

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The objective of the research is to investigate the effect and to analyse the significant differences in students' score between the students who are taught using the process writing than without process writing at the using ToonDoo in teaching writing skill of narrative text at the first-year students of SMKN 2 Selong in academic year 2020/2021.

Based on the result and the discussion on the previous study chapter, we can see that the students who were taught using ToonDoo have good writing skills. Before the treatment was given the students score of the experimental class in the pre-test 77.64 and after the treatment was given the students score in the post-test is 79,29 it means the use ToonDoo apps has an effect because in paired test table score of Sig. (2 tailed)  $0,000 < 0,05$  or The Alternative Hypothesis ( $H_a$ ) is accepted. Then the students who were not taught using the process writing in the control class got the pre-test score 77,36 and post-test score 79,43. Then the result of the post-test from experimental 79,29 which was higher than post-test from control class that was 79,43 it means that the students who are taught by ToonDoo apps have a positive effect and significantly different, because in independent test table score of Sig.(2 tailed)  $0,029 < 0,05$  or The Alternative Hypothesis ( $H_a$ ) is accepted.

#### 5.2 Suggestion

ToonDoo apps is an alternative in teaching writing narrative text. This strategy helps the teacher in teaching writing and correcting the students writing.

Based on the conclusion above, the researcher would like to offer some suggestion to be considered in teaching writing. The teacher should use ToonDoo apps as a strategy for teaching writing. This research shows that the strategy gives a contribution to students writing ability narrative text. Students should improve their writing by practice writing more using some strategy or method. For other researchers, they can use this research as their reference to conduct other researchers on the same field. They are also expected to be able to cover the shortcoming in this study and provided more detail information about this.

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## APPENDICS

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMK Negeri 2 Selong  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : X/Genap  
 Materi Pokok : Legenda Rakyat  
 Alokasi Waktu : 4 pertemuan x 3 Jam Pelajaran @45 Menit

### A. Kompetensi Inti

- **KI-1: Menghayati dan mengamalkan** ajaran agama yang dianutnya.
- **KI 2: Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi	
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.1	<b>Fungsi Sosial</b> - Membedakan fungsi sosial teks naratif lisan dan tulis terkait legenda rakyat sederhana
	3.8.2	<b>Struktur Teks</b> - Mengidentifikasi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat sederhana
	3.6.3	<b>Unsur Kebahasaan</b> - Menentukan unsur kebahasaan past tense pada naratif text - Mengidentifikasi kosakata yang lazim digunakan dalam naratif text
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>naratif</i> , lisan dan tulis sederhana terkait legenda rakyat	4.8.1	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan untuk membuat teks naratif terkait legenda rakyat, dalam bentuk manual (HOTS)
	4.8.2	Membuat teks naratif tulis terkait legenda rakyat menggunakan aplikasi ToonDoo, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks (HOTS)

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**C. Tujuan Pembelajaran**

<b>A</b>	<b>: AUDIENCE</b>
<b>B</b>	<b>: BEHAVIOUR</b>
<b>C</b>	<b>: CONDITION</b>
<b>D</b>	<b>: DEGREE</b>

Melalui serangkaian kegiatan pembelajaran:

**PERTEMUAN 1**

1. Peserta didik (A) dapat membedakan fungsi sosial teks naratif lisan dan atau tulis terkait legenda rakyat sederhana (B) melalui pemahaman teks naratif (C) serta menanggapinya secara kolaboratif (D)
2. Peserta didik (A) dapat mengidentifikasi struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat sederhana (B) melalui pemahaman teks (C) serta menanggapinya secara kolaboratif (D)
3. Peserta didik (A) dapat menentukan unsur kebahasaan past tense pada naratif text (B) melalui pemahaman teks dan instruksi guru (C) serta menanggapinya secara kolaboratif (D)
4. Peserta didik (A) dapat mengidentifikasi kosakata yang lazim digunakan dalam naratif text (B) melalui pemahaman teks dan instruksi guru (C) serta menanggapinya secara kolaboratif (D)

**PERTEMUAN 2**

1. Peserta didik (A) dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan untuk membuat teks naratif terkait legenda rakyat, dalam bentuk manual (B) melalui instruksi guru (C) dan menanggapinya secara mandiri (D)

**PERTEMUAN 3**

1. Peserta didik (A) dapat membuat teks naratif tulis terkait legenda rakyat menggunakan aplikasi ToonDoo, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks (B) melalui instruksi guru (C) dan menanggapinya secara kolaboratif (D)

