

**THE USE OF SELF – REGULATED LEARNING STRATEGY (SRLS) TO
IMPROVE THE STUDENTS’ WRITING ABILITY**

*(A Classroom Action Research At The Tenth Grade Students of SMA Negeri 1
Tompobulu Bantaeng)*



A THESIS

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ABSTRACT

MITHA MUSTARI, 2014. *The Use of Self – Regulated Learning Strategy (SRLS) to Improve The Students' Writing Ability (A Classroom Action Research at the tenth grade students of SMA Negeri 1 Tompobulu Bantaeng)*. Muhammadiyah University of Makassar. Guided by Hj.Andi Tenri Ampa and Amiruddin.

This research used A Classroom Action Research (CAR). It conducted two cycles, where each cycle consisted of four meetings, which was intended to know the ability of the students to write descriptive text after using Self – Regulated Learning Strategy at the tenth grade students of SMA Negeri 1 Tompobulu Bantaeng especially in class X.1. This research was done at The tenth grade students of SMA Negeri 1 Tompobulu in Bantaeng regency. Subjects of the research were 32 students. Those consist of 22 women and 10 men. The instruments of this research were observation sheet and writing test.

The findings of the research were the students achievement in writing was 56,74 in D-test, then cycle 1 is 69,34 and it comes 76,31 in cycle II. The students participation in learning writing process in the first meeting of cycle I was 47,65% then it comes 78,90% in fourth meeting of cycle II. Based on the findings above, the researcher concluded that using the Self – Regulated Learning Strategy (SRLS) could improve the students, writing ability achievement.

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Mitha Mustari

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CHAPTER I

INTRODUCTION

A. Background

English as an international language is used for communication in most activities and field in the world and as one of the languages used as a tool of sharing ideas on setting information from other people in the world. Language is a means of interaction between and among people. Here, it has function as a tool which connects them in their surrounding. People realize that without language they cannot interact to each other. English has become a global language, used in communication, education, technical and scientific information and technology (Warschauer, 2000: 511). Since English language is very important and has many interrelationship with various aspects of lived owned by human being in Indonesia, it is taught from elementary level up to the university level.

It is realized that studying English is not easy for Indonesian students because the fact that English and Indonesian language are very different in term of spelling, sound and pronunciation, vocabulary or lexical meaning and grammar.

Learning to communicate must be supported by a learning process. Learning process of English covers the four skills of language, namely: listening, speaking, reading, and writing. The four skills must be successfully and simultaneously. In this sense the writer does not discuss all language skills but only writing. Writing enables the human being to communicate and express their feelings and opinions. Writing is a means of both communication and self expressions.

Nunan (2003: 88) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, arranging the ideas into statement and paragraph clearly. Writing is an English skill defines as how to express ideas, feeling and opinion on a paper to words. Writing as one of the English language skills has an important role, not only in formal situation, but also in informal one. Sometimes people cannot verbalize opinion, ideas, and feeling orally but they can express them through writing. Writing is a process which may refers to two activities: the inscribing characters on a medium, with the intention of forming words and other lingual constructs that represent language and record information, or the creation of information to be conveyed through written language.

Oshima and Hogue (1997: 2) state that writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read ; over what you have written and make changes and corrections. Therefore, writing is never one step action; it is process that has several steps.

Sometimes the students could not write their task with kind of reason. There are many aspect making the students could not writing, the students do not know how to start the writing, they do not have enough ideas to write, they could not generate their ideas, or probably they do not understand what they should do and they could not make it. Many students become anxious when they attempt to write.

In helping the students to write, we need to introduce the process of writing. Process writing allows students to concentrate on one task at a time and to experience the value of peer feedback in developing their ideas for effective written expression (Peregoy and Boyle, 2001). Writing is a process that involves at least five steps: prewriting, drafting, revising, editing and publishing. It is known as a recursive process. While you are revising, you might have to return to the prewriting step to develop and expand your ideas. Pre-writing is the first stage which the student starts to plan their writing.

Teaching writing is always related to how the teacher gives lesson in a good way. In fact, learning English with the same strategy sometimes make the students are bored. Especially in writing, sometimes we are lack of idea so it can be obstructed to do that. However, we need a strategy which can encourage the creativity and a sense of writing. In this case, the researcher found a good way to develop the students' writing ability through *Self – Regulated Learning Strategy (SRLS)*. The writer intends to conduct a research under the title of "The use of Self – Regulated Learning Strategy to improve the students' writing ability at the tenth grade students of SMA Negeri 1 Tompobulu Bantaeng.

B. Problem statement

Based on the background above, the writer formulated the problem statement as follow:

1. How does Self – Regulated Learning Strategy (SRLS) improve the students' writing skill to focus on content at the tenth grade students of SMA Negeri 1 Tompobulu Bantaeng?

2. How does Self – Regulated Learning Strategy (SRLS) improve the students' writing skill to focus on organization at the tenth grade students of SMA Negeri 1 Tompobulu Bantaeng?

C. Objective of the study

Based on the problem statement above, the objective of this research is to find out:

1. To find out the students' ability to writing descriptive text in content based on the application of Self – Regulated Learning Strategy (SRLS) at the tenth grade students of SMA Negeri 1 Tompobulu Bantaeng.
2. The To find out the students' ability to writing descriptive text in organization based on the application of Self – Regulated Learning Strategy (SRLS) at the tenth grade students of SMA Negeri 1 Tompobulu Bantaeng.

D. Significance of the Study

The result of this research is expected to be useful information and approach for students in learning and improving their writing ability and also to help students solve their problems in writing skill so that they are more active and motivated in learning the writing. It is also hoped to be source information on how the teacher handles the writing ability by using Self – Regulated Learning Strategy (SRLS).

E. Scope of the Study

In this research, the researcher will observe the tenth grade students of SMA Negeri 1 Tompobulu Bantaeng in 2013-2014 academic years. The researcher limits her study to the ability of tenth grade students of SMA Negeri 1

Tompobulu Bantaeng in using Self – Regulated Learning Strategy (SRLS) to improve the students' ability to writing descriptive text focuses on content which consist of unity and completeness. Organization which consist of coherence and spatial order.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept of Self Regulated Learning Strategy (SRLS)

Self-regulated learning is a process that assists students in managing their thoughts, behaviors, and emotions in order to successfully navigate their learning experiences. This process occurs when a student's purposeful actions and processes are directed towards the acquisition of information or skills.

1. What is Self Regulated Learning Strategy (SRLS)

Self-regulation is essential to the learning process (Jarvela & Jarvenoja, 2011; Zimmerman, 2008). It can help students create better learning habits and strengthen their study skills (Wolters, 2011), apply learning strategies to enhance academic outcomes (Harris, Friedlander, Sadler, Frizzelle, & Graham, 2005), monitor their performance (Harris et al., 2005), and evaluate their academic progress (De Bruin, Thiede & Camp, 2011). Teachers thus should be familiar with the factors that influence a learner's ability to self-regulate and the strategies they can use to identify and promote self-regulated learning (SRL) in their classrooms. This review will present methods and strategies that teachers can use to promote SRL to help their students become life-long learners in and out of the classroom.

Self-regulation refers to the use of processes that activate and sustain thoughts, behaviors, and affects in order to attain goals (Schunk & Zimmerman, 1997). In other words, it refers to taking charge of our own learning by coordinating the thinking skills described in this chapter. Self-regulation has three components:

- **Self-observation.** Deliberate attention to specific aspects of one's own behaviors.
- **Self-judgment.** Comparing one's current progress toward a goal with a standard.
- **Self-reaction.** Making evaluative responses to judgments of one's own performance.

That is, learners regulate their own learning by observing what they are able to do, then comparing this what they have observed to a standard of some kind and making judgments about the quality of this performance, and finally making plans regarding what to do next.

In summary, academic self-regulation includes skills such as the following (McCombs, 1989; Schunk, 1994; Zimmerman, 1994):

- Valuing learning and its anticipated outcomes
- Setting performance goals
- Planning and managing time
- Holding positive beliefs about one's abilities
- Attending to and concentrating on instruction
- Effectively organizing, rehearsing, and encoding information
- Setting up a productive work environment
- Using social resources effectively

- Focusing on positive effects
- Making useful attributions for success and failure.

Generally, models of SRL are separated into phases. One popular cyclical model discusses three distinct phases: Forethought and planning, performance monitoring, and reflections on performance (Pintrich & Zusho, 2002; Zimmerman, 2000). During the forethought and planning phase, students analyze the learning task and set specific goals toward completing that task. When students learn unfamiliar topics, however, they may not know the best ways to approach the task or what goals might be the most appropriate. Teachers and/or more experienced peers often can instruct students on effective approaches in cases like these.

Next, in the performance monitoring phase, students employ strategies to make progress on the learning task and monitor the effectiveness of those strategies as well as their motivation for continuing progress toward the goals of the task. Unfortunately, when strategies are new, students sometimes revert to using more familiar—and perhaps ineffective—strategies. . Its benefit and expectation by the use one strategy namely : **POW** (Pick idea, Organize ideas, Write and say more). This strategy helps writers approach an essay writing task and check their work as they become more independent (Harris, Graham, Mason, and Friendlander, 2008).

In the final reflection on performance phase, students evaluate their performance on the learning task with respect to the effectiveness of the strategies

that they chose. During this stage, students also must manage their emotions about the outcomes of the learning experience. These self-reflections then influence students future planning and goals, initiating the cycle to begin again.

2. Phases of Self-Regulated Learning

a. Forethought and Planning Phase

- Analyze the learning task.
- Set goals toward completing the task.

b. Performance Monitoring Phase

- Employ strategies to make progress on the learning task.
- Monitor the effectiveness of the strategies employed.
- Monitor motivation for completing the learning task.

c. Reflection on Performance Phase

- Evaluate performance on the learning task.
- Manage emotional responses related to the outcomes of the learning experience.

Self-regulated learners' proactive qualities and self-motivating abilities help to distinguish them from their peers. Research shows that self-regulated students are more engaged in their learning. These learners commonly seat themselves toward the front of the classroom (Labuhn, Zimmerman, & Hasselhorn, 2010), voluntarily offer answers to questions (Elstad & Turmo, 2010), and seek out additional resources when needed to master content (Clarebout, Horz, & Schnotz, 2010). Most importantly, self-regulated learners also manipulate their learning

environments to meet their needs (Kolovelonis, Goudas, & Dermitzaki, 2011). For example, researchers have found that self-regulated learners are more likely to seek out advice (Clarebout et al., 2010) and information (De Bruin et al., 2011) and pursue positive learning climates (Labuhn et al., 2010), than their peers who display less self-regulation in the classroom. Due to their resourcefulness and engagement, it is not then surprising that findings from recent studies suggest that self-regulated learners also perform better on academic tests and measures of student performance and achievement (Schunk & Zimmerman, 2007; Zimmerman, 2008). In a study of high school students, Labuhn et al. (2010) found that learners who were taught SRL skills through monitoring and imitation were more likely to elicit higher levels of academic self-efficacy (i.e., confidence) and perform higher on measures of academic achievement compared to students who did not receive SRL instruction. It seems as though SRL can make the difference between academic success and failure for many students (Graham & Harris, 2000; Kistner, Rakoczy, & Otto, 2010).

3. Self-Regulated Learning Strategies for Students

To promote SRL in classrooms, teachers must teach students the self-regulated processes that facilitate learning. These processes often include: goal setting (Winne & Hadwin, 1998; Wolters, 1998), planning (Zimmerman, 2004; Zimmerman & Risemberg, 1997), self-motivation (Corno, 1993; Wolters, 2003; Zimmerman, 2004), attention control (Harnishferger, 1995; Kuhl, 1985; Winne, 1995), flexible use of learning strategies (van de Broek, Lorch, Linderholm, & Gustafson, 2001; Winne, 1995), self-monitoring (Butler & Winne, 1995; Carver

& Scheier, 1990), appropriate help-seeking (Butler, 1998; Ryan, Pintrich, & Midgley, 2001), and self-evaluation (Schraw & Moshman, 1995).

1) Goal Setting

Goals can be thought of as the standards that regulate an individual's actions (Schunk, 2001). In the classroom, goals may be as simple as earning a good grade on an exam, or as detailed as gaining a broad understanding of a topic. Short-term attainable goals often are used to reach long-term aspirations. For example, if a student sets a long-term goal to do well on an exam, then he or she also may set attainable goals such as studying for a set amount of time and using specific study strategies to help ensure success on the exam. Research also suggests that encouraging students to set short-term goals for their learning can be an effective way to help students track their progress (Zimmerman, 2004).

2) Planning

Similar to goal setting, planning can help students self-regulate their learning prior to engaging in learning tasks. In fact, research indicates that planning and goal setting are complementary processes, as planning can help learners establish well thought out goals and strategies to be successful (Schunk, 2001). Planning occurs in three stages: setting a goal for a learning task, establishing strategies for achieving the goal, and determining how much time and resources will be needed to achieve the goal (Schunk, 2001). Teaching students to approach academic tasks with a plan is a viable method for promoting self-regulation and learning (Pressley & Woloshyn, 1995; Scheid, 1993).

3) Self-Motivation

Self-motivation occurs when a learner independently uses one or more strategies to keep themselves on-track toward a learning goal. It is important to the process of self-regulation because it requires learners to assume control over their learning (Corno, 1993). Furthermore, self-motivation occurs in the absence of external rewards or incentives and can therefore be a strong indicator that a learner is becoming more autonomous (Zimmerman, 2004). By establishing their own learning goals and finding motivation from within to make progress toward those goals, students are more likely to persist through difficult learning tasks and often find the learning process more gratifying (Wolters, 2003).

