reflective note**

Students understand the teacher's instruction, they make the group to discuss. There are some students who look ready to receive the material.

#### **Descriptive note**

Techer began to giving material to each group on different topics.

Teacher :”saya bagikan materinya pada setiap kelompok. Silahkan kalian berdiskusi dengan kelompok kalian. Sebelum itu saya akan memberikan nama pada setiap kelompok. Dimas kelompok A, norin kelompok B, roful kelompok C, Erna kelompok D, budi kelompok E, Anin kelompok F. di ingat-ingat ya??”

Students :”iya miss.”

Teacher :”sekarang silahkan kalian memulai untuk berdiskusi, jika ada kesulitan boleh bertanya sama ibu.”

**Relective note**

Students look very happy with group learning. They can exchange ideas and learn from each other.

**Descriptive note**

Teachers begin to open discussions with students.

Teacher :”sudah selesai?”

Students :” sudah miss.”

Teacher :”Baik, sekarang aturan selanjutnya 2 orang dari kelompok berpindah ke kelompok lain dengan mencatat hasil diskusi dari kelompok lain. Kelompok A pindah ke kelompok B, Kelompok B pindah ke kelompok C, kelompok C pindah ke kelompok D, kelompok D pindah ke kelompok E, kelompok E pindah ke kelompok F, dan yang terakhir kelompok F pindah ke kelompok A. dimulai dari sekarang.”

**Reflective note**

Students look more enjoy with the two stay two stray strategy because they can discuss with the group and also get information from other groups that can play a friendly relationship between friends.

**Descriptive note**

Teacher :”oke students time is over, submite your paper on my desk.”

Students :” yess miss.”

Teacher :”any question for our material today ?”

Students :”no miss.”

Teacher :” do you have any difficult to make report text?”

Students :”sedikit miss, tp alhamdulillah bisa selesai.”

Teacher :” yahh...baiklah kalau begitu, jadi kesimplanya teks report itu adalah teks yang mendeskripsikan sesuatu hewan atau benda secara umum. I have enough for today. Wassalamu’alaikum wr.wb

Students :”wa’alaikumsalam wr.wb



## APPENDIX 7

### OBSERVATION PICTURE

#### a. Plan



#### b. Do (implementation)



## Pre Teaching activity



## While Teaching Activity





## Post Teaching Activity



#### 4.1.2 Students responses



## APPENDIX 8

### TABLE OF QUESTIONNAIRE

No	Questions	Number of responses								Total responds	
		A		B		C		D			
1.	Apakah anda senang dengan pelajaran bahasa inggris?	8	34.78%	0	0%	15	65.21%	0	0%	23	100%
2.	Bagaimana menurut anda cara mengajar guru mata pelajaran bahasa inggris?	3	13%	10	43.47%	9	39.1%	1	4.34%	23	100%
3.	Apakah guru anda sering membantu dan membimbing dalam memecahkan persoalan jika anda mengalami kesulitan belajar bahasa Inggris?	18	78.26%	2	8.69%	3	13%	0	0%	23	100%
4.	Apakah pembelajaran Bahasa Inggris dengan teknik tersebut membuat anda mudah memahami pelajaran ?	2	8.69%	5	21.73%	16	69.56%	0	0%	23	100%
5.	Apa yang anda lakukan saat tidak dapat memahami penjelasan tentang	7	30.43%	7	30.43%	9	39.1%	0	0%	23	100%

	teks report yang disampaikan oleh guru?										
6.	Kesulitan apa yang anda terima selama belajar memahami teks report tulis?	8	34.78%	11	47.82%	4	17.39%	0	0%	23	100%
7.	Apakah guru pernah melaksanakan strategy two stay two stray dalam pembelajaran Bahasa Inggris?	5	21.73%	10	43.47%	0	0%	8	34.78%	23	100%
8.	Apakah ada keuntungan yang anda dapatkan setelah menerima pembelajaran dengan menggunakan strategi Two stay Two stray?	0	0%	12	52.17%	5	21.73%	7	30.43%	23	100%
9.	Apakah menggunakan strategi Two stay Two stray memotivasi anda dalam belajar writing report?	5	21.73%	9	39.13%	7	30.43%	2	8.69%	23	100%
10.	Bagaimana menurut anda apakah perlu menggunakan strategi Two stay Two stray dalam belajar writing report?	3	13%	11	47.82%	8	34.78%	1	4.345	23	100%