**PERTEMUAN 4**

**Penilaian Akhir**

<b>Fokus Penguatan Karakter</b>	<b>:</b>	<i>Religius, Jujur, Gemar membaca, Komunikatif, Tanggung jawab, dan Rasa ingin tahu</i>
<b>Literasi</b>	<b>:</b>	<i>Membaca, Menulis, Media</i>
<b>Level berfikir</b>	<b>:</b>	<i>HOTS</i>
<b>Keterampilan 4C</b>	<b>:</b>	<i>Creative, Critical Thinking, Collaborative, Communicative</i>

**D. Materi Pembelajaran**

- **Fakta**
  - ❖ Narrative text;legenda rakyat
- **Konsep**
  - ❖ Fungsi Sosial
    - Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan
  - ❖ Struktur Teks
    - Orientation
    - Complication
    - Resolution



- Re-orientation
- Prinsip
  - ❖ Kalimat-kalimat dalam simple past tense, past continuous, dan lainnya yang relevan
  - ❖ Kosakata: terkait karakter, watak, dan setting dalam legenda
  - ❖ Adverbial penghubung dan penunjuk waktu
  - ❖ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Prosedur
  - Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI

#### E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi dan roleplay

#### F. Media Pembelajaran

1. Media
  - ❖ Worksheet atau lembar kerja (siswa)
  - ❖ Lembar penilaian
  - ❖ Aplikasi ToonDoo
  - ❖ Google Classroom
  - ❖ Google Meet
  - ❖ Whatsapp
  - ❖ Email

2. Alat/Bahan

- ❖ Handphone
- ❖ Laptop

#### G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Internet
- ❖ Pengalaman peserta didik dan guru

#### H. Langkah-Langkah Pembelajaran

##### Pertemuan 1

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Mengkondisikan kelas virtual, memberi salam, menanyakan kabar dan mengingatkan pentingnya menaati protokol covid-19, kemudian melakukan presensi dan melakukan apersepsi pembelajaran.	15'
Kegiatan Inti	<p><b>Langkah-Langkah:</b></p> <ol style="list-style-type: none"> <li>a. Guru menayangkan slide materi naratif teks (<b>Literasi Media</b>)</li> <li>b. Guru lalu menanyakan pernahkah peserta didik mendengar, membaca cerita dongeng/legenda. Jika pernah, guru melanjutkan kepada pertanyaan-pertanyaan lanjutan yang akan membimbing peserta didik ke arah pembelajaran yang berhubungan dengan naratif text.</li> </ol>	100'

	<p>c. Guru menampilkan sebuah teks tentang naratif text, dengan tujuan agar peserta didik mendapat pengetahuan tambahan tentang materi pembelajaran. (<i>Literasi-Media</i>)</p> <p>d. Peserta didik mengajukan pertanyaan-pertanyaan untuk pemahaman terkait informasi yang diberikan guru (<i>Rasa ingin tahu</i>)</p> <p>e. Guru menjelaskan bagaimana struktur teks naratif, unsur kebahasaan, fungsi sosial, dan kosakata yang lazim digunakan berdasarkan contoh teks yang ditayangkan.</p> <p>f. Guru memberikan 2 contoh naratif text kepada peserta didik melalui penugasan di Google Classroom.</p> <p>g. Peserta didik diminta untuk memahami dan membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dari masing-masing teks naratif yang diberikan</p> <p>h. Guru dan peserta didik mendiskusikan secara bersama-sama hasil temuan peserta didik</p>	
Kegiatan Penutup	<ol style="list-style-type: none"> <li>1. Peserta didik menyampaikan hal-hal yang belum dipahami (<i>Rasa ingin tahu</i>)</li> <li>2. Guru dan/ atau peserta didik memberikan kesimpulan terhadap materi yang telah didiskusikan. (<i>Critical thinking</i>)</li> <li>3. Guru memberikan refleksi</li> <li>4. Guru memberikan tindak lanjut</li> <li>5. Guru menyampaikan kegiatan yang akan datang</li> <li>6. Guru menutup pembelajaran</li> </ol>	20'

### Pertemuan 2

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Mengkondisikan kelas virtual, memberi salam, menanyakan kabar dan mengingatkan pentingnya menaati protokol covid-19, kemudian melakukan presensi dan melakukan apersepsi pembelajaran.	15'
Kegiatan Inti	<p><b>Langkah-Langkah:</b></p> <ol style="list-style-type: none"> <li>a. Guru memberikan penugasan kepada peserta didik melalui Google Classroom untuk membuat naratif text bebas terkait legenda rakyat sederhana</li> <li>b. Peserta didik diminta mengumpulkan hasilnya melalui email, Whatsapp, atau langsung melalui Google Classroom.</li> </ol>	100'
Kegiatan Penutup	<ol style="list-style-type: none"> <li>a. Peserta didik menyampaikan hal-hal yang belum dipahami (<i>Rasa ingin tahu</i>)</li> <li>b. Guru memberikan refleksi</li> <li>c. Guru memberikan tindak lanjut</li> <li>d. Guru menyampaikan kegiatan yang akan datang</li> <li>e. Guru menutup pembelajaran</li> </ol>	20'