4) Attention Control

In order to self-regulate, learners must be able to control their attention (Winne, 1995). Attention control is a cognitive process that requires significant self-monitoring (Harnishferger, 1995). Often this process entails clearing the mind of distracting thoughts, as well as seeking suitable environments that are conducive to learning (e.g., quiet areas without substantial noise) (Winne, 1995). Research indicates that students' academic outcomes increase with focused time spent on-task (Kuhl, 1985). Thus, teaching students to attend to learning tasks should be a priority. Teachers can help their students control their attention by removing stimuli that may cause distractions, and providing students with frequent breaks to help them build up their attention spans.

5) Flexible Use of Strategies

Successful learners are able to implement multiple learning strategies across tasks and adjust those strategies as needed to facilitate their progress towards their desired goals (Paris & Paris, 2001). However, it is important to note that most students, especially those in the primary grades, typically do not have a large repertoire of learning strategies at their disposal (van de Broek et al., 2001). It takes time for students to learn and become comfortable with different learning strategies. By modeling how to use new strategies and providing appropriate amounts of scaffolding as students practice, teachers can help learners become independent strategy users.

6) Self-Monitoring

To become strategic learners, students must assume ownership for their learning and achievement outcomes (Kistner et al., 2010). Self-regulated learners take on this responsibility by monitoring their progress towards learning goals. The process of self-monitoring encompasses all of the aforementioned strategies. In order for a learner to self-monitor their progress, they must set their own learning goals, plan ahead, independently motivate themselves to meet their goals, focus their attention on the task at hand, and use learning strategies to facilitate their understanding of material (Zimmerman, 2004). Teachers can encourage self-monitoring by having students keep a record of the number of times they worked on particular learning tasks, the strategies they used, and the amount of time they spent working. This practice allows students to visualize their progress and make changes as needed.

7) Help-Seeking

Contrary to popular belief, self-regulated learners do not try to accomplish every task on their own, but rather frequently seek help from others when necessary (Butler, 1998). What sets self-regulated learners apart from their peers is that these students not only seek advice from others, but they do so with the goal of making themselves more autonomous (Ryan et al., 2001). Teachers can promote positive help seeking behaviors by providing students with on-going progress feedback that they can easily understand and allowing students opportunities to resubmit assignments after making appropriate changes.

8) Self-Evaluation

Students are more likely to become self-regulated learners when they are able to evaluate their own learning, independent of teacher-issued summative assessments (Winne & Hadwin, 1998). This practice enables students to evaluate their learning strategies and make adjustments for similar tasks in their future (Schraw & Moshman, 1995). Teachers can promote self-evaluation in the classroom by helping students monitor their learning goals and strategy use, and then make changes to those goals and strategies based upon learning outcomes (Zimmerman, 2004).

B. The Concept of Writing

1. Writing

Writing is one of the most powerful forms of communication. However, even expert writers frequently lament how difficult it to effectively plan,

compose, evaluate, and revise their composition (Zimmerman and Reisemberg, 1997: 78).

Syaifulloh (2009:5), writing is a form of thinking. It means that writing is an activity to express ideas, issues, events, feeling or thinking to the others through written form. Syaifulloh (2009:1) say that writing can be defined as communicate act, a way of sharing observation, thought, or ideas with ourselves and others. It is a tool of thinking.

Writing is one of four basic skills. It is very important in teaching and learning English. Writing involves some language components (spelling, grammar, vocabulary, and punctuation). This is in line with what is stated by Syaifulloh (2009: 2), writing clear sentences requires you to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation.

Writing is the production of graphic symbols to form words in a sequence of sentence arranged in a particular order and linked together in certain ways also writing is the process of encoding a message to transfer meaning to the reader (Byrne 1980:14).

Richard (1997:98) states that writing is a way of expressing thought from mind to printing materials. We can state that writing is a kind of activity where writer puts all the ideas in her mind to a paper from words to sentences, sentences to paragraph to essay.

Pammula (2010: 9) Writing is meant to fill the gap that exist between the ability to press the ideas , feelings, opinion in Indonesia and the ability to express the same things in written form in English.

Richard (1997 : 124) states that the writing process give the students the opportunity to improve their writing through systematic self correction for this writing process to be feasible and successful, it would have to motivate the students to write. Creating the desire to write about something would necessitate a series leading up to the writing activity.

2. The Importance of Writing

As expressed by Hairston (1996: 2) as follow there are some the important of writing :

- a. Writing is tool for discovery. We stimulated our thought process by the act of writing and tap into information image we have in our unconscious minds.
- b. Writing generate new ideas by helping us to make connection and see relationship.
- c. Writing help us to organize our ideals and clarify concepts by writing down ideas we can arrange them in coherent form.
- d. Writing down ideas allows us to distance ourselves from them and evaluate them.
- e. Writing help us to absorb and process information when we write about the topic we learn it better.

- f. Writing a subject make us active learns rather then passive learners of information.

3. Components of Writing

Oshima & Hogue in Lukman Hakim (2011: 10), define that there are five components of writing. They are content, organization, language use, vocabulary and mechanics.

a. Content

The content tends to relevance, clarity, originality, logic,etc. The content it self must be clear for the readers so they can get the information from it. To have a good content in a piece of writing, the content should be unity and completeness. which become characteristic of good writing.

1) Unity

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each or every supported sentences and related to that idea of the topic sentences. If a writer wants his writing is unified, he or she should not include the sentences that do not support the main idea of the topic sentences. Unity in writing means that each sentence must relate each other and support the main idea.

2) Completeness

Writing is said to have completeness if the main idea have been explained and developed fully completeness. The controlling idea with develop thoroughly by these of particular information. It is relative to know how complex or general

the topic sentences by having a complete writing. It is expected that the content of writing will be clear and understandable for readers.

b. Organization

In organization of the writing concern with the ways through writer arranges and organizes the ideas in order the message in the words. There are many ways used by the writers to organize or arrange the writing this organization is mainly recognized as order. There are two parts of organization in this case, they are below:

1) Coherence

Coherence means that sticking together and in coherence essay, all the idea sticks together. A coherence paragraphs is each idea in supporting sentence related to the topic sentence or the idea. One in which the ideas are put in the right order and never confused. This makes the writers through essay to follow sentence paragraph.

2) Spatial order

If the purpose of the paragraph is to tell them something looks most effective organization pattern is usually spatial, if the writers write a description of neighborhood, a room, or a holding that they want to the readers have a mental picture of what they are describing a house of building, they will probably describe the exterior and the interior of the building by moving systematically rather than haphazardly over the scene, convey the viewer of the overall plan arrangement of the scene.

c. Language Use

language use in writing description and other forms of writing involve correct usage and points of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about tenses, verbs, nouns, and agreement. Specific nouns and strong verbs used modifier or adjectives, adverbs, and participle in the writing. A modifier may also be a phrase. A single, well-chosen modifier is often more effective than several used together. If it is difficult to describe a subject with overused or worn-out modifier, find more interesting synonyms in the dictionary.

d. Vocabulary

good writer should be mastery vocabulary and idioms as the language aspect dealing with the process of writing. The writer has to consider about how to put the words into paragraph until they can build a piece of writing. Most of the students are lack of vocabulary, therefore they are fail to compose a good piece of writing because they are difficult to choose words.

e. Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. These aspects are very important, it leads the readers to understand, to recognize immediately. The use of favorable mechanic in writing will make readers easy to group the conveying ideas or the message to the written materials. Further explanations about mechanics are as follows:

1) Capitalization

The use of capital letters makes our writing easier to read. Capital letters call attention to certain special words, as well as to words that begin sentences.

2) Punctuation

Punctuation can help the readers to identify word are taken as unmet of Meaning and suggest how the units of it related to each other. The end marks are the period, the question mark, and the exclamation point.

3) Spelling

It is a very important rule follows in using spelling appropriately. They are suffixes edition such adding (gerund, present participle); omit becomes omitting plural formation such adding 'es' 's' changing 'y' to 'I' if the finally 'y' is preceded consonant such as 'fly' becomes 'flies', he handling of 'ie' or 'ai'.

From the five components of writing above the researcher only focused on content and organization, it because of the subject of the research is the second class of junior high school where they are beginner. Therefore the researcher decided to focused on the two component in order the students able to create their ideas on their writing paragraph then how organize it became a good writing.

4. The Characteristics of Good Writing

There are some characteristic o good writing as adelstein and prival in Rasmina Rahman (2011: 14) states as follows:

- a. Good writing reflects the writing skill to organize the material into coherence whole so that it moves logically form a sentence, dominate idea, to the supporting and finally to consistent ending, conveying to the reason sense of a well thought put plan.
- b. Good writing reflects the writer skill to write the interest readers in subject and demonstrate a thought sound understanding of it.

- c. Good writing reflects the writer skill to criticize the draft and revise it.
Revision is the key of effective writing.
- d. Good writing reflects the writer skill to use the approach vice suit the purpose and audience of the occasion.

5. The Types of writing

The types of writing consist of five types, those are narration writing, description writing, argument writing, persuasive writing, and expository writing.

a. Narration Writing

Oshima (1997: 27) explains that Narration is story writing. When you wrote a narrative paragraph or essay, you write about events in the order that they happened. In other words, you use time order to organize your sentence. In the model essay, the writer uses time order to divide the essay into paragraphs. outline of the essay narration would like this: *orientation, complication, and resolution*.

b. Description Writing

Oshima (1997: 50) explains that descriptive writing to the senses, so it tells how something looks, feels , smells, tastes, and/or sounds. A good description is like a “word picture”, the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader. In a description, writers often use spatial order to organize their ideas. Spatial order is the arrangement of items in order by space. An outline of description would like this: *introduction, body, and conclusion*.

c. Argumentative Writing

Argumentative writing is a composition, which means one side or the other of a controversial topic. Argument is designed to convince that something is true. Its method is to make a general statement and support it, or sometimes to lead logically to a general conclusion by a series of facts. Argument depends of its effectiveness on logical reasoning and concrete support for stated.

d. Persuasive Writing

Persuasive writing is a type of writing where your main goal is to persuade or convince something to do something that you want them to do. A form of persuasive writing is a letter written to someone telling him a complaint that you have. In order to write a persuasive letter, you need reasons why the person should do what you are suggesting. You also need reasons why your idea might not be the greatest. So you have reasons from your perspective and from someone who thinks the opposite of you. And then give your reason to support your cause and explain what the consequences will be if the things you are listing are not done. Lastly, your conclusion should restate what you are trying to persuade the person to do.

e. Expository Writing

Expository writing is a type of oral or written discourse that is used to explain, describe, and give information. The creator of an expository text cannot assume that the reader or listener has prior knowledge and prior understanding of the topic that is being discussed. One important point to keep in mind for the author is to try use words that clearly show what they are talking about the rather

than blatantly telling the reader what is being discussed. And one of the most important mechanisms that can be used to improve our skills in this point is to provide directions to improve the organization of the text.

6. The Process of Writing

View people pick up a pen or sit down at a computer and produce a perfect piece of writing on the first try. Most writers spend a lot of time thinking before they write and then work through a series of steps while they are composing. The final product is often the result of several careful revisions. It takes patience as well as skill to write well. Good writing is more than just using grammar correctly. It is a process of thinking, planning, checking, and revising. The following steps, which develop through the process, may help students become better writer.

Step one : Prewriting

(Thinking about your topic)

Step two : Planning

(Organising your material)

Step three : Drafting

(Using your ideas and plans to write a first draft)

Step four : Revising

(Improving the focus, content, and organization)

Step Five : Editing

(Checking grammar , spelling, capitalization, punctuation and word choice)

Step six : publishing

(Share writing)

(Meyer, 1992:23)

a. Step one : Prewriting

For many people, the hardest part of writing is getting started. The writers are usually difficult to find a main topic in the first try. Prewriting is a technique

that can be used to generate ideas. The following are types of prewriting which can help the writer figure out what to say or write.

- 1) Brainstorming; is a method used to generate a variety of ideas on a subject rapidly and spontaneously. To brainstorm, follow these steps :
 - a. Begin with a broad topic.
 - b. Write down as many associations as you can in 10 minutes.
 - c. Add more items to your list by answering the questions what, how, when, where, why and who.
 - d. Group the items on the list that go together.
 - e. Cross out the items that do not belong.
2. Clustering ; is a visual way of generating ideas. This technique uses circles and lines to connect the ideas. To cluster follow these steps ;
 - a. Write your topic in the center of a blank page and draw a circle around it.
 - b. Think about your topic and write any ideas that come to mind in circle around the main circle.
 - c. Connect these ideas to the center word with a line.
 - d. Think about each of your new ideas and write more related ideas in.
 - e. Circle around them.
 - f. Connect your new circles to their corresponding ideas.
 - g. When you are finished, your most promising topic will probably be the one with the most circles connected to it.
- b. Step two : Planning

The next step is to do some planning. At this stage of the writing process the main goal is to organize the ideas. Preparing an informal outline of the ideas that you have generated from prewriting. It will help to organize the writers' thoughts as they plan for a paragraph.

c. Step three : Drafting

After doing the necessary prewriting and planning process, the third step is drafting . when writing a first draft, use it as a guide of the ideas that generated from prewriting and the organizational plan that developed in the informal outline. In this writing process, the writers concern with two things:

1) Starting your point

when writing an English paragraph, the most of important things that need to do is to decide the main point. This should be written in one clear sentence, called the topic sentence.