## **CURRICULUM VITAE**

Ita Fatmawati was born on Juni 22<sup>th</sup>, 1994 in



Gresik, Jawa Timur. She is the second child of Bait dan Mutaslimah. She has old sister, Artiningsih and younger brother Nico Mavin Ranaway. She lives in Lebanisuko village, Kec. Wringinanom, kab. Gresik.

She graduated from SDN Lebanisuko Wringinanom in 2006. Then, she continued her study to Madrasah Tsanawiyah Modern Al-Huda Lebaniwaras Wringinanom in 2009. Having graduated from Madrasah Tsanawiyah Modern Al-Huda Lebaniwaras Wringinanom in 2009,

She continued to Madrasah Aliyah Al-ihsan Jrebeng Krian in 2012. Ita Fatmawati studies in Muhammadiyah University since four years. She passes and gets degree in Muhammadiyah University at Surabaya in 2017.



## PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Ita Fatmawati

NIM : 20131111057

Program Study : Bahasa Inggris

Fakultas : FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menyatakan bahwa skripsi/KTI/Tesis yang saya tulis ini benar-benar tulisan karya sendiri bukan hasil plagiasi, baik sebagian maupun keseluruhan. Bila dikemudian hari terbukti hasil plagiasi, maka saya bersedia menerima sanksi akademik sesuai ketentuan yang berlaku di Universitas Muhammadiyah Surabaya.

Surabaya, 31 Juli 2017

Yang membuat pernyataan,


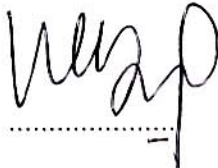


(Ita Fatmawati)

NIM :20131111057


## Halaman Persetujuan Pembimbing

Skripsi yang ditulis oleh Ita Fatmawati ini telah disetujui oleh dosen pembimbing untuk diujikan tanggal 03 Agustus 2017.

Dosen Pembimbing	Tanda Tangan	Tanggal
I. Linda Mayasari, S.Pd, M.Pd.		29 Juli 2017
II. Vega Hesmatantya, S.Pd, M.Pd.		31 Juli 2017

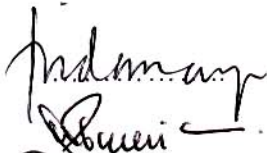

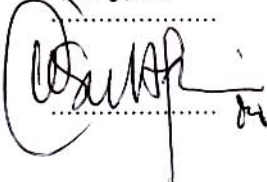
Mengetahui,

Ketua Program Studi Pendidikan Bahasa Inggris

  
Drs. Wijayadi, M.Pd.

### Halaman Pengesahan Panitia Ujian

Skripsi ini yang ditulis oleh Ita Fatmawati telah diuji dan dinyatakan sah oleh panitia Ujian Tingkat Sarjana (S-1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surabaya sebagai salah satu syarat memperoleh gelar Sarjana Pendidikan, pada tanggal 03 Agustus 2017.

Dosen Penguji	Tanda Tangan	Tanggal
I. Linda Mayasari, S.Pd, M.Pd.		10/8/2017
II. Armeria Wijaya, SS, M.Pd.		10/8/2017
III. Sulton Dedi Wijaya, M.Pd.		10/8/2017

Mengetahui,  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Muhammadiyah Surabaya  
Dekan,

Endah Hendarwati, S.E, M.Pd.

## LEMBAR VALIDASI RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Teks Report  
kelas : 3 (tiga)  
Nama Validator : Armeria Wijaya, S.S., M.Pd.