### Pertemuan 3

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Mengkondisikan kelas virtual, memberi salam, menanyakan kabar dan mengingatkan pentingnya menaati protokol covid-19, kemudian melakukan presensi dan melakukan apersepsi pembelajaran.	15'

Kegiatan Inti	<p><b>Langkah-Langkah:</b></p> <p>a. Guru mereview hasil tugas membuat teks naratif peserta didik pada pertemuan sebelumnya.</p> <p>b. Guru menanyakan kepada peserta didik, apakah mereka suka membuat komik dan menulis cerita</p> <p>c. Melalui Google Meet, guru menayangkan proses pembuatan komik menggunakan aplikasi ToonDoo (<b>Literasi Media</b>)</p> <p>d. Peserta didik mengamati dan menanyakan hal-hal terkait pembuatan komik menggunakan media ToonDoo (<b>Rasa Ingin Tahu</b>)</p> <p>e. Setelah peserta didik paham bagaimana menggunakan aplikasi ToonDoo, peserta didik diminta untuk membuat karangan naratif sederhana dengan menggunakan lembar kerja yang sudah disiapkan guru</p> <p>c. Peserta didik diminta mengumpulkan hasilnya melalui email, Whatsapp, atau langsung melalui Google Classroom.</p>	100'
Kegiatan Penutup	<p>f. Peserta didik menyampaikan hal-hal yang belum dipahami (<b>Rasa ingin tahu</b>)</p> <p>g. Guru memberikan refleksi</p> <p>h. Guru memberikan tindak lanjut</p> <p>i. Guru menyampaikan kegiatan yang akan datang</p> <p>j. Guru menutup pembelajaran</p>	20'

#### Pertemuan 4

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	Mengkondisikan kelas virtual, memberi salam, menanyakan kabar dan mengingatkan pentingnya menaati protokol covid-19, kemudian melakukan presensi dan melakukan apersepsi pembelajaran.	15'
Kegiatan Inti	<p><b>Langkah-Langkah:</b></p> <p>a. Melalui Google Meet, guru mereview hasil tugas membuat teks naratif peserta didik menggunakan ToonDoo pada pertemuan sebelumnya.</p> <p>b. Peserta didik menanyakan hal-hal yang belum dipahami terkait naratif text, serta pembuatan naratif text menggunakan media ToonDoo. (<b>Rasa Ingin tau</b>)</p> <p>d. Guru mereview ulang hal-hal yang masih kurang dipahami oleh peserta didik</p>	100'
Kegiatan Penutup	<p>a. Guru memberikan refleksi</p> <p>b. Guru memberikan tindak lanjut</p> <p>c. Guru menutup pembelajaran</p>	20'

### I. Penilaian Hasil Pembelajaran

#### 1. Sikap

##### - Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

	Nama Siswa	Aspek Perilaku yang Dinilai			
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No		BS	JJ	TJ	DS	Jumlah Skor	Skor Sikap	Kode Nilai
1	Ahmad Faori Saputra	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggung Jawab
- DS : Disiplin

Catatan :

- Aspek perilaku dinilai dengan kriteria:
  - 100 = Sangat Baik
  - 75 = Baik
  - 50 = Cukup
  - 25 = Kurang
- Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =  $100 \times 4 = 400$
- Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai =  $275 : 4 = 68,75$
- Kode nilai / predikat :
  - 75,01 – 100,00 = Sangat Baik (SB)
  - 50,01 – 75,00 = Baik (B)
  - 25,01 – 50,00 = Cukup (C)
  - 00,00 – 25,00 = Kurang (K)
- Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Jurnal** (*Lihat lampiran*)

**2. Penilaian Pengetahuan**

*Tabel Penilaian Aspek Pengetahuan*

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut	5	4	
		Struktur teks yang digunakan runtut	4	3	
		Struktur teks yang digunakan cukup runtut	3	2	

		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

### 3. Penilaian Keterampilan

#### a. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris  
Alokasi Waktu : 1 Semester  
Sampel yang Dikumpulkan : karangan

Nama Peserta didik : \_\_\_\_\_  
: \_\_\_\_\_

Kelas

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
		.... dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
		.... dst					

#### b. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
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1	Keaslian Penulisan	Sangat original		5	4
		Original		4	3
		Cukup original		3	2
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4
		Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3

7	Kerapihan Tulisan	Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
		Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
Tulisan tidak rapi dan tidak mudah terbaca		3	2		
Tulisan tidak rapi dan sulit terbaca		Tulisan rapi dan hamper tidak terbaca	2	1	
Tulisan tidak rapi dan tidak terbaca			1		

**c. Skor Penilaian**

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

**4. Pengayaan (Terlampir)**

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

**5. Remedial (Terlampir)**

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial.