2) Support your point

After starting the point in a clearly written topic sentence, the writers need to support it by giving the reader some reason, facts and examples.

d. Step four : Revising

Revising is to see again, when revising the writing, the writers can add new ideas or more specific support, eliminate irrelevant sentences and rearrange, ideas to improve the organization

e. Step five : Editing

When editing a paragraph, check to make sure that the grammar, spelling, capitalization and punctuation are correct.

f. Step six : Publishing

The paper is publishing in order for sharing writing with one another, with students, or with parents, showing that writing is valued; creating a classroom library; motivating writing.

C. Descriptive Writing

Oshima and Hogue (1997: 50) descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sound. It helps the reader through his/her imagination, to visualize a scene or a person or to understand a sensation or an emotion or descriptive text is a text that gives information about a particular person, thing, and place.

1. The Types of Description

a. Objective Description

Objective description is based purely on observable details, it is not colored by writer emotion or like and dislikes. Objective description records exactly see from the writer' vantage point. Some descriptive have not topic statement, however they always begin with some kinds of orienting statement, because the goal of such the description is merely to catalog the details of subject so that reader can visualize it (Lennon).

b. Subjective Description

Subjective description can be defined as that which has descriptive details by Colored by personal impression, the usual goal of subjective description is to create a mood or to share feelings.

2. The Characteristic of Descriptive

a. General structure (generic structure) consists of:

- 1) Identification : Part (sentence) that introduce (introducing) something.
- 2) Description : describes parts, qualities, characteristics, this section contains a description or picture of something, for example, about the type and shape.

b. Features general grammatical tenses:

the use of simple present tense

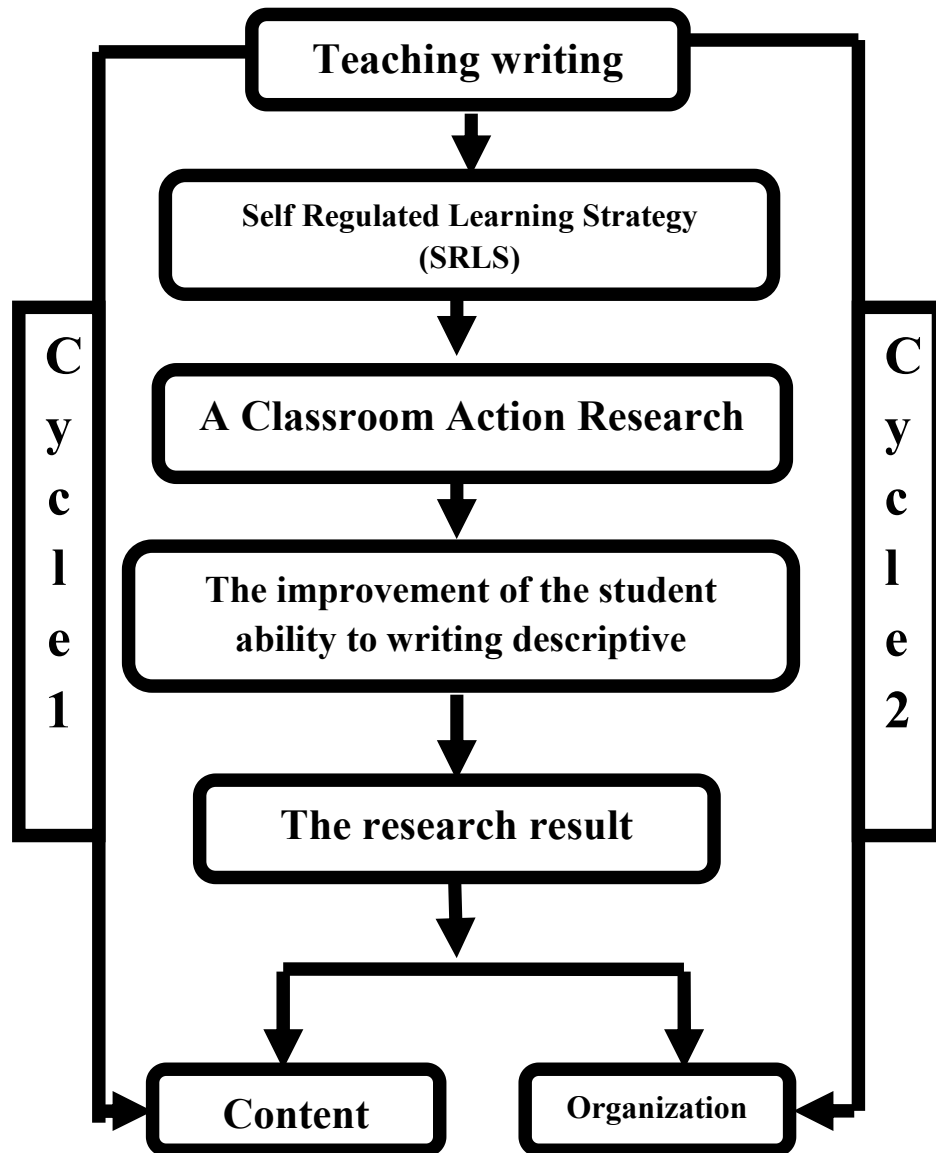
the formula of simple present tense:

Subject + Verb I (s/es) + O

c. focus on specific participant

example: *my house, the dog, it, she, he, etc.*

D. Conceptual Framework



The conceptual framework above shows the process of teaching English writing to improve the students' ability to writing descriptive text. The conceptual shows the interrelations among variables. Self Regulated Learning Strategy (*SRLS*) is independent variable that can influence dependent variable which is placed by the students' ability to writing descriptive text. The

students' ability to writing descriptive covers the content area and organization area. Based on the problems found about the condition of the students, so the researcher will focus on the unity and completeness from the content view and coherence and spatial order from the organization view. (SRLS) *Self - Regulated Learning Strategy* is hoped can stimulate the students' interest in writing so that their writing ability can be improve.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was follow the principal working of *Classroom Action Research* (CAR) that consisted of four steps they were : Planning, Implementation of Action, Observation, and Reflection.

This research consisted of two cycles. Those were first and second cycle and each cycle was the series of activities which had a closed relation. Where, the realization of the second cycle was continued and repaired from the first cycle. The purpose of this research was using SRLS to improve the students' writing ability.

1. CYCLE I

Cycle I consisted of planning, action, observation, and reflection as follow:

a. The Planning

The activities were in this stage as follows:

1. The researcher studied and understood the material. The instructional materials and media were needed to help the students in doing their activities in the classroom. The media used in this research was picture.
2. The Reseacher made the lesson plan for the implementation of the action.
3. The Researcher made the sheet for observation to see the condition of teaching and learning process when it was being continue.
4. The researcher made the sheet of student's assessment, to measure the student's

b. Implementation of Action

The activity had scenario in learning process. It should based on Self Regulated Learning Strategy (SRLS) in writing skill as follow:

1. Teacher developed background knowledge about writing with using Self Regulated Learning Strategy (SRLS), it meant give motivation to the students before the process of teaching writing.
2. Teacher explained the general description of writing descriptive to the students.
3. Teacher explained one strategy which use in Self Regulated Learning Strategy namely POW (Prewrite to get ideas/ pick idea, Organize the ideas, Write and say more).
4. Teacher gave the students example one topic and picture after that the teacher first made list of the words based on the topic and continue made sentence based on list of the words which the teacher created, after that the teacher gave students to write freely about something in their surrounding.
5. The students made list of the words, after that write sentences based on list of the words which they created then, they could organize their ideas in sentence, but the teacher guided and supported the students.
6. The students edited their writing, they could use dictionary when necessary.
7. The students collect their final writing descriptive.
8. The teacher gave conclusion about the material give to the students.

9. The students independent Performance, it meant after the students understood and mastering about the strategy, then the students could write without instructor, in the end of cycle give evaluation.

c. Observation

Observation was collecting data activity related with the learning English process which had solved problem and learning strategy.

1. The researcher made a note all the activity of the students in every meetings in order the researcher could measure the improvement of the students' ability.
2. The researcher identified and made note all the problem that we need when teaching and learning process based on observation paper that had arranged.
3. The researcher did the evaluation which use used the result of the study to know how far the students improvement.

d. Reflection

In this stage, the researcher analyzed the obtain data, made reflection, and conclusion. The data was take from students writing and test. The reflection stage was the progress of giving judgment and responses toward the action done in the class. Through reflection , the action was evaluated to see whether the cycle needed to continue or not. In this case, the result of data analysis were check with the predetermine criteria analysis had match the criteria for success, the action was finished. However, if it is not, there was another action in another cycle by revising the plan

2. *CYCLE II*

This cycle was the continuity from the cycle one. Here, researcher improved the weakness from the cycle one.

a. The Planning

The activities were in this stage as follows:

1. The researcher studying and understanding the material that was taught. The instructional materials and media was needed to help the students in doing their activities in the classroom. The media used in this research was picture.
2. The researcher made the lesson plan for the implementation of the action.
3. The researcher made the sheet for observation to see the condition of teaching and learning process when it was being continued.
4. The researcher made the sheet of students' assessment, to measure the students' ability in writing descriptive both in content and organization.

b. Implementation of Action

The action in this cycle was the continuity from the cycle one's step based on lesson plan. The procedure was similar with the cycle one's step. The steps were as follows:

1. Teacher developed background knowledge, it meant gave motivation to the students before the process of teaching writing.
2. Teacher explained the general description of writing descriptive to the students.

3. Teacher explained one strategy which used in Self Regulated Strategy Development namely POW(Prewrite to get ideas/ pick idea, Organize the ideas, Write and say more).
4. Teacher gave the students example one topic and picture after that the teacher made list of the words based on the topic and continued to make sentence based on list of the words which the teacher created, after that the teacher gave students to write freely about something in their surrounding.
5. The students made list of the words, after that write sentences based on list of the words which they created then, they could organize their ideas in sentence, but the teacher guided and supported the students.
6. The students edited their writing, they could use dictionary when necessary.
7. The students collected their final writing descriptive.
8. The teacher gave conclusion about the material given to the students.
9. The students independent Performance, it meant after the students understood and mastered about the strategy, then the students could write without instructor, in the end of cycle gave them evaluation.

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2. The researcher identified and made note all the problem that we needed when teaching and learning process based on observation paper that has arrange.
3. The researcher did the evaluation which used the result of the study to know how far thier improvements.

d. Reflection

The reflection was done to know the result of the students' ability in applying Self- Regulated Learning Strategy (SRLS) after giving revision. The reflection meant for making conclusions. The researcher used cycle II as consideration things for measuring the students' ability accordance with the result of cycle I.

B. Research Variables and Indicators

1. Research Variables

The variable was one of the very important elements of research; the research would use two kinds of the variables. Variable was something that had variety of value. Variables could be divided into two variables. Those were independent and dependent variable.

- a. Independent variable was the use of Self Regulated Learning Strategy (SRLS). It is the strategy use by the researcher to teach students how to write descriptive text.
- b. Dependent variable was the students' writing skill in writing descriptive text.

2. Indicators

The indicator of this research was the students' ability to write descriptive text in relation to the content and organization of writing. The content covers unity and completeness, while organization covered coherence and spatial order.

3. Research Subjects

Research subjects in this classroom action research is X.1 class of SMA Negeri 1 Tompobulu Bantaeng consisted of 32 students in 2013/2014 academic years.

C. Research Instrument

In this Classroom Action Research, the researcher used some instruments. They were test and observation sheet.

1. Observation sheet

It was used to observe and to record the students' activities during the teaching and learning process for each cycle in applying SRLS. The format of the observation sheet was checklist format whether the students were actively participated or not.

2. Test of Cycle

It was designed to measure the students' ability in English writing in each cycle. The test format was test to make descriptive that were learned by using Self Regulated Learning Strategy. The test was administered in the last meeting of each cycle.

D. Data Collection

The researcher were used some procedures in collecting the data, such in the following:

1. The researcher used observation sheet to find out the students' participant in teaching learning process through SRLS. It was done in every cycle. It was summed at the end of cycle one and cycle two.
2. The researcher gave test to students to find out their development in writing descriptive by using Self Regulated Learning Strategy (SRLS).

Researcher gave test to students by following the steps below:

- a. The researcher prepared test material or topic for students.
- b. The researcher explained all steps in Self Regulated Learning Strategy (SRLS) to make writing descriptive.
- c. The researcher gave test to the students.