### A. Petunjuk

1. Berilah tanda cek (√) pada kolom penilaian yang sesuai menurut pendapat anda
2. Bila ada beberapa hal yang perlu direvisi, mohon menuliskan butir-butir revisi secara langsung pada tempat yang disediakan dalam naskah ini

### B. Penilaian ditinjau dari beberapa aspek

No	Aspek Yang dinilai	Skala Penilaian			
		1	2	3	4
1.	Kesesuaian indikator pencapaian hasil belajar dengan kompetensi dasar				√
2.	Kejelasan indikator pencapaian hasil belajar				√
3.	Keterkaitan antar indikator pencapaian hasil belajar				√
4.	Kesesuaian materi dengan tingkat perkembangan siswa				√
5.	Kesesuaian kegiatan pembelajaran dengan tujuan pembelajaran				√
6.	Penggunaan bahasa ditinjau dari kaidah bahasa Indonesia			√	
7.	Sifat komunikasi bahasa yang digunakan				√
8.	Kesesuaian alokasi waktu yang digunakan				√
9.	Kesesuaian metode pembelajaran				√
10.	Kesesuaian sarana dengan kegiatan yang dilakukan			√	
11.	Kesesuaian pemberian contoh masalah dengan indikator pembelajaran				√
12.	Kesesuaian aktivitas pembelajaran dengan strategy "TWO STAY TWO STRAY" pada mata pelajaran bahasa Inggris.				√
13.	Kejelasan penjabaran aktivitas guru dan siswa				√

### Keterangan Skala Penilaian :

- 1: berarti "sangat tidak baik"  
2: berarti "tidak baik"  
3: berarti "baik"  
4: berarti "sangat baik"

### C. Penilaian Jumlah

Kesimpulan penilaian secara umum

(mohon di lingkari angka yang sesuai dengan penilaian anda)

a. Rencana Pelaksanaan Pembelajaran (RPP) ini:

1. Sangat Tidak Baik

2. Tidak Baik

3. Baik

4. Sangat Baik

b. Rencana Pelaksanaan Pembelajaran ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi

2. Dapat digunakan dengan banyak revisi

3. Dapat digunakan dengan sedikit revisi

4. Dapat digunakan tanpa revisi

#### D. Komentar dan Saran Perbaikan

Sudah bagus dan layak.

Surabaya 21 April 2017

Validator,



(Armeria Wijaya, S.S., M.Pd.)



**LEMBAR VALIDASI**  
**LEMBAR KEGIATAN SISWA (LKS)**

Mata Pelajaran : Bahasa Inggris  
 Materi Pokok : Teks Report  
 Kelas : 3 (tiga)  
 Nama Validator : *Armeria Wijaya, S.S., M.Pd.*

**A. Petunjuk**

1. Berilah tanda cek (√) pada kolom penilaian yang sesuai menurut pendapat anda
2. Bila ada beberapa hal yang perlu direvisi, mohon menuliskan butir-butir revisi secara langsung pada tempat yang disediakan dalam naskah ini

**B. Penilaian ditinjau dari beberapa aspek**

No	Aspek Yang dinilai	Skala Penilaian			
		1	2	3	4
<b>I.</b>	<b>FORMAT</b>				
	1. Kejelasan penyusunan materi			✓	
	2. Kejelasan system penomoran				✓
	3. Pengaturan ruang / tataletak				✓
	4. Kesesuaian jenis dan ukuran huruf				✓
	5. Pengaturan ilustrasi/gambar				✓
<b>II</b>	<b>BAHASA</b>				
	1. Kesesuaian bahasa yang digunakan dengankaidah bahasa Indonesia			✓	
	2. Kesederhanaan struktur kalimat				✓
	3. Kalimat soal tidak mengandung arti ganda				✓
	4. Kejelasan maksud soal				✓
	5. Sifat komunikatif bahasa yang digunakan				✓
<b>III</b>	<b>ISI</b>				
	1. Kesesuaian dengan indicator pencapaian hasil belajar			✓	
	2. Kebenaran isi/materi				✓
	3. Kesesuaian dengan pembelajaran menggunakan strategy "TWO STAY TWO STRAY" mata pelajaran bahasa Inggris.				✓
	4. Kelayakan sebagai perangkat pembelajaran				✓