2020

Mengetahui  
Kepala SMK Negeri 2 Selong

Lombok Timur, .....

Researcher

Hasbi Ahmad, S.Pd., M.Pd  
NIP. 197212311997021010

Launa Lismayani  
NIM.

Catatan Kepala Sekolah

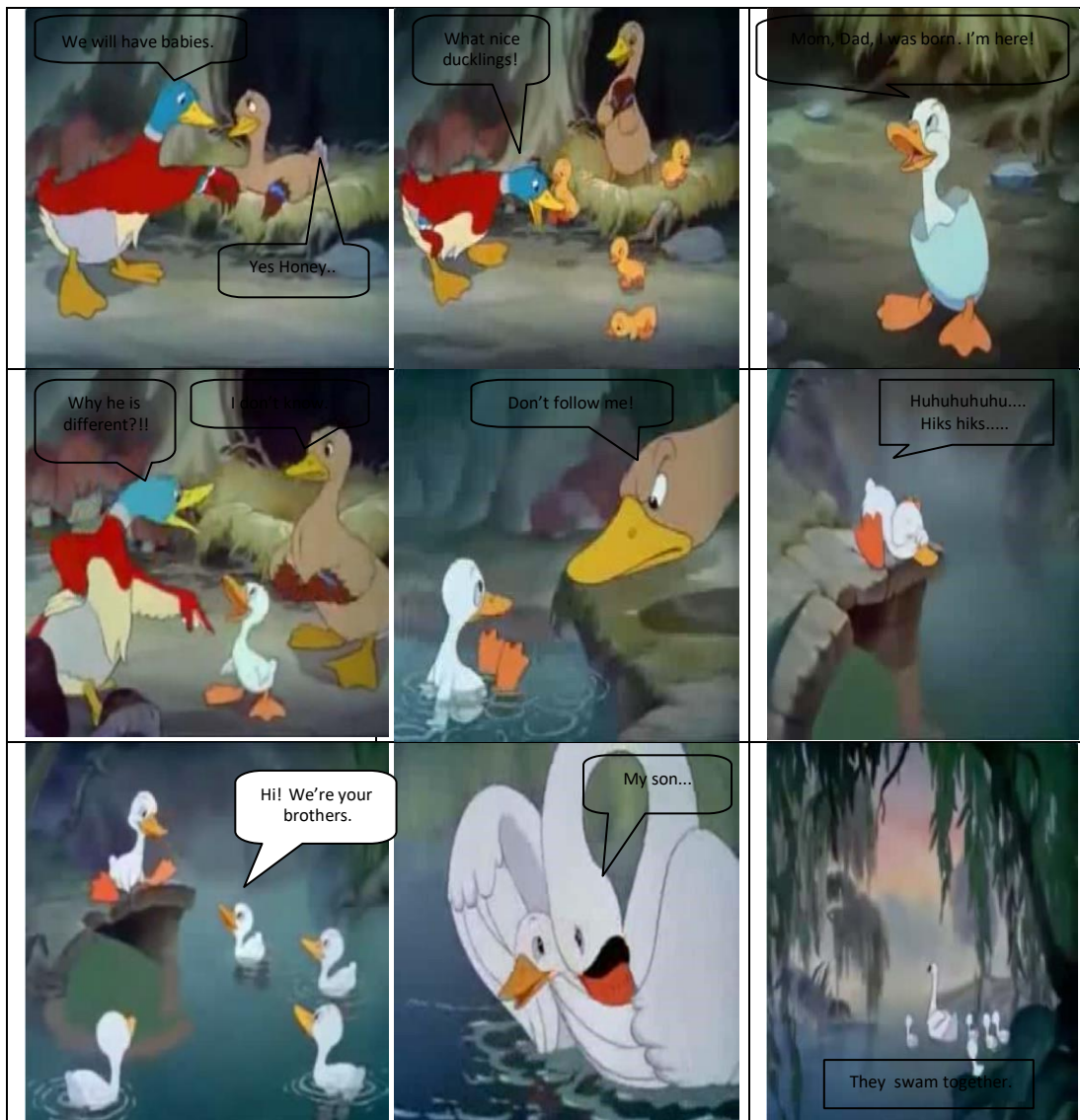
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**APPENDIX II  
POST-TEST**

**Make a narrative text based on the comic below. Write the moral message  
which you get from the story!**

**The Ugly Duckling**

Once upon a time.....