The data from cycle I and cycle II have been analyzed the following steps:

5. To score the student's answer of the test, the researcher used formula.

$$\text{Student's score} = \frac{\text{totalscore}}{\text{maximumscore}} \times 100$$

(sudiyono, 2005: 43)

There were two components that concerns of the researcher in this research to measure. Those were content and organization which use criteria as follows:

- a. Content

Score	Sentence Structure
6	Exemplary Sentence Structure <ul style="list-style-type: none"> • Sophisticated and well controlled sentences • Sentence variation (simple, compound, complex, compound-complex) Variation of phrases and clauses (gerund, participial, infinitive; subordinate clauses)

5	Effective Sentence Structure <ul style="list-style-type: none"> • Complete and correct sentences • Sentence variation (simple, compound, complex, compound-complex) • Variation of phrases and clauses (gerund, participial, infinitive; subordinate clauses)
4	Adequate Sentence Structure <ul style="list-style-type: none"> • Complete and correct sentences • Sentence variation (simple, compound, complex, compound-complex) (errors in more complex sentence structure do not detract) • Variation of phrases and clauses (gerund, participial, infinitive; subordinate clauses)
3	Limited Sentence Structure <ul style="list-style-type: none"> • Minor errors in sentence structure • Limited sentence variation (simple, compound, complex, compound-complex) (errors in more complex sentence structure begin to detract) • Limited use of phrases and clauses (gerund, participial, infinitive; subordinate clauses)
2	Minimal Sentence Structure/Minimal Response <ul style="list-style-type: none"> • Contains fragments and/or run-ons • Minimal sentence variation (simple, compound, complex, compound-complex) (errors in sentence structure detract) • Minimal use of phrases and clauses (gerund, participial, infinitive; subordinate clauses)
1	Inadequate Sentence Structure <ul style="list-style-type: none"> • Contains numerous fragments and/or run-ons • Little or no sentence variation (simple, compound, complex, compound-complex) (errors in sentence structure detract) <p>Little or no use of phrases and clauses (gerund, participial, infinitive; subordinate clauses)</p>

(West virginia : 2008)

b. Organization

Score	Indicators organization
6	<ul style="list-style-type: none"> a. Strategically placed topic sentence b. Clear and logical order c. Strong introductory paragraph, supporting paragraphs and concluding paragraph d. Sophisticated transition within and between sentences, ideas and paragraphs
5	<ul style="list-style-type: none"> a. Effectively placed topic sentence b. Clear and logical order c. Introductory paragraph, supporting paragraphs and concluding paragraph d. Purposeful transition within and between sentences, ideas and paragraphs
4	<ul style="list-style-type: none"> a. Clearly stated topic sentence b. Evidence of a logical order c. Introductory paragraph, supporting paragraphs and concluding paragraph d. Appropriate transition within and between sentences, ideas and paragraphs
3	<ul style="list-style-type: none"> a. Poorly stated topic sentence b. Some evidence of organization c. Introductory paragraph and concluding paragraph with limited supporting paragraphs d. Repetitive use of transition.
2	<ul style="list-style-type: none"> a. Lack of acceptable topic sentence. b. Lacks clear organizational pattern, sequencing of ideas and paragraphing. c. May lack introductory paragraph, supporting paragraphs and concluding paragraph. d. In effective or overused transition.
1	<ul style="list-style-type: none"> a. Lacks stated topic. b. No logical pattern; difficult to follow. c. Inadequate paragraphing. d. Little or no transition.

(West virginia : 2008)

E. Data Analysis

The data analysis in the Classroom Action Research from the test were analyzed with:

1. To find out the mean score of the students' writing test through SRLS, researcher used the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} = Mean Score

$\sum X$ = The sum of all score

N = the total number of subject

(Gay, 1981:298)

From the basic standard above the researcher used the standard score for the total value of the students' writing by calculating the standard score giving, as follows:

- a. Scores 90-100 is classified as excellent.
- b. Scores 80-89 is classified as very good.
- c. Scores 70- 79 is classified as good.
- d. Scores 60-69 is classified as fair.
- e. Scores 50-59 is classified as poor

(Depdikbud, 2003;6)

2. To calculate percentage students' development in content and organization researcher used the following formula:

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

P = Rate percentage

F = Frequency Number of correct

N = The total number of subject

(Sudjana 1990:36)

5. To calculate percentage students' activeness in every cycle the researcher used the following formula:

$$P = \frac{FQ}{4 \times N} \times 100$$

P = Rate percentage

Fq = Frequency Number of correct

N = The total number of subject

(Sudjana 1990:36)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the finding of the research and discussion that contains of data analysis in detail. The findings of the research cover the result of the data from D-test to cycle I and cycle I to cycle II about students' ability in writing and the improvement of the students' activeness in teaching and learning process.

A. Findings

The findings of classroom action research deal with the answer of the problem statement which it aims to improve students' ability to write descriptive text. The findings consist of students' achievement in writing and observation result. It's about the students' activeness in teaching and learning process. To measure the students' achievement of their writing result there are two components of writing that is concerned by the researcher, namely: content and organization.

1.The Implementation of Self – Regulated Learning Strategy (SRLS)

In SMA Negeri 1 Tompobulu Bantaeng especially in class X.1 the researcher observes many aspect to asses the implementation of Self – Regulated Learning Strategy (SRLS) such as students' attitude, students' understanding, and students' model. The students show their progress in every meeting. In attitude aspect, the researcher observes about students' participation in leraning by using Self – Regulated Learning Strategy (SRLS) whether they are active or passive.

Whereas in understanding aspect the researcher observes students' understanding whether they get the point of subject matter or not, then in model aspect the researcher observed students' respond during teaching and learning process, whether they are good or bad.

The researcher observed students' respond in every meeting in two cycle where every cycle consists of four meetings. The result of the observation that have been done by researcher concluding that Self – Regulated Learning Strategy (SRLS) improve students' respond. The students admit that they are enjoy studying by using this teaching strategy. The students more enthusiastic to follow the teaching and learning process. The students more confident to write and express their opinions and ideas and they also full attentioned for each material every meeting in classroom.

The use of Self Regulated Learning Strategy (SRLS) especially the students' individual and the students more active in expressed their ideas it causes the improvement of their writing ability. The improvement of students can be seen in the improvement of the students' scores. The students' writing ability can be improved through Self – Regulated Learning Strategy (SRLS) because in this strategy the students can freely write anything at all that comes into their head, which makes them easy to created sentences, then the implementation of Self – Regulated Learning Strategy (SRLS) in the **first** meeting the researcher started introduce herself and the activities by checking the students' attendance and explained about the strategy and the general description of writing descriptive text. After that the researcher explained one strategy that used in Self-Regulated

Learning Strategy namely POW (Pick idea, it means the students pick topic), (Organize ideas it means after the students pick topic the students can organize their ideas) , (Write and say more it means the students freely write anything at all that comes into their head). after that the researcher first gave the students example one topic about “describe animal” about “cat” with the picture and the researcher first make list of the words based on the topic about the name, and the characteristic of the animal and then continued make sentences based on the list consists of identification and description. The second meeting the researcher still gave less explanation to the students about descriptive text still discuss about “describe animal” but different picture. The researcher and students make list of the words based on the picture and then the students continued make sentences but the researcher guide the students. The third meeting discuss about “describe people” the researcher explained about descriptive writing especially the characteristic of descriptive text are identification consist of identifies things (the name, occopation, propession), then description is given information about the physical feature and the characteristic of the people and the used simple present tense. After that researcher asked the students to write descriptive text about their self. At the last meeting of cycle 1, the researcher explained again about descriptive text then give example about “describe things about fruit” after that gave the students test of cycle I. At the first meeting in cycle 2, the researcher checked the attending list again. In the cycle 2, the researcher expalined again about descriptive text and the characteristic of descriptive text it means the students did not forget about that, after that discuss about “describe things” and

the researcher gave example about that. The second meeting discuss about “describe place” the researcher first explained to the students about that focused of identification and description, after that the researcher gave them task freely write about their favourite place. The third meeting the researcher again explain about “describe things” especially about “flowers”, after the researcher explained that the researcher asked the students to write freely about something in their surrounding. The last meeting in cycle II the researcher explained about “describe place especially describe about my school”, after the students understood and master about the strategy, then the students can write without instructor in the end of cycle gave them test of cycle II.

1. The improvement of Students’ Writing Content

The improvement of the students’ writing ability in content, which focuses on unity and completeness as indicators at the tenth grade students of SMA Negeri 1 Tompobulu Bantaeng through the application of SRLS as result of the students’ assessment of cycle I and cycle II is described as follows:

Table 1: the improvement of the students’ writing ability in content

Indicators	Scores(%)			Improvement(%)		
	D-test	Cycle 1	Cycle II	Dt→C1	C1→CII	Dt→C2
Unity	57.5	70.28	87.78	12.78	17.5	30.28
Completeness	52	64.06	78.31	12.06	14.25	26.31
$\sum x$	109.5	134.34	166.09	24.84	31.75	56.59
\bar{X}	54.75	67.17	83.04	12.42	15.87	28.29

The table above shows that the Self Regulated Learning Strategy improves the students' writing content from D-test to cycle I and cycle II in which cycle II is the greatest of all. About the mean score of content in cycle II is 83.04. Then, in cycle I is 67.17 and D-test is 54.75. It indicates that the improvement of the students' writing content is 12.42 in D-test to cycle I, the improvement in cycle I to cycle II is 15.87 and the improvement in D-test to cycle II is 28.29. The data above indicates that Self Regulated Learning Strategy improve the students' writing content significantly.

To know the percentage of the students' writing content achievement, the graphic below will be clearly presented.

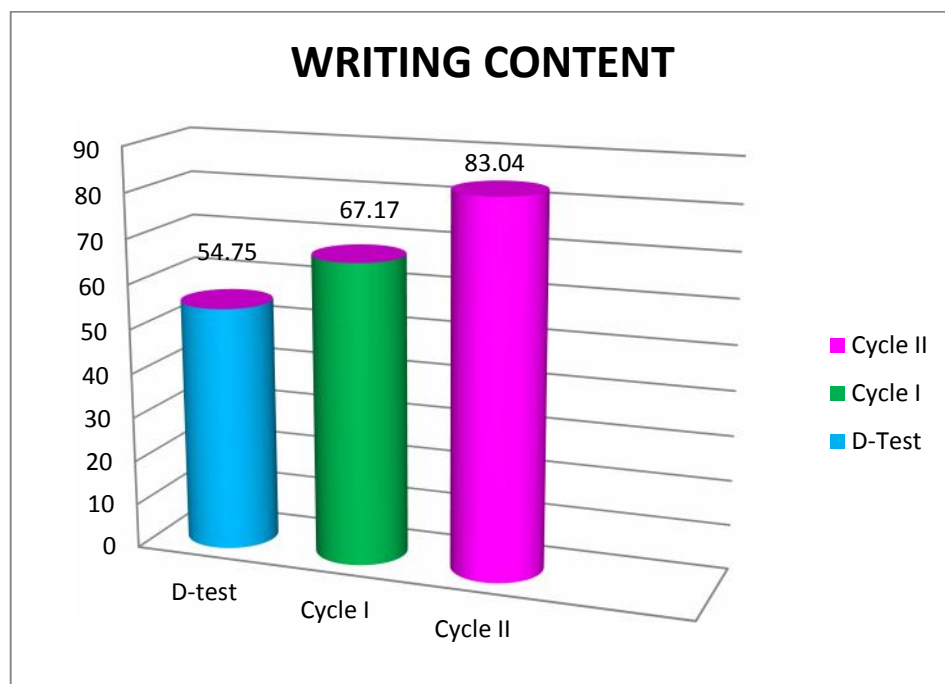


Figure 1: The Improvement Students' Writing Ability in content

Based on the graphic above shows that after taking an action through Self Regulated Learning Strategy is higher than before. It is improvement the students'

writing content from D-test to cycle I and cycle II in which cycle II is the highest of all. The mean score of content in cycle II is 83.04, then in cycle I is 67.17 and D-test is 54.75.

2. The Improvement of the Students' Writing Organization

The improvement of organization in the students' writing which focuses on coherence and spatial order as indicators at the tenth grade students of SMA Negeri 1 Tompobulu Bantaeng as result of the students' assessment of cycle I and Cycle II is described as follows:

Table 2: The Improvement of the Students' Writing Organization

Indicators	Scores(%)			Improvement(%)		
	D-test	Cycle 1	Cycle II	Dt→C1	C1→CII	Dt→C2
Coherence	59	70.87	85.65	11.87	14.78	26.65
Spatial Order	52.5	64.06	85.53	11.56	21.47	33.03
$\sum x$	111.5	134.93	171.18	23.43	36.25	59.68
\bar{X}	55.75	67.46	85.59	11.71	18.12	29.84

The table above shows that Self Regulated Learning Strategy improves the students' writing organization from D-test to cycle I and cycle II in which cycle II is the higher than cycle I and D-test. The mean score of organization in cycle II is 85.59, then in cycle I 67.46 and D-test is 55.75. It indicates that the improvement of the students' writing organization in D-test to cycle I is 11.71, the improvement in cycle I to cycle II is 18.12, and the improvement in D-test to cycle II is 29.84. The data above indicates tha Self Regulated Learning Strategy improves the students' writing organization significantly.

To know clearly the percentage of the students' writing organization achievement, look at the following chart below:



Figure 2: The Improvement of Students' Writing Ability Organization

The graphic above shows that Self – Regulated Learning Strategy improves the students' writing in organization from D-test to cycle I and cycle II in which cycle II is the highest of all. Cycle II is higher than cycle I. The mean score of organization in cycle II is 85.59, then cycle I is 67.46 and D-test is 55.75.