**Keterangan Skala Penilaian**

- 1: berarti "sangat tidak baik"
- 2: berarti "tidak baik"
- 3: berarti "baik"
- 4: berarti "sangat baik"

**C. Penilaian Umum**

Kesimpulan penilaian secara umum

(mohon dilingkari angka yang sesuai dengan penilaian anda)

a. Lembar Kegiatan Siswa (LKS) ini:

1. Sangat Tidak Baik
2. Tidak Baik
3. Baik
4. Sangat Baik

b. Lembar Kegiatan Siswa (LKS) ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi
2. Dapat digunakan dengan banyak revisi
3. Dapat digunakan dengan sedikit revisi
4. Dapat digunakan tanpa revisi

**D. Komentar dan Saran Perbaikan**

.....

.....

.....

.....

.....

.....

.....

.....


.....

.....

.....

Surabaya, 21 April 2017

Validator,



(Armeria W. Jaya, S.S., M.P.)

## OBSERVATION CHECKLIST

### THE USE OF TWO STAY TWO STRAY STRATEGY TO IMPROVE STUDENTS WRITING ABILITY IN REPORT TEXT FOR THE NINE GRADE STUDENTS OF SMP AL-MUHAJIRIN SUMENGGOKO- WRINGINANOM IN ACADEMIC YEAR 2016/2017

#### 1. The first meeting


No.	Indikator/butir-butir pengamatan	Ya	Tidak
1	Guru memberi salam saat akan memulai pelajaran	✓	
2	Guru memulai pelajaran dengan berdo'a terlebih dahulu	✓	
3	Guru mengecek kehadiran siswa	✓	
4	Guru mengecek kesiapan siswa mengikuti KBM	✓	
5	Guru menumbuhkan motivasi		✓
6	Guru menjelaskan <i>kompetensi</i> yang hendak dipelajari	✓	
7	Guru menjelaskan indikator yang hendak di pelajari	✓	
8	Guru menunjukkan gambar binatang	✓	
9	Siswa diminta menyebutkan bagian tubuh hewan berdasarkan gambar yang dilihat	✓	
10	Guru memberikan contoh teks report dan menjelaskan.	✓	
11	Siswa memperhatikan dan merespon penjelasan guru	✓	
12	Guru menjelaskan definisi teks report dan struktur teks report	✓	
13	Guru membimbing siswa untuk latihan mengerjakan soal-soal.	✓	
14	Siswa memahami penjelasan guru.	✓	
15	Guru memberikan instruksi dengan jelas	✓	
16	Siswa mengikuti instruksi guru	✓	



17	Guru meminta siswa untuk menyusun kalimat menjadi paragraph teks report.	✓	
18	Siswa menyusun teks report secara berkelompok	✓	
19	Guru mengatur alokasi waktu untuk menulis teks report	✓	
20	Siswa mengumpulkan pekerjaan mereka tepat waktu		✓
21	Guru mengatur dan mengontrol kelas dengan baik selama prose belajar mengajar	✓	
22	Siswa melakukan aktivitas dengan baik	✓	
23	Guru menanyakan kepada siswa jika ada kesulitan dalam memahami materi selama proses belajar mengajar	✓	
24	Siswa menjawab dan merespon pertanyaan guru	✓	
25	Guru membantu siswa jika mereka menemukan kesulitan	✓	
26	Guru menjawab pertanyaan-pertanyaan siswa	✓	
27	Guru menyimpulkan materi dan mengakhiri kegiatan	✓	