**APPENDIX I  
PRE-TEST**

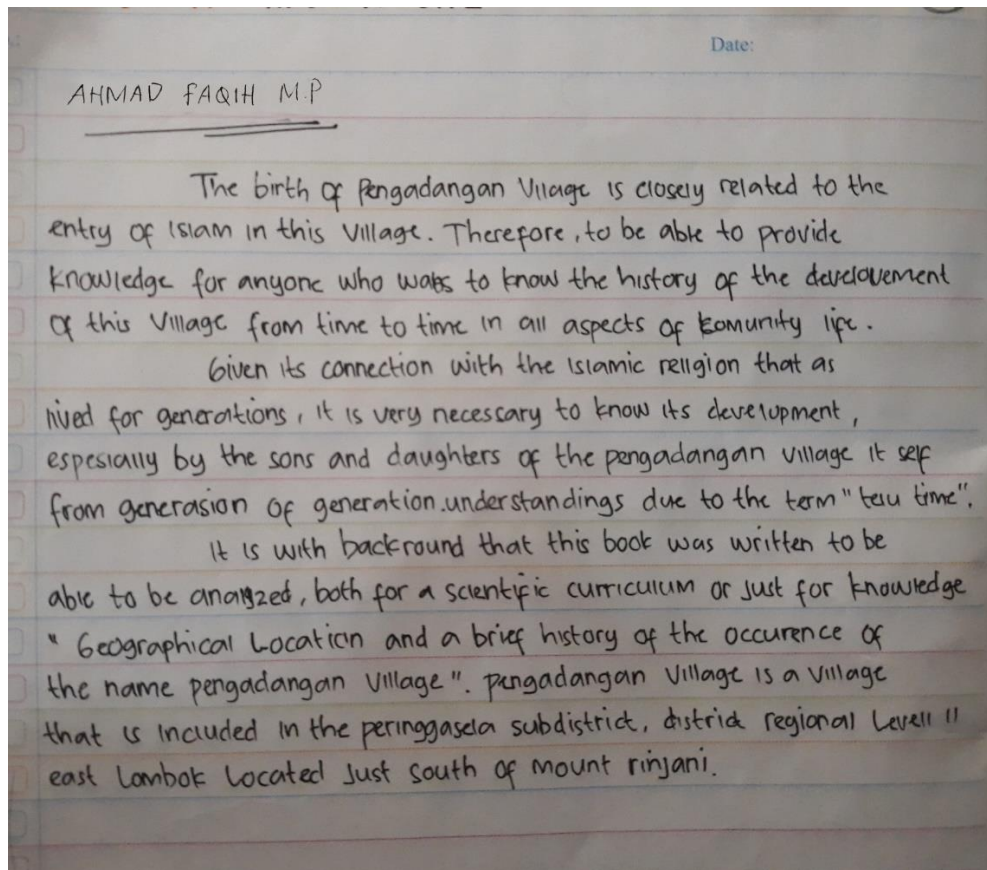
**Please make a narrative text story about folk legends at least 3 paragraphs!**

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Pre-test OTKP.



Name: DENDE MONICA A.

In ancient times, right in Semarang there was a coffee plantation. The coffee plantation was owned by one of the bosses - wise and prudent.

The people that worked together he was so happy and respectful to the boss, his leadership made his workers' lives prosperous.

A man named Ahmad Lupa - The boss - had a lot of possessions and he had a princess Sematawayang named Princess Adinda. He is the A girl so beautiful, kind and with the same qualities as her.

The boss dearly loved his daughter Adinda, and as she grew older, Princess Adinda grew more beautiful and the next heir to her father's fortune.

Name : HAIRUNNIDA  
class : X OF OTEP

## The Sacred Bamboo

In ancient times, there were many bamboos around the rice fields on the side of the road. It is said that he said, some people who passed the road were often hit by motorbikes or accidents. One day, there was a small child who was cycling through a road that had bamboo around it, who knows what wind suddenly the little boy was dragged by the dirt that was speeding up until the child died.

This incident was repeated in the last few months until the residents define that there is something strange about the bamboo and say that the bamboo is ~~the~~ sacred bamboo. The residents also suggested cutting down the bamboos.

Nama : Hasanatani Solihah

Kelas : X OTHP

### the legend of smell of nyale

The smell of nyale is said to have been started by the sasak tribe before the 16th century. When the time comes, thousands of people will come to Seger beach in central Lombok from the evening.

They are willing to spend the night on the beach, either by setting up tents or just laying out mats, waiting for dawn to hunt nyale. The sea worm harvest is carried out until dawn, just before the sun rises.

The local people believe that if they ignore the ban nyale moment, misfortune will come to them. The ban nyale tradition also marks the end of the rainy season.