3. The Improvement of the Students' Writing Ability

The improvement of students' writing ability by using Self – Regulated Learning Strategy (SRLS) is dealing with content and organization. It can be seen clearly in the following table :

Table 3: The Improvement of the Students' Writing Ability

Indicators	Scores(%)			Improvement(%)		
	D-test	Cycle 1	Cycle II	Dt→C1	C1→CII	Dt→C2
Content	54.75	67.17	83.04	12.42	15.87	28.29

Organization	55.75	67.46	85.59	11.71	18.13	29.84
ai sation	110.5	134.63	168.63	24.13	34	58.13
$\sum x$						
\bar{X}	55.25	67.31	84.31	12.06	17	29.06

The table above shows that the students' writing ability improves from D-test to cycle I and cycle II. In which cycle II is the greatest of all. The mean score of writing ability in cycle II is 84.31, then the mean score of the students in cycle I is 67.31 and in D-test the students get 55.25. It indicates that the improvement of students' writing ability in D-test to cycle I is 12.06. The improvement from cycle I to cycle II is 17, and the improvement from D-test to cycle II is 29.06. It indicates that the students' writing ability improves significantly by using Self – Regulated Learning Strategy (SRLS).

To know the improvement of the students' writing ability, the chart below will be clearly presented.

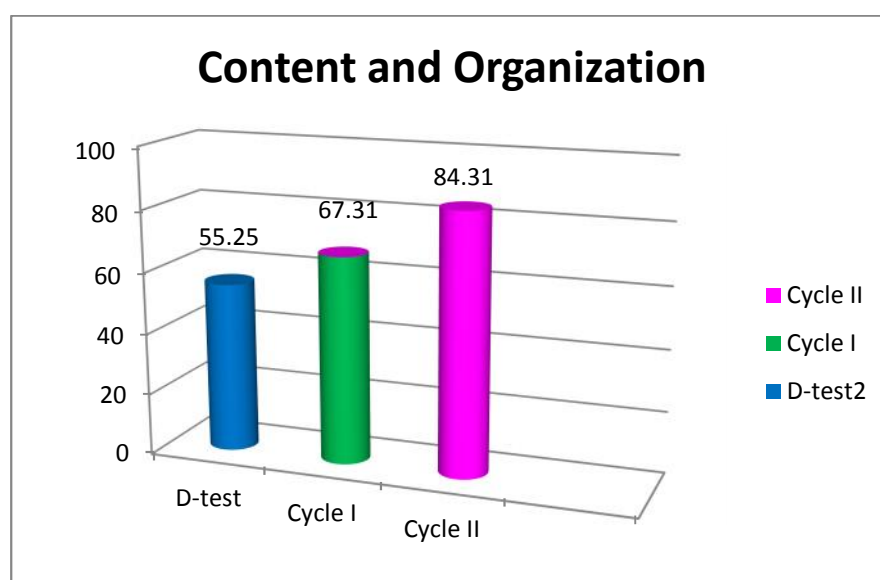


Figure 3: The Improvement of Students' Writing Ability in Content and Organization.

The graphic above shows that the students' writing ability improves from D-test to cycle I and cycle II, in which cycle II is the highest of all. Then cycle II is higher than cycle I. The mean score of writing ability in cycle II is 84.31. Then, mean score of the students' writing ability in cycle I is 67.31 and in D-test the students get 55.25.

4. The Classification Percentage of Students' Score in Writing ability

The implementation of Self – Regulated Learning Strategy (SRLS) in improving the students' writing ability in terms content and organization can be seen the difference by considering the result of the students' Diagnostic Test and the students' achievement after taking action in cycle I and II through the implementation of SRLS in teaching and learning process, based on the data and analysis can be seen clearly in the following table and graphic below:

Table 4. The Percentage of Students' Score in writing Ability

Classification	Score	D-Test	Cycle I	Cycle II	Percentage (%)		
		Frequency	Frequency	Frequency	D-Test	Cycle I	Cycle II
Excellent	90-100	-	-	14	-	-	43.75
Very Good	80-89	-	1	6	-	3.12	18.75
Good	70-79	-	12	7	-	37.5	21.87
Fair	60-69	6	13	5	18.75	40.63	15.63
Poor	50-59	26	6	-	81.25	18.75	-
Total		32	32	32	100	100	100
N	32						

The data above can also be seen from the graphic below :

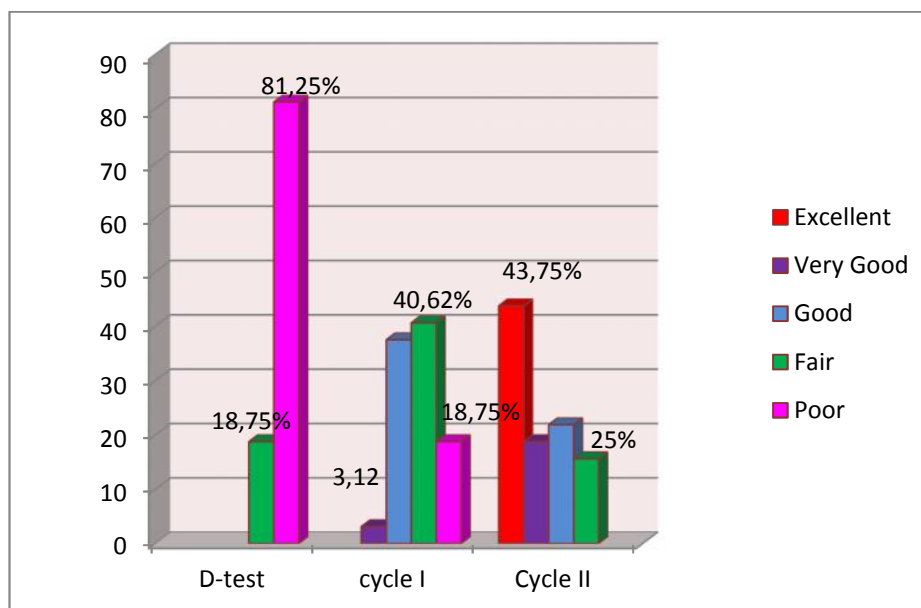


Figure 4: The Percentage of Students' Score in Writing Ability

Based on the table and the graphic above, it can shows that in the D-test there were no students got excellent, very good, and good but 6 students (18,75%) got fair, 26 students (81.25%) got poor. Cycle I there were no students got excellent, 1 students (3.12) got very good, 12 students (37.5) got good, 13 students (40.63%) got fair, and 6 students (18.75%) got poor.

In the cycle II there were no students got poor score. There were 14 students (43.75%) got excellent, there were 6 students (18.75%) got very good, there were 7 students (21.87%) got good score, then 5 students (15.63%) got fair score.

5. The Result of the Students' Activeness in Teaching and Learning Process

The result observation of the students' activeness in teaching and learning process toward the application of SRLS in improving the students' writing ability at the tenth grade students of SMA Negeri 1 Tompobulu Bantaeng in class X.1

which is conducted in 2 cycles during 8 meetings is taken by the observer through observation sheet. It can be seen clearly through the following table:

Table 5 : The Observation Result of the Students' Activeness in Learning Process.

Cycle	Meetings				Mean Score
	1 st	2 nd	3 rd	4 th	
I	47.65%	57.03%	62.5%	64.84%	58%
II	67.96%	69.53%	76.56%	78.90%	73.23%

The result above is formulated based on on technique of data analysis and the students' scores that are collected through observation sheet. The table above shows that in cycle I the students' activeness in each meeting improves significantly. It can be seen clearly in the table that the students' activeness in four meeting higher than first, second, and the third meeting, where the first meeting in cycle I indicates that the students' activeness is 47.65% and it improves to be 57.03% in the second meeting, then students activeness in the third meeting is 62.5% and it improves to be 64.84% in the fourth meeting. The mean score of students' activeness in cycle I is 58%.

In cycle II the improvement of the students' activeness is up and down, where in the first meeting in cycle II the students' activeness is 67.96% and decreases to be 69.53% in second meeting, third meeting become 76.56% and the fourth meeting the students' activeness is 78.90%. The mean score of the students' activeness in cycle II is 73.23%. Finally the result is presented in the

chart below that shows the mean score of students' activeness in the first and second cycle.

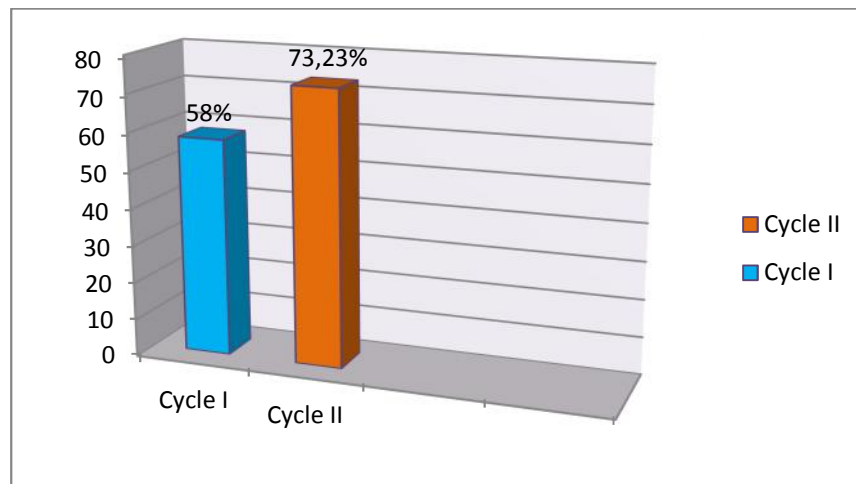


Figure 5 : The Improvement of the students' Activeness

The chart above shows that there is the improvement of the students' activeness in teaching and learning process where in cycle I is 58% which is lower than cycle II, but after conducting cycle II the students' activeness in learning process becomes 78.90%.

B. Discussion

In this part, discussion deals with the interpretation of findings derived from the result of findings about the observation result of the students' improvement in writing component of content, organization and the students' improvement in writing ability result, and also the activeness of students in learning process would explain as follows:

1. The Improvement of the Students' Writing content.

The improvement of the students' ability to write good sentences after implementing SRLS had effect that was effective. Where, the researcher found in the data source from D-Test result in component of content that the students just get score that was 54.75 it means that it was far from the target because the target is 75, but after implementing SRLS the students could get score 67.17 in the cycle I. In cycle II, it became 83.04 it indicates that after implementing Self – Regulated Strategy Development (SRLS) in cycle II the target is reached even the result of cycle II is greater than the target.

The researcher taught about the descriptive text in the cycle 1 through SRLS in the class. The researcher found that the students still difficult to write without guided from the teacher, when they got a free topic they are still confused what they want to write in the paper. Their unity and completeness in writing is poor, their content not comprehensible because the content is not relevant with the topic.

The difficulty of the students in content had been analyzed, so the researcher had to think the solution of the problem. So, the researcher decided to do the cycle 2 by doing revision in the lesson plan which prepared in revised planning of cycle 2.

The result above also proved that SRLS is able to improve the students' writing ability in SMA Negeri 1 Tompobulu Bantaeng significantly. It seen clearly the result of cycle II (83.04) is higher than cycle I (67.17) and D-test (54.75) or cycle II (83.04) \geq cycle I (67.17) \geq D-test (54.75).

2. The Improvement of the Students' Writing Organization.

After implementation of SRLS in the class, the researcher found that the mean score of data source from D-Test in organization was 55.75. In the cycle 1, the students got 67.46, and in the cycle 2, the students got 85.59.

The researcher taught about the descriptive text in the cycle 1 through implementation of SRLS in the class. The researcher found that the students had difficulty to organize the idea, the ideas are not clearly stated, the ideas and sentences are not well organized. When they write paragraph the first sentence and the next sentence is not coherence, and the most difficult is spatial order, the student can not be consistent in writing sequence.

Based on the unsuccessful teaching in the cycle 1, the researcher decided to do cycle 2. In the cycle 2, the researcher revised the lesson plan. Where, when the researcher explained about the steps of good paragraph the researcher should explain more clearly, if needed gave the students occasion to ask about the material. Besides that, the researcher had to give better guidance for the student in organizing their idea.

The result above also proves that Self – Regulated Learning Strategy (SRLS) is able to improve the students' writing ability in SMA Negeri 1 Tompobulu Bantaeng significantly. It seen clearly the result of cycle II (85.59) is higher than cycle I (67.46) and D-test (55.75) or cycle II (85.59) \geq cycle I (67.46) \geq D-test (55.75).

3. The Improvement of the Students' Writing Ability

The improvement of the students' writing ability is dealing with content and organization. Based on the previous data the most difficult to students is content aspect. The students' average score of content in cycle II is 83.04 whereas the students' average score of organization is 85.59. It showed that score of organization is the greater than content. In content the students difficult to make their writing unity and completeness each other because the students' writing coherence but the content is poor described going the readers incomplete information or not clearly stated. In improving the students' writing ability result can be seen the difference by considering the result of the students' Diagnostic Test, cycle I and cycle II.

The value improvement of the students' achievement writing result from D-Test to cycle I and also from cycle I to cycle II (Diagnostic-Test (55.25) \leq Cycle I (67.31) \leq Cycle II (84.31).

4. The Improvement of The Students' Activeness During The Teaching and Learning Process

The observation result of students' activeness or participation in teaching and learning process improved significantly through SRLS based on the data analysis as result of observation sheet of students' participation in learning proses in previous findings showed that participation of students from the first meeting until the fourth meeting are 47.65, 57.03, 62.5, and 64.84 with mean score of fourth meeting is 58. Percentage of the first until the fourth meeting of the cycle II are 67.96, 69.53, 76.56, and 78.90 with the mean score 73.23. From the data

analysis showed that the students' activeness in cycle I in process teaching and learning is still low. So, that is why the researcher did repaired in cycle II so that there is significant development in cycle II of students' activeness.