Gresik, 09 May 2017

Knowing  
Head master



**NUR FATAHNA NI'MAH,S.Pd**

Observer



**ITA FATMAWATI**

## 2. Second meeting

No.	Indikator/butir-butir pengamatan	Ya	Tidak
1	Guru memberi salam saat akan memulai pelajaran	✓	
2	Guru memulai pelajaran dengan berdo'a terlebih dahulu	✓	
3	Guru mengecek kehadiran siswa	✓	
4	Guru mengecek kesiapan siswa mengikuti KBM	✓	
5	Guru menumbuhkan motivasi	✓	
6	Guru menjelaskan kompetensi yang hendak dipelajari	✓	
7	Guru menjelaskan indikator yang hendak di pelajari	✓	
8	Guru mereview materi teks report	✓	
9	Guru memberikan motivasi kepada siswa dengan memberikan pertanyaan terkait dengan teks report	✓	
10	Siswa termotivasi oleh pertanyaan-pertanyaan guru	✓	
11	Guru memberikan instruksi untuk membuat kelompok	✓	
12	Siswa memahami instruksi guru.	✓	
13	Guru memberikan materi berupa gambar hewan untuk di diskusikan dan ditulis menjadi teks report.	✓	
14	Siswa memperhatikan dan melaksanakan instruksi guru.	✓	
15	Guru memastikan semua siswa melakukan diskusi	✓	
16	Guru mengatur alokasi waktu untuk menulis.	✓	
17	Guru memberikan instruksi untuk melakukan strategy two stay two stray.	✓	
18	Siswa memahami penjelasan guru dan melaksanakanya.	✓	
19	Siswa aktif dalam melakukan kegiatan two stay two stray	✓	
21	Guru mengatur dan mengontrol kelas dengan baik selama prose belajar mengajar	✓	
22	Siswa melakukan aktivitas dengan baik	✓	

23	Guru menanyakan kepada siswa jika ada kesulitan dalam memahami materi selama proses belajar mengajar	✓	
24	Siswa menjawab dan merespon pertanyaan guru	✓	
25	Guru membantu siswa jika mereka menemukan kesulitan	✓	
26	Guru menjawab pertanyaan-pertanyaan siswa	✓	
27	Guru menyimpulkan materi dan mengakhiri kegiatan	✓	

Gresik, 18 May 2017

Knowing  
Head master



**NUR FATAHNA NI'MAH,S.Pd**

Observer



**ITA FATMAWATI**



# SEKOLAH MENENGAH PERTAMA AL MUHAJIRIN

NSS : 204050101131 NPSP : 20537003

Ds. Sumengko Utara RT 17 RW 07, Kec. Wringinanom, Kab. Gresik

TELP.089678625162 Email : [nurfatahna@gmail.com](mailto:nurfatahna@gmail.com)

## SURAT KETERANGAN

NO : 422.4/83/SMPYM/V/2017

Yang bertanda tangan di bawah ini :

Nama : Nur Fatahna Ni'mah, S.Pd

Jabatan : Kepala Sekolah SMP Al-Muhajirin

Alamat : Ds.Lebani Waras RT.03 RW.02 Wringinanom-Gresik

Menerangkan bahwa siswa di bawah ini :

Nama : Ita Fatmawati

Alamat : Lebani Suko RT 7 RW 2

NIM : 20131111057

Kelas : IX

Telah melakukan penelitian di SMP Al-Muhajirin, dan dapat dipergunakan untuk pembuatan skripsi yang telah diadakan oleh pihak Universitas.

Demikian surat keterangan ini dapat di pergunakan sebagaimana mestinya.

Wringinanom, 22 Mei 2017

Kepala Sekolah



Nur Fatahna Ni'mah S.Pd



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SURABAYA

**BERITA ACARA BIMBINGAN SKRIPSI**

1. NAMA MAHASISWA : Ita Fatmawati
2. NIM : 20131111057
3. PROGRAM STUDI : FKIP. Bahasa Inggris
4. JUDUL SKRIPSI : The use of two stay two stray strategy  
to improve students writing ability in Report text  
for the nine grade students of SMP Al-Muhajirin  
Sumengko-wringinanom in academic year 2016/2017
5. TANGGAL PENGAJUAN SKRIPSI : .....