Nama : AHMAD FAORI

Kelas : X-OTKP

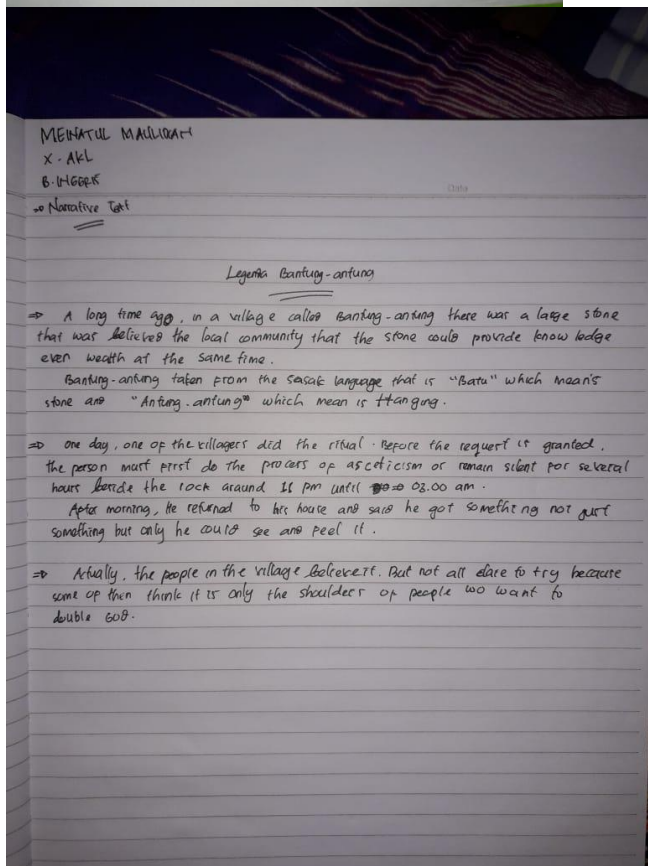
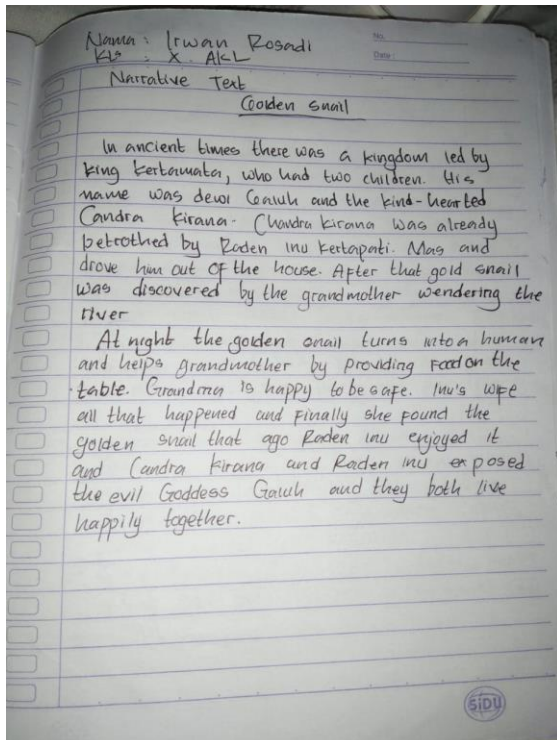
### Loang-Hedgehog Village

A Village with a slightly interesting name, namely a Village in one of the NTB provinces, namely East Lombok regency, to be precise, Masbagik Sub-district.

Named Loang-Hedgehog Village this Village is a combination of Loang and Landak, which means Loang, which is a hole, which is funny because everywhere there is a hole but what's more interesting here is the Hedgehog.

The Unique name of this Village it'self seems inseparable from the history of the past, where it is known that the naming of the Villages in east Lombok regency cannot be separated from the stories the people used to say because all the names of the Villages in the masbagik sub-district are related to the old story, like in this Village there are so many holes and where the holes are there are many hedgehogs.

## Pre-test AKL



Norma: Nadia Meri Andania  
ECS : X Akuntansi (ATL)

### burjar losers. (maling kundang)

their kundang is barba who comes from the province of west sumatra indonesia. legenda maling kundang tells the story of a child who is ungodly to his mother and is therefore condemned to be a stone.

story  
it is said that the thief was a mere puppet child who lived with his mother when he was a teenager he decided to go abroad as a merchant in the middle of a ship on which the thief was attacked by pirates years later the kundang and his wife made a voyage and anchored at the mother saw that the merchant on the ship was very similar to the thief he approached the ship to ascertain the characteristics of his son and became more of his son and became more convinced after everything fit and then tried to communicate.

with the thief but the thief became angry even though he knew that the old woman was his mother because he was ashamed of the appearance of his mother who was shabby and dirt got treated like that the mother of the thief invited the angry he swore the child oh my god if he is my son I curse him to be a stone thief back go away saying a devastating story storm destroys you pass there he was stranded on the beach of his native land.



Novi Azzaharati.

x APL

10th. Inggris.