5. The Implementation of Self – Regulated Learning Strategy

To asses the implementation of SRLS researcher observed theree aspect in evey meeting. The first students' attitude. In this aspect researcher observed the respond of the students. In the first meeting students' respond very low because this strategy is new. But in the cycle II the students' respond classfied into good. The second, is the stduents' understanding, in the first cycle students' understandingis fair but after doing cycle II the students' understanding is good.

They are not feel bored in learning through this strategy. They are excited to write text because the reasearcer used the media is picture and the students can write freely about their own ideas that came from their head based on the picture.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the research findings and discussions in the previous chapter, the following conclusions are presented:

1. The result of the students' writing ability achievement after taking action in cycle I and cycle II through Self – Regulated Learning Strategy (SRLS) is greater than diagnostic-test. Therefore, the application of SRLS can improve the students' writing ability at the tenth grade students of SMA Negeri 1 Tompobulu Bantaeng.
2. The application of SRLS can make students more active in learning process, especially in writing ability.
3. The process of teaching and learning process runs well during the classroom action research at the tenth grade students of SMA Negeri 1 Tompobulu Bantaeng especially in class X. 1, because the students' are enthusiastic to study English.

B. Suggestions

In relation to the writing ability in terms of content and organization, the researcher would like to give some suggestions to the students (learners), the English teacher and the next researchers as follows:

1. For the students should try to write individually or in group because it can stimulate to write more and to get many ideas. Generally, there are so many

students considered that English as a “monster” that’s wrong perception. The students have to consider that English is fun.

2. The use of SRLS can significantly improve the students’ writing ability in terms of content and organization at the tenth grade students of SMA Negeri 1 Tompobulu Bantaeng. So it is strongly suggested to be applied in teaching English writing in the classroom in order to improve the students’ writing ability.

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APPENDIX C

APPENDIX A

THE RESULT OF THE STUDENTS' WRITING ABILITY- (Diagnostic – test)

No	Sample	Writing Ability				Mean Score
		Content		Organization		
		Unity	Completeness	Coherence	Spatial Order	
1	S - 01	66	66	66	66	66
2	S - 02	50	50	50	50	50
3	S - 03	66	50	66	50	58
4	S - 04	66	66	66	50	58
5	S - 05	70	66	66	66	66
6	S - 06	50	50	50	50	50
7	S - 07	66	66	66	50	62
8	S - 08	50	50	50	50	50
9	S - 09	50	50	50	50	50
10	S – 10	66	50	50	50	54
11	S – 11	50	50	66	50	54
12	S – 12	66	50	50	50	54
13	S – 13	50	50	66	50	54
14	S – 14	66	66	66	66	66
15	S – 15	50	50	50	50	50
16	S – 16	66	50	66	50	58
17	S – 17	50	50	50	50	50
18	S – 18	50	50	66	50	54
19	S – 19	66	50	66	66	62
20	S – 20	66	50	66	66	62
21	S – 21	50	50	50	50	50
22	S – 22	50	50	50	50	50
23	S – 23	50	50	66	50	54
24	S – 24	50	50	66	50	54
25	S – 25	66	50	50	50	54
26	S – 26	66	50	66	50	58
27	S – 27	50	50	66	50	54
28	S – 28	66	50	66	50	58
29	S – 29	50	50	50	50	50
30	S – 30	50	50	50	50	50
31	S – 31	50	50	66	50	54
32	S – 32	50	50	50	50	50
	Total	1840	1664	1888	1680	1764
	Mean Score	57.5	52	59	52.5	55.125

APPENDIX B

THE RESULT OF THE STUDENTS' WRITING ABILITY- (Cycle I)

No	Sample	Writing Ability				Mean Score
		Content		Organization		
		Unity	Completeness	Coherence	Spatial Order	
1	S - 01	83	66	83	83	78.75
2	S - 02	66	66	83	66	70.25
3	S - 03	66	66	83	66	70.25
4	S - 04	66	66	83	66	70.25
5	S - 05	66	66	66	66	66
6	S - 06	66	66	66	66	66
7	S - 07	66	66	83	66	70.25
8	S - 08	66	66	66	66	66
9	S - 09	66	66	66	66	66
10	S – 10	66	66	66	66	66
11	S – 11	66	50	50	50	54
12	S – 12	66	66	66	66	66
13	S – 13	66	50	66	50	58
14	S – 14	83	66	83	66	74.5
15	S – 15	66	66	66	66	66
16	S – 16	83	83	83	66	78.75
17	S – 17	66	50	50	50	54
18	S – 18	83	66	83	66	74.5
19	S – 19	66	66	66	66	66
20	S – 20	66	66	66	66	66
21	S – 21	66	66	66	66	66
22	S – 22	50	50	50	50	55
23	S – 23	66	50	66	50	58
24	S – 24	83	66	83	66	74.5
25	S – 25	83	66	66	66	70.25
26	S – 26	66	66	66	66	66
27	S – 27	66	66	66	60	66
28	S – 28	66	50	66	50	58
29	S – 29	83	83	83	83	83
30	S – 30	83	66	83	66	74.5
31	S – 31	83	66	83	66	74.5
32	S – 32	66	66	66	66	66
	Total	2249	2050	2268	2050	2159.25
	Mean Score	70.28	64.06	70.87	64.06	67.46

Appendix C

THE RESULT OF THE STUDENTS' WRITING ABILITY- (Cycle II)

No	Sample	Writing Ability				Mean Score
		Content		Organization		
		Unity	Completeness	Coherence	Spatial Order	
1	S - 01	100	100	100	100	100
2	S - 02	100	66	83	66	78.75
3	S - 03	100	83	100	100	95.75
4	S - 04	83	66	100	66	78.75
5	S - 05	100	100	100	100	100
6	S - 06	100	66	83	83	83
7	S - 07	100	83	100	100	95.75
8	S - 08	83	66	100	83	83
9	S - 09	100	66	83	83	83
10	S – 10	66	66	66	66	66
11	S – 11	83	66	66	66	70.25
12	S – 12	66	83	66	66	70.25
13	S – 13	83	66	66	66	70.25
14	S – 14	100	83	100	83	91.5
15	S – 15	66	66	83	66	70.25
16	S – 16	100	100	83	83	91.5
17	S – 17	66	66	66	66	66
18	S – 18	100	83	83	100	91.5
19	S – 19	100	83	100	100	95.75
20	S – 20	83	66	100	83	83
21	S – 21	66	66	66	66	66
22	S – 22	66	66	66	66	66
23	S – 23	100	66	83	83	83
24	S – 24	100	100	100	100	100
25	S – 25	100	83	100	100	95.75
26	S – 26	100	83	100	100	95.75
27	S – 27	83	83	83	83	83
28	S – 28	66	66	66	66	66
29	S – 29	85	100	100	100	95.75
30	S – 30	100	100	100	100	100
31	S – 31	100	83	83	83	91.5
32	S – 32	66	66	66	83	70.25
	Total	2809	2506	2741	2673	677.25
	Mean Score	87.78	78.31	85.65	85.53	83.66

APPENDIX D

Observation Sheet of Cycle I

No	Participation															
	First Meeting				Second Meeting				Third Meeting				Fourth Meeting			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
1		3				3			4				4			
2			2			3				3						1
3				1			2				2				2	
4				1				1			2			3		
5				1				1			2				2	
6				1			2			3					2	
7			2				2			3					2	
8			2				2			3				3		
9		3				3						1		3		
10			2				2				2					1
11				1			2			3					2	
12		3				3			4					3		
13				1				1			2					1
14		3					2			3				3		
15				1			2				2			3		
16		3				3						1		3		
17				1				1		3				3		
18			2			3				3			4			
19				1				1			2				2	
20		3			4						2			3		

21			2			3					2			3		
22				1				1			2			3		
23				1			2			3					2	
24			2			3				3				3		
25		3				3				3					2	
26				1				1				1			2	
27		3				3				3				3		
28				1			2				2			3		
29		3				3				3					2	
30		3			4				4				4			
31			2				2				2			3		
32			2			3					2			3		
Sum	0	10	9	13	2	12	11	7	3	13	13	3	3	16	10	3
Fq	0	30	18	13	8	36	22	7	12	39	26	3	12	48	20	3
P	47.65				57.03				62.5				64.84			
N	32															

Note:

4= Sangat aktif

Fq = Frequency

3= Aktif

P = Percentage

2= Kurang aktif

N = Sum of Subject

1= Tidak aktif

Percentage of the Students' Activeness in Cycle I

a. The First Meeting

$$\begin{aligned}P &= \frac{Fq}{4 \times N} \times 100 \\&= \frac{61}{4 \times 32} \times 100 \\&= 47.65\end{aligned}$$

b. The Second meeting

$$\begin{aligned}P &= \frac{Fq}{4 \times N} \times 100 \\&= \frac{73}{4 \times 32} \times 100 \\&= 57.03\end{aligned}$$

c. The Third Meeting

$$\begin{aligned}P &= \frac{Fq}{4 \times N} \times 100 \\&= \frac{80}{4 \times 32} \times 100 \\&= 62.5\end{aligned}$$

d. The Fourth Meeting

$$\begin{aligned}P &= \frac{Fq}{4 \times N} \times 100 \\&= \frac{83}{4 \times 32} \times 100 \\&= 64.84\end{aligned}$$

Appendix E

Observation Sheet of Cycle II

No	Participation															
	First Meeting				Second Meeting				Third Meeting				Fourth Meeting			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
1	4				4					3			4			
2			2				2		4				4			
3		3				3					2		4			
4		3				3					2			3		
5		3					2			3				3		
6				1				1		3				3		
7		3				3					2			3		
8		3				3				3				3		
9		3					2			3			4			
10		3					2			3				3		
11		3				3				3				3		
12			2		4					3					2	
13		3					2				2			3		
14		3				3				3			4			
15		3				3					2			3		
16		3				3			4				4			
17			2				2			3				3		
18	4				4				4	3				3		
19		3					2			3				3		
20		3				3			4				4			

21		3				3				3					2	
22		3				3				3				3		
23		3				3				3				3		
24				1		3				3				3		
25				1				1		3				3		
26			2				2				2			3		
27		3				3				3				3		
28		3				3				3				3		
29		3				3				3					2	
30		3				3			4				4			
31		3				3				3				3		
32		3				3				3				3		
Sum	2	22	5	3	4	19	7	2	5	22	6	0	8	21	3	0
Fq	8	66	10	3	16	57	14	2	20	66	12	0	32	63	6	0
P	67.96					69.53				76.56				78.90		
N	32															

Note:

4= Sangat aktif

3= Aktif

2= Kurang aktif

1= Tidak aktif

Fq = Frequency

P = Percentage

N = Sum of Subject

Percentage of the Students' Activeness in Cycle II

a. The First Meeting

$$\begin{aligned}P &= \frac{Fq}{4xN} \times 100 \\&= \frac{87}{4 \times 32} \times 100 \\&= 67.96\end{aligned}$$

b. The Second meeting

$$\begin{aligned}P &= \frac{Fq}{4xN} \times 100 \\&= \frac{89}{4 \times 32} \times 100 \\&= 69.53\end{aligned}$$

c. The Third Meeting

$$\begin{aligned}P &= \frac{Fq}{4xN} \times 100 \\&= \frac{98}{4 \times 32} \times 100 \\&= 76.56\end{aligned}$$

d. The Fourth Meeting

$$\begin{aligned}P &= \frac{Fq}{4xN} \times 100 \\&= \frac{101}{4 \times 32} \times 100 \\&= 78.90\end{aligned}$$

APPENDIX F:

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH : SMAN 1 Tompobulu Bantaeng

MATA PELAJARAN : Bahasa Inggris

ASPEK/SKILL : Writing (Menulis)

KELAS/SEMESTER : X/1

ALOKASI WAKTU : 2 x 40 MENIT

PERTEMUAN : I (Satu)

I. Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indikator

Menulis kalimat deskriptif sesuai dengan topik dan gambar yang disediakan.

IV. Tujuan Pembelajaran

Siswa dapat menulis kalimat deskriptif sesuai dengan topik dan gambar yang disediakan.

V. Materi Pembelajaran

Descriptive text is a text describes the features of someone (people), animal, something or a place.

Descriptive text consists of:

- **Identification** is the part of the text that introduce, identifies the things, person being describe or an introduction the subject of the description.
- **Description** is the part of the text that describes physical appearance, qualities, and characteristics.

Example:

Describing animal:

- **Identification** : There is a cat in my house, his name is Spot.
- **Description** : He is an adorable cat, he has orange and white fur. I like to cuddle him because his fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table.

VI. Sumber Pembelajaran

Buku teks yang relevan:

- Artono Wardiman, Masduki B Janur, Sukirman Djusma. 2008. *English in Focus for Grade X Senior High School (SMA)* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Buku text yang relevan

VII. Metode Pembelajaran

- Self Regulated Learning Strategy (SRLS)

VIII. Langkah-Langkah Pembelajaran

a. Kegiatan Awal (10 Menit)

- Salam pembuka
- Mengecek kehadiran siswa.

b. Kegiatan Inti (60 Menit)

Pertemuan pertama:

- Guru memotivasi siswa sebelum proses belajar writing dimulai
- Guru memberikan penjelasan umum mengenai *Descriptive text* kepada siswa.