TANGGAL	MATERI BIMBINGAN	PARAF	
		PEMBIMBING I	PEMBIMBING II
6-2-2017	Hasil observasi sekolah	e	W
16-2-2017	Bab I	e	W
21-2-2017	Revisi Bab I dan II	e	W
9-3-2017	Revisi Bab I dan II	e	W
20-3-2017	Bab III PTK, RPP	e	W
12-4-2017	Revisi Bab III dan RPP	e	W
4-6-2017	Bab IV	e	W
15-6-2017	Revisi Bab IV	e	W
23-6-2017	Revisi Bab IV	e	W
12-7-2017	Revisi Bab IV	e	W
22-7-2017	Bab V	e	W
29-7-2017	Revisi Bab V, Abstrak	e	W

6. TANGGAL SELESAI MENULIS SKRIPSI : 31 Juli 2017
7. TANGGAL RENCANA UJIAN SKRIPSI : 03 Agustus 2017

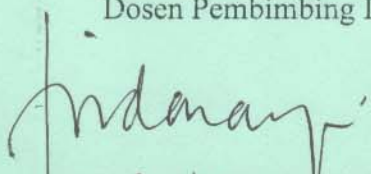
KETERANGAN :

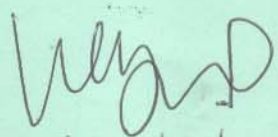
Mahasiswa Tersebut Diatas Telah Menyelesaikan Bimbingan Penulisan Skripsi Dan Sudah Dapat Diajukan Dalam Sidang Ujian Skripsi.

Surabaya, 31 Juli 2017

Dosen Pembimbing I

Dosen Pembimbing II

  
Linda Mayasari, M.Pd.

  
Vega Hesmatantya, M.Pd



# UNIVERSITAS MUHAMMADIYAH SURABAYA

## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Program Studi : Pendidikan Bahasa Inggris - Pendidikan Bahasa & Sastra Indonesia  
Pendidikan Matematika - Pendidikan Biologi - PG. PAUD - PG. SD

Jln. Sutorejo No. 59 Surabaya 60113, Telp. (031) 3811966 Fax. (031) 3813096

### PERSETUJUAN REVISI

Setelah kami teliti hasil perbaikan revisi skripsi :

Nama : Ita fatmawati

NIM : 20131111057

Program Studi : Bahasa Inggris

Judul Skripsi : The use of Two Stay Two Stray Strategy to improve students Writing Ability in Report text for the nine grade students of SMP Al-Muhajirin Sumengko- Wringinanom in academic year 2016/2017

Kami penguji menyetujui perbaikan revisi skripsi tersebut.

	Nama penguji	Tanda tangan	Tanggal
1.	<u>Linda Mayasari, S.Pd., M.Pd</u>	<u>[Signature]</u>	<u>10/8/2017</u>
2.	<u>Armeria Wijaya, S.S.M.Pd</u>	<u>[Signature]</u>	<u>10/8/2017</u>
3.	<u>Sulton Dedi Wijaya, M.Pd</u>	<u>[Signature]</u>	<u>10/8/2017</u>





# UNIVERSITAS MUHAMMADIYAH SURABAYA

## PUSAT BAHASA

Jl. Sutorejo 59 Surabaya 60113 Telp. 031-3811966, 3811967 Ext (130) Gd. A Lt 2

Email: [pusba.umsby@gmail.com](mailto:pusba.umsby@gmail.com)

### ENDORSEMENT LETTER

292/PB-UMS/EL/VIII/2017

This letter is to certify that the abstract of the thesis below

Title : The Use of Two Stay Two Stray Strategy to Improve Students Writing Ability in Report Text for the Nine Grade Students of SMP Al-Muhajirin Sumengko – Wringinanom in Academic Year 2016/2017

Student's name : Ita Fatmawati

Reg. Number : 20131111057

Department : S1 Pendidikan Bahasa Inggris

has been endorsed by Pusat Bahasa *UMSurabaya* for further approval by the examining committee of the faculty.

Surabaya, 10 August 2017

Chan  
  
Waode Hamsia, M.Pd.