### "The legend of the virgin"

once upon time, there was a girl who loved two men who also loved her. One day, the girl daydreamed and thought about how she could marry two men at once. shortly thereafter, the girl felt that she would not be able to marry the two of them and would not be able to divide her time.

The girl thought of leaving the house and her two lovers without telling them, the next day the two men came to meet their lovers, but the girl wasn't at home and her family didn't know of ~~the~~ her whereabouts. Then the two men searched every-where but were not found.

One day, the two men walked in the fields to look for the girl, before long they found the girl who was sitting alone on the edge of the field. the the two men approached her and said "lets go home", then the girl said "I can't go with you, I can't choose one of you, I better not be owned by anyone." Then the girl asked God by saying "Oh God, make me a stone so that I can be fair to my two lovers" before long the girl turned to stone on the edge of the rice field and was mourned by her two lovers. then the stone was called a virgin because the name of girl in the village was called Selbara.

Kurnia Indah permata sari  
x. APL

### The origin of Lake Toba

One day, there was a young man who lived in a simple hut and to fulfil his daily life he was gardening and fishing in the river.

One day while fishing, he got a big goldfish and then he went home to cook the fish, but strangely the fish could talk and turn into a very beautiful girl. shortly the young man fell in love with the fish girl and proposed, the girl accepted the proposal on one condition, namely by promising not to tell anyone about the secret that he was a fish. if he denied it would be a terrible catastrophe. the young man agreed and eventually they married.

a few years later they were blessed with daughters and grew up. at that time their daughters brought lunch for her father who worked in the fields, but during the trip he was very hungry and finally his father's lunch, his father knew about it and was so angry that he broke his promise first. her daughters ran and asked her mother, her mother cried and said that her daughters ran to the hill because there would be a big disaster. shortly floods hit the area and became Lake Toba.

## **Post-test OTKP.**

**Nama: Dende Monica Anataya**

**Kelas: X OTKP**

### **THE UGLY DUCKLING**

Once upon a time, there live a duck and his wife. They did not have any child. One day, the duck and his wife waited for their eggs hatched.

One time, the female duck was nested in her eggs and then her husband came to hold the hand of the female duck lovingly and her husband said happily “we will have babies”, the than female duck responded with a smile and affection she had “yes honey”. After a while waiting for the eggs to hatch into very sweet ducks, the duck husband begins to pay attention to his children one by one “what nice ducklings”, when the duck husband looks at his children, there is one duck eggs just hatched and the duckling that had just hatched said “mom, dad, I was born. I’m here!”, but strangely the color of this duck feather is different is not the same as the other ducks.

The different duck approached his father and mother, then the husband and his wife felt confused by what they saw, then the husband also asked hid wife “why he is different?!!”, then the wife answered “I don’t know”, they are both confused, then finally the duck husband decides to take this different duck to the lake, after arriving at the lake the duck husband throws a different duck into the riverbank then he says “don’t follow me!”, then he leaves the duck different ones alone, that alone duck went to heaven and cried “huhuhuhuhu hiks hiks”, he falls asleep.

When he fell asleep there was a swarm of ducks the same as him approached him, he woke up, then one of the swarms of rocks said to him “hi! we’re your brothers”, then he saw his real parents with him and he immediately swam to his parents, then his parents say “my son”, while hungging their children lovingly, then at the and they also swim together in the lake and become a happy duck family

### **THE END**

**The mandate in this story** “never feel alone with what you are experiencing and never despair, maybe god predestines you to meet the wrong person before you finally meet the right person, so don’t despair go on your life believe everything will find a point happy people keep their spirits up and smile”.

Name : Rosha Hidatul Adzura

Class : X-OTKP

Answer assignments : English

The Ugly Duckling

Once upon a time down on an old farm, lived a duck family, and Mother Duck had been sitting on a clutch of new eggs. One nice morning, the eggs hatched and out popped six chirpy ducklings. But one egg was bigger than the rest, and it didn't hatch. Mother Duck couldn't recall laying that seventh egg. How did it get there? TOCK! TOCK! The little prisoner was pecking inside his shell.

animals-ugly-duckling1

"Did I count the eggs wrongly?" Mother Duck wondered. But before she had time to think about it, the last egg finally hatched. A strange looking duckling with gray feathers that should have been yellow gazed at a worried mother. The ducklings grew quickly, but Mother Duck had a secret worry.

"I can't understand how this ugly duckling can be one of mine!" she said to herself, shaking her head as she looked at her last born. Well, the gray duckling certainly wasn't pretty, and since he ate far more than his brothers, he was outgrowing them. As the days went by, the poor ugly duckling became more and more unhappy. His brothers didn't want to play with him, he was so clumsy, and all the farmyard folks simply laughed at him. He felt sad and lonely, while Mother Duck did her best to console him.