- Guru menjelaskan satu strategi yang digunakan untuk memulai menulis dalam SRLS yaitu POW: P(Prewrite to generate ideas or pick topic), O(Organize ideas), W(Write and Say more)
- Guru memberikan contoh satu topik beserta gambar kepada siswa kemudian guru menjelaskan dan membuat daftar kata yang berhubungan dengan topik dan membuat kalimatnya berdasarkan daftar kata yang telah dibuat.

c. Kegiatan Akhir (10 Menit)

- Guru menyimpulkan materi
- Menjelaskan proses pembelajaran untuk pertemuan selanjutnya.
- Menutup pelajaran

IX. Penilaian

Teknik : Tertulis (Individu)

Aspek : Content dan Organization

Score	Content	Organization

Bantaeng, Maret 2013

Peneliti

Mitha Mustari

NIM. 10535 3188 08

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH : SMAN 1 Tompobulu Bantaeng

MATA PELAJARAN : Bahasa Inggris

ASPEK/SKILL : Writing (Menulis)

KELAS/SEMESTER : X/1

ALOKASI WAKTU : 2 x 40 MENIT

PERTEMUAN : II (Dua)

I. Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indikator

Menulis kalimat deskriptif sesuai dengan topik dan gambar yang disediakan.

IV. Tujuan Pembelajaran

Siswa dapat menulis kalimat deskriptif sesuai dengan topik dan gambar yang disediakan.

V. Materi Pembelajaran

Descriptive text is a text to describe certain thing, animal, person, and place
Descriptive text consists of:

- **Identification** is the part of the text that introduce, identifies the things, person being describe or an introduction the subject of the description.

(Identification : mengidentifikasi benda/ hewan apa, siapa, tempat apa yang akan dideskripsikan)

- **Description** is the part of the text that describes physical appearance, qualities, and characteristics.

(Descriptions : menggambarkan bagian-bagian, kualitas, ciri-ciri khas suatu benda, hewan atau orang yang dipilih untuk digambarkan).

Features general grammatical tenses:

the use of simple present tense

the formula of simple present tense:

Subject + Verb I (s/es) + O
Subject+tobe(is/am/are)+complement (ANA)

1. What is the name of the animal?
2. What are the physical features?
 - Identification: There is an orangutan in the bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.
 - Description: She Physical feature similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal, that means she gives birth to her children and breast feeds them.

VI. Sumber Pembelajaran

Buku teks yang relevan:

- Artono Wardiman, Masduki B Janur, Sukirman Djusma. 2008. *English in Focus for Grade X Senior High School (SMA)* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Buku teks yang relevan.

VII. Metode Pembelajaran

- Self Regulated Learning Strategy (SRLS)

VIII. Langkah-Langkah Pembelajaran

a. Kegiatan Awal (10 Menit)

- Salam pembuka
- Mengecek kehadiran siswa

b. Kegiatan Inti (60 Menit)

- Guru memotivasi siswa sebelum proses belajar writing dimulai
- Guru menjelaskan kembali mengenai descriptive text dan memberikan contoh.
- Guru memberikan topik dan gambar.
- Guru mengarahkan setiap siswa untuk membuat *daftar kata to generate ideas*.
- Siswa menyusun dan mengembangkan ide-ide yang sudah didapat dari *daftar kata* kedalam kalimat descriptive.
- Guru mengontrol siswa.

c. Kegiatan Akhir (10 Menit)

- Guru menyimpulkan materi
- Menjelaskan proses pembelajaran untuk pertemuan selanjutnya.
- Menutup pelajaran

IX. Penilaian

Tehnik : Tertulis (Individu)

Aspek : Content dan Organization

Score	Content	Organization
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Bantaeng, Maret 2013

Peneliti

Mitha Mustari
NIM. 10535 3188 08

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH : SMAN 1 TOMPOLU BANTAENG

MATA PELAJARAN : Bahasa Inggris

ASPEK/ SKILL : Writing (Menulis)

KELAS/SEMESTER : X/1

ALOKASI WAKTU : 2 x 40 MENIT

PERTEMUAN : III (Tiga)

I. Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

III Indikator

Menulis kalimat deskriptif sesuai dengan topik dan gambar yang disediakan.

IV. Tujuan Pembelajaran

Siswa dapat menulis kalimat deskriptif sesuai dengan topik dan gambar yang disediakan.

V. Materi Pembelajaran

Describe people:

Descriptive text is a text which say what a person or thing is like. Its purpose is to describe and reveal a particular person, place or thing.

1. Generic Structure:

Identification : identifies things(the name, occupation, profession).

Description : Gives information (the physical features, the way he/she and his/her personality.

(bagian-bagian tanaman atau tubuh hewan/ manusia yang sedang dideskripsikan)

2. Language features

- a. Using of adjectives (beautiful, handsome, long hair, etc)
- b. Using of certain noun (Atris, doctor, farmer, teacher etc)
- c. Using of attributive (the, his, a, etc).

3. the use of simple present tense.

verbal:

nominal:

s+ v1 (s/es) +o

s+ is/am/are+complement

example: Hello, I *am* Mirna Setyawati.

- Descriptive text:

Social function : To describe a particular person, place, or thing.

Miss. Lena

Identification: Miss. Lena is a doctor.

Description : She has a pointed nose, straight hair and white skin. Miss. Lena is tall, slim and beautiful, she works in a big hospital in the city. She works from at eight o'clock in the morning until five at noon. Everyone likes her because she is very kindly.

VI. Sumber Pembelajaran

- English in Focus
- Buku teks yang relevan:

VII. Metode Pembelajaran

- Self Regulated Learning Strategy (SRLS)

VIII. Langkah-Langkah Pembelajaran

a. Kegiatan Awal (10 Menit)

- Salam pembuka

- Mengecek kehadiran siswa

b. Kegiatan Inti (60 Menit)

- Guru memeriksa kalimat yang dibuat oleh siswa pada pertemuan sebelumnya.
- Guru memberikan penjelasan kembali tentang deskriptif writing.
- Guru memberi kebebasan pada siswa untuk mendeskripsikan sesuatu hal yang ada di sekitar mereka.
- Guru mengarahkan setiap siswa untuk membuat *daftar kata-kata* yang sesuai dengan topik yang akan dideskripsikan sebelum membuat kalimat.
- Siswa menyusun dan mengembangkan ide-ide yang sudah didapat dari *daftar kata* kedalam kalimat descriptive.
- Siswa mengedit tulisan mereka menjadi kalimat yang baik dan dapat menggunakan bantuan kamus.
- Siswa mengumpulkan hasil tulisan deskriptif mereka.

c. Kegiatan Akhir (10 Menit)

- Guru menyimpulkan materi
- Menjelaskan proses pembelajaran untuk pertemuan selanjutnya.
- Menutup pelajaran

IX. Penilaian

Tehnik : Tertulis (Individu)

Aspek : Content dan Organization

Score	Content	Organization
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Bantaeng, Maret 2013

Peneliti

Mitha Mustari
NIM. 10535 3188 08

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH : SMAN 1 Tompobulu Bantaeng

MATA PELAJARAN : BAHASA INGGRIS

ASPEK/ SKILL : WRITING (MENULIS)

KELAS/SEMESTER : X/1

ALOKASI WAKTU : 2 x 40 MENIT

PERTEMUAN : IV (Empat)

I. Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

III Indikator

Membuat kalimat deskriptif sesuai dengan topik dan gambar yang disediakan.

IV. Tujuan Pembelajaran

Siswa dapat membuat kalimat deskriptif sesuai dengan topik dan gambar yang disediakan.

V. Materi Pembelajaran

Descriptive text is a text describes the features of someone (people), animal, something or a place.

Descriptive text consists of:

- **Identification** is the part of the text that introduce, identifies the things, person being describe or an introduction the subject of the description.
- **Description** is the part of the text that describes physical appearance, qualities, and characteristics.

Example:

Describe about fruit:

It is watermelon,the shape are big and round the colors are red or yellow. The flesh is soft, juicy, and sweet. The fruit which is easy to find and relatively cheap can be found locally, in fact contain much nutrition which is good for our health.

VI. Sumber Pembelajaran

Buku teks yang relevan:

- Joko Priyana, Arnys Irajayanti, Virga Renitasari. 2008. *Scaffolding English for Grade X Senior High Schoo studentsl (SMA)* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

VII. Metode Pembelajaran

- Self Regulated LearningStrategy (SRLS)

VIII. Langkah-Langkah Pembelajaran

a. Kegiatan Awal (10 Menit)

- Salam pembuka
- Mengecek kehadiran siswa

b. Kegiatan Inti (60 Menit)

- Guru memberikan penjelasan kembali tentang deskriptif text.
- Guru memberikan dan menjelaskan sebuah topik dan gambar
- Setelah siswa sudah bisa menulis kalimat sendiri tanpa bantuan dari guru maka Guru memberikan evaluasi kepada siswa.
- Siswa mengumpulkan hasil tulisan deskriptif mereka.

a. Kegiatan Akhir (10 Menit)

- Guru menyimpulkan materi

- Menutup pelajaran

IX. Penilaian

Teknik : Tertulis (Individu)

Aspek : Content dan Organization

Score	Content	Organization
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Bantaeng, April 2013

Peneliti

Mitha Mustari
NIM. 10535 3188 08

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH : SMAN 1 Tompobulu Bantaeng

MATA PELAJARAN : Bahasa Inggris

ASPEK/ SKILL : Writing (Menulis)

KELAS/SEMESTER : X/1

ALOKASI WAKTU : 2 x 40 MENIT

PERTEMUAN : V (Lima)

I. Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

III Indikator

Menulis kalimat deskriptif sesuai dengan topik dan gambar yang di sediakan.

IV. Tujuan Pembelajaran

Siswa dapat menulis kalimat deskriptif sesuai dengan topik dan gambar yang disediakan.

V. Materi Pembelajaran

- Descriptive text:

Social function : To describe a particular person, place, or thing.

Generic structure:

- 1) Identification : Part (sentence) that introduce (introducing) something.
- 2) Description : describes parts, qualities, characteristics, this section contains a description or picture of something, for example, about the type and shape.

- Grammar : Simple Present Tense

Example:

My Classroom

This is my classroom. It is clean and big enough. There is a chair and a desk for the teacher in front of the class. There is a flower vase on the desk. There are forty chairs and twenty tables for the students. There is a white board in front of the class. The cupboard is in the right corner. There is a clock hanging on the wall.

VI. Sumber Pembelajaran

Buku teks yang relevan:

- Artono Wardiman, Masduki B Janur, Sukirman Djusma. 2008. *English in Focus for Grade X Senior High School (SMA)* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Buku teks yang relevan

VII. Metode Pembelajaran

- Self Regulated Learning Strategy (SRLS)

VIII. Langkah-Langkah Pembelajaran

a. Kegiatan Awal (10 Menit)

- Salam pembuka
- Mengecek kehadiran siswa

b. Kegiatan Inti (60 Menit)

- Guru memotivasi siswa sebelum proses belajar writing dimulai.
- Guru memberikan penjelasan umum mengenai *Descriptive sentence* kepada siswa.

- Guru menjelaskan satu strategi yang digunakan untuk memulai menulis dalam SRLS yaitu POW: P(Prewrite to organize idea), O(Organize ideas), W(Write and Say more)
- Guru memberikan contoh satu topik beserta gambar kepada siswa kemudian guru menjelaskan dan membuat daftar kata yang berhubungan dengan topik dan membuat kalimatnya berdasarkan daftar kata yang telah dibuat.

Pertemuan keenam:

- Guru menjelaskan kembali mengenai descriptive sentence dan memberikan contoh.
- Guru memberikan topik dan gambar.
- Guru mengarahkan setiap siswa untuk membuat *daftar kata to generate ideas*.
- Siswa menyusun dan mengembangkan ide-ide yang sudah didapat dari *daftar kata* kedalam kalimat descriptive.
- Guru mengontrol siswa.

c. Kegiatan Akhir (10 Menit)

- Guru menyimpulkan materi
- Menjelaskan proses pembelajaran untuk pertemuan selanjutnya.
- Menutup pelajaran

IX. Penilaian

Tehnik : Tertulis (Individu)

Aspek : Content dan Organization

Score	Content	Organization

Bantaeng, April 2013

Peneliti

Mitha Mustari
NIM. 10535 3188 08

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH : SMAN 1Tompobulu Bantaeng

MATA PELAJARAN : Bahasa Inggris

ASPEK/ SKILL : Writing (Menulis)

KELAS/SEMESTER : X/1

ALOKASI WAKTU : 2 x 40 MENIT

PERTEMUAN : VI (Enam)

I. Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

III. Indikator

Menulis kalimat deskriptif sesuai dengan topik dan gambar yang di sediakan.

IV. Tujuan Pembelajaran

Siswa dapat menulis kalimat deskriptif sesuai dengan topik dan gambar yang disediakan.

V. Materi Pembelajaran

- Descriptive text:

Social function : To describe a particular person, place, or thing.

Generic structure:

Identification : Part (sentence) that introduce (introducing) something.

Description : describes parts, qualities, characteristics, this section contains a description or picture of something, for example, about the type and shape.

- Grammar : Simple Present Tense

Example: Describe about place

VI. Sumber Pembelajaran

Buku teks yang relevan:

- Artono Wardiman, Masduki B Janur, Sukirman Djusma. 2008. *English in Focus for Grade X Senior High School (SMA)* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Buku teks yang relevan

VII. Metode Pembelajaran

- Self Regulated Learning Strategy (SRLS)

VIII. Langkah-Langkah Pembelajaran

a. Kegiatan Awal (10 Menit)

- Salam pembuka
- Mengecek kehadiran siswa

b. Kegiatan Inti (60 Menit)

- Guru menjelaskan kembali mengenai descriptive text dan memberikan contoh.
- Guru memberikan topik dan gambar.
- Guru memberikan tugas kepada siswa menulis bebas tentang tempat favorite mereka.
- Guru mengarahkan setiap siswa untuk membuat *daftar kata to generate ideas*.
- Siswa menyusun dan mengembangkan ide-ide yang sudah didapat dari *daftar kata* kedalam kalimat descriptive.
- Guru mengontrol siswa.

c. Kegiatan Akhir (10 Menit)

- Guru menyimpulkan materi
- Menjelaskan proses pembelajaran untuk pertemuan selanjutnya.
- Menutup pelajaran

IX. Penilaian

Tehnik : Tertulis (Individu)

Aspek : Content dan Organization

Score	Content	Organization

Bantaeng, April 2013

Peneliti

Mitha Mustari
NIM: 10535 3188 08

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH : SMAN 1 Tompobulu Bantaeng

MATA PELAJARAN : Bahasa Inggris

ASPEK/ SKILL : Writing (Menulis)

KELAS/SEMESTER : X/1

ALOKASI WAKTU : 2 x 40 MENIT

PERTEMUAN : VII (Tujuh)

I. Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

III. Indikator

Menulis kalimat deskriptif sesuai dengan topik dan gambar yang di sediakan.

IV. Tujuan Pembelajaran

Siswa dapat menulis kalimat deskriptif sesuai dengan topik dan gambar yang disediakan.

V. Materi Pembelajaran

- Descriptive text:

Social function : To describe a particular person, place, or thing.

Generic structure:

Identification : Part (sentence) that introduce (introducing) something.

Description : describes parts, qualities, characteristics, this section contains a description or picture of something, for example, about the type and shape.

- Grammar : Simple Present Tense

Example: Describe about Flower

Identification: Rafflesia is the flower from Manna. Manna is a small town in South of Bengkulu.

Description : It is the biggest flower in the world. Its size about 1,40 meter in diameter. It blooms only once a year. Rafflesia is from the name of British governor, Sir Thomas Stanford Raffles.

VI. Sumber Pembelajaran

Buku teks yang relevan:

- Joko Priyana, Arnys Irajayanti, Virga Renitasari. 2008. *Scaffolding English for Grade X Senior High School studentsl (SMA)* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Buku teks yang relevan.

VII. Metode Pembelajaran

- Self – Regulated Learning Strategy (SRLS)

VIII. Langkah-Langkah Pembelajaran

a. Kegiatan Awal (10 Menit)

- Salam pembuka
- Mengecek kehadiran siswa

b. Kegiatan Inti (60 Menit)

- Guru memeriksa kalimat yang dibuat oleh siswa pada pertemuan sebelumnya.
- Guru memberikan penjelasan kembali tentang deskriptif writing.

- Guru memberi kebebasan pada siswa untuk mendeskripsikan sesuatu hal yang ada dsekitar mereka.
- Guru mengarahkan setiap siswa untuk membuat *daftar kata*-kata yang sesuai dengan topik yang akan dideskripsikan sebelum membuat kalimat.
- Siswa menyusun dan mengembangkan ide-ide yang sudah didapat dari *daftar kata* kedalam kalimat descriptive.
- Siswa mengedit tulisan mereka menjadi kalimat yang baik dan dapat menggunakan bantuan kamus.
- Siswa mengumpulkan hasil tulisan deskriptif mereka.

c. Kegiatan Akhir (10 Menit)

- Guru menyimpulkan materi
- Menjelaskan proses pembelajaran untuk pertemuan selanjutnya.
- Menutup pelajaran

IX. Penilaian

Tehnik : Tertulis (Individu)

Aspek : Content dan Organization

Score	Content	Organization

Bantaeng, April 2013

Peneliti

Mitha Mustari
NIM: 10535 3188 08

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

NAMA SEKOLAH : SMAN 1 Tompobulu Bantaeng

MATA PELAJARAN : BAHASA INGGRIS

ASPEK/ SKILL : WRITING (MENULIS)

KELAS/SEMESTER : X/1

ALOKASI WAKTU : 2 x 40 MENIT

PERTEMUAN : VIII (Delapan)

I. Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

III. Indikator

Membuat kalimat deskriptif sesuai dengan topik dan gambar yang disediakan.

IV. Tujuan Pembelajaran

Siswa dapat membuat kalimat deskriptif sesuai dengan topik dan gambar yang disediakan.

V. Materi Pembelajaran

Descriptive text consists of:

- **Identification** is the part of the text that introduce, identifies the things, person being describe or an introduction the subject of the description.

- **Description** is the part of the text that describes physical appearance, qualities, and characteristics.

Describe my school:

This is my school, my school is big and clean, at the front, there is a school yard. We usually use it for flag ceremony. On the left side, there is teacher office. Next to the teacher office, there is headmaster room. There is a garden in front of the headmaster room. There is a toilets behind the office.

The classroom is on the right side of the school yard. There is a sciences laboratory between the classroom and the canteen. The language laboratory is behind the classroom. There is a library beside it.

VI. Sumber Pembelajaran

- Buku teks yang relevan:
- Artono Wardiman, Masduki B Janur, Sukirman Djusma. 2008. *English in Focus for Grade X Senior High School (SMA)* Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional

VII. Metode Pembelajaran

- Self Regulated Learning Strategy (SRLS)

VIII. Langkah-Langkah Pembelajaran

a. Kegiatan Awal (10 Menit)

- Salam pembuka
- Mengecek kehadiran siswa

b. Kegiatan Inti (60 Menit)

- Guru memberikan penjelasan kembali tentang deskriptif text.
- Guru memberikan sebuah topik dan gambar.
- Setelah siswa sudah bisa menulis kalimat sendiri tanpa bantuan dari guru maka Guru memberikan evaluasi kepada siswa.
- Siswa mengumpulkan hasil tulisan deskriptif mereka.

c. Kegiatan Akhir (10 Menit)

- Guru menyimpulkan materi
- Menutup pelajaran

IX. Penilaian

Teknik : Tertulis (Individu)

Aspek : Content dan Organization

Score	Content	Organization

Bantaeng, April 2013

Peneliti

Mitha Mustari
NIM. 10535 3188 08

APPENDIX G

Teaching Materials

- **The first meeting**

Descriptive text is a text to describe certain thing, animal, person, and place

Descriptive text consists of:

- **Identification** is the part of the text that introduce, identifies the things, person being describe or an introduction the subject of the description.

(Identification : mengidentifikasi benda/ hewan apa, siapa, tempat apa yang akan dideskripsikan)

- **Description** is the part of the text that describes physical appearance, qualities, and characteristics.

(Descriptions : menggambarkan bagian-bagian, kualitas, ciri-ciri khas suatu benda, hewan atau orang yang dipilih untuk digambarkan).

Features general grammatical tenses:

the use of simple present tense

the formula of simple present tense:

Subject + Verb I (s/es) + O

Subject+tobe(is/am/are)+complement (ANA)

focus on specific participant:

example: *my house, the dog, it, she, he, etc.*

Example:

1. Describing animal:



1. Do you have a pet?
2. What is the name of the animal?

3. What are the physical features?

- **Identification** : There is a cat in my house, his name is spot.
- **Description** : He is an adorable cat, he has orange and white fur. I like to cuddle him because his fur feels soft. Every morning I give spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table.

- **The second meeting**



1. What is the name of the animal?
2. What are the physical features?

- **Identification:** There is an orangutan in the bandung zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.
- **Description:** She Physical feature similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal, that means she gives birth to her children and breast feeds them.

- **The third meeting:**

Describe people:

Descriptive text is a text which say what a person or thing is like. Its purpose is to describe and reveal a particular person, place or thing.

1. Generic Structure:

Identification : identifies things(the name, occupation, profession).

Description : Gives information (the phisycal features, the way he/she and his/her personality.

(bagian-bagian tanaman atau tubuh hewan/ manusia yang sedang dideskripsikan)

2. Language features

- Using of adjectives (beautiful, handsome, long hair, etc)
- Using of certain noun (Atris, doctor, farmer, teacher etc)
- Using of atributive (the, his, a, etc).

3. the use of simple present tense.

verbal:

nominal:

s+ v1 (s/es) +o

s+ is/am/are+complement

example: Hello, I *am* Mirna Setyawati.

Height	Body	Age	Hair	face	Eyes
Tall	Slim	Young	Long	Round	Big
Short	Thin	Old	Short	Oval	Round
	Fat	Teenager	Bald	Square	Blue
	Muscular		Straight	Wrinkles	Brown
			Curly	Pale	Green
			Wavy	Bearded	Hazel
			Black	Shaved	Bright
			Brown		Slanting

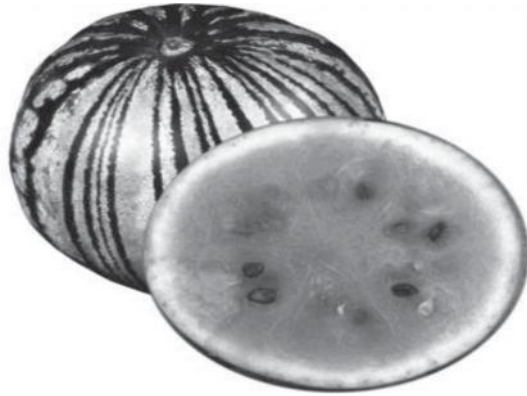


Miss. Lena

Miss. Lena is a doctor. She has a pointed nose, straight hair and white skin. Miss. Lena is tall, slim and beautiful, she works in a big hospital in the city.

She works from at eight o'clock in the morning until five at noon. Everyone likes her because she is very kindly.

- **The Fourth Meeting**



List of the words about water melon:

- Round
- Red, yellow
- Sweet.

Describe about fruit above!

It is watermelon, the shape are big and round the colors are red or yellow. The flesh is soft, juicy, and sweet. The fruit which is easy to find and relatively cheap can be found locally, in fact contain much nutrition which is good for our health.

- **The fifth meeting**

My Classroom

Make list of the words about my classroom:

- Clean - whiteboard
- Chair - cupboard
- Tables - clock

This is my classroom. It is clean and big enough. There is a chair and a desk for the teacher in front of the class. There is a flower vase on the desk. There are forty chairs and twenty tables for the students. There is

a white board in front of the class. The cupboard is in the right corner. There is a clock hanging on the wall.

- **The sixth meeting**

Describe place:



Located (adj)	Berlokasi
Charm (n)	Pesona
Disappear (v)	Menghilang
Scenery (n)	Pemandangan
Quiet (adj)	Tenang
Waterfront (n)	Daerah pelabuhan
Approximately (adv)	Diperkirakan
Semicircular (adj)	Berbentuk setengah bulatan
Breeze (n)	Angin sepoi-sepoi
Reddish (adj)	Kemerah-merahan
Reflected (adj)	Terefleksi, tercermin
Offer (v)	Menawarkan

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

(Adapted from *indotravelinfo.blogspot.com*)

- **The seventh meeting**
Describe about flower:



Identification: Rafflesia is the flower from Manna. Manna is a small town in South of Bengkulu.

Description : It is the biggest flower in the world. Its size about 1,40 meter in diameter. It blooms only once a year. Rafflesia is from the name of British governor, Sir Thomas Stanford Raffles.

- **The Eighth Meeting**
Describe about my school



This is my school, my school is big and clean, at the front, there is a school yard. We usually use it for flag ceremony. On the left side, there is teacher office. Next to the teacher office, there is headmaster room. There is a garden in front of the headmaster room. There is a toilets behind the office.

The classroom is on the right side of the school yard. There is a sciences laboratory between the classroom and the canteen. The language laboratory is behind the classroom. There is a library beside it.

APPENDIX H

INSTRUMENT TEST

Diagnostic test

INSTRUCTION:

- *Write your name, class, and reg. number*
- *Choose one of the topics below that you think interesting, and then make a descriptive text. Write down anything at all that comes into your head!*

1. Your self
2. Your friends
3. Your school

APPENDIX I

INSTRUMENT TEST

1. Test of Cycle 1

INSTRUCTION:

- *Write your name, class, and reg. number*
- *Choose one of the topics below that you think interesting, and then make a descriptive text. Write down anything at all that comes into your head!*

1. Butterfly



2. Kangaroo



3. Describe about your family!



1. Test of Cycle 2

INSTRUCTION:

- *Write your name, class, and reg. number*
- *Choose one of the topics below that you think interesting, and then make a descriptive text. Write down anything at all that comes into your head!*

1. Describe about your house!



2. Agnes monica



3. Rose Flower









CURRICULUM VITAE



MITHA MUSTARI is the first child of marriage Mustari and Halipah . She was born on December 25nd, 1989 in Ujung Pandang . She has one brother and one sister. She graduated her Elementary school in 2002 at SDN Gentungang, Gowa regency.

In the same year she continued her study at SMPN 1 Muhammadiyah Limbung and graduated in 2005. She then registered in Senior High school, SMAN 1 Bajeng and graduated in 2008. In 2008, she accepted at Muhammadiyah University of Makassar of English Education Department.