"Poor little ugly duckling!" she would say. "Why are you so different from the others?" And the ugly duckling felt worse than ever. He secretly wept at night. He felt nobody wanted him.

"Nobody loves me, they all tease me! Why am I different from my brothers?"

Then one day, at sunrise, he ran away from the farmyard. He stopped at a pond and began to question all the other birds. "Do you know of any ducklings with gray feathers like mine?" But everyone shook their heads in scorn.

"We don't know anyone as ugly as you." The ugly duckling did not lose heart, however, and kept on making inquiries. He went to another pond, where a pair of large geese gave him the same answer to his question. What's more, they warned him: "Don't stay here! Go away! It's dangerous. There are men with guns around here!" The duckling was sorry he had ever left the farmyard.

Then one day, his travels took him near an old countrywoman's cottage. Thinking he was a stray goose, she caught him.

"I'll put this in a hutch. I hope it's a female and lays plenty of eggs!" said the old woman, whose eyesight was poor. But the ugly duckling laid not a single egg. The hen kept frightening him.

"Just wait! If you don't lay eggs, the old woman will wring your neck and pop you into the pot!" And the cat chipped in: "Hee! Hee! I hope the woman cooks you, then I can gnaw at your bones!" The poor ugly duckling was so scared that he lost his appetite, though the old woman kept stuffing him with food and grumbling: "If you won't lay eggs, at least hurry up and get plump!"

"Oh, dear me!" moaned the now terrified duckling. "I'll die of fright first! And I did so hope someone would love me!"

Then one night, finding the hutch door ajar, he escaped. Once again he was all alone. He fled as far away as he could, and at dawn, he found himself in a thick bed of reeds.

“If nobody wants me, I’ll hid here forever.” There was plenty a food, and the duckling began to feel a little happier, though he was lonely. One day at sunrise, he saw a flight of beautiful birds wing overhead. White, with long slender necks, yellow beaks and large wings, they were migrating south.

“If only I could look like them, just for a day!” said the duckling, admiringly. Winter came and the water in the reed bed froze. The poor duckling left home to seek food in the snow. He dropped exhausted to the ground, but a farmer found him and put him in his big jacket pocket.

“I’ll take him home to my children. They’ll look after him. Poor thing, he’s frozen!” The duckling was showered with kindly care at the farmer’s house. In this way, the ugly duckling was able to survive the bitterly cold winter.

However, by springtime, he had grown so big that the farmer decided: “I’ll set him free by the pond!” That was when the duckling saw himself mirrored in the water. “Goodness! How I’ve changed! I hardly recognize myself!” The flight of swans winged north again and glided on to the pond. When the duckling saw them, he realized he was one of their kind, and soon made friends.

“We’re swans like you!” they said, warmly. “Where have you been hiding?”

“It’s a long story,” replied the young swan, still astounded. Now, he swam majestically with his fellow swans. One day, he heard children on the river bank exclaim: “Look at that young swan! He’s the finest of them all!”

And he almost burst with happiness.

The moral value of that story iss..

Don't insurt yourself, you're already born Perfect. don't let anyone judge you if you not doing mistakes. be confident.no matter what you looks like. Your face was a grace that god had given to you. Just believe. One day you Will accept the sweet of life.

Nama : Eliza Hafizia  
Kelas : X OTKP  
Mapel. : Bahasa Inggris

### The Ugly Duckling

Once Upon a time,there live a duck and his wife.They did not have any child.One day the duck and his wife waited for their eggs hatched. While waiting for the eggs to Hatch,a pair of ducks talking together talk about the eggs that Will hatch. This pair of ducks hope the ducklings are very cute and kind,after some time waiting for the eggs to hatch,and finally the eggs hatch.

After hatching,there was a duck which was apparently different,the pair of ducks felt confused by the duck which was apparently very different.The duck husband then asked"why is he different from other ducks? Said the husband of the duck.Then the mother duck went away the duckling. After leaving the husband and wife duck,the different duck went to the lake to be alone and the duck cried. After some time crying,the duck was found by some geese on the edge of the lake and some of the geese said to the duck,then the goose said "We are your brother".The duck aka the goose,feels very happy. And in the end the goose goes and swims with its mother.

Advice :

We can't look down on other people,even thought we are different.

**Nama: Istianti**  
**Kelas: X OTKP**

Once Upon a time, Duck father cannot wait for the presence of his son "we will have babies" said the duck father while holding his wife's hand tightly. "Yes honey," answered his wife.

A few days later the eggs hatch and grow cute and cute ducklings, "What nice duckling," said the father of the duck. They were very happy when they saw their children, but there was one different duck. "Mom, dad, i was born. I'm here!" the strange duck shouted. The father and mother of the duck are confused because the color of the fur and the shape are different from their other children.

The father was very angry "why he is different? !!!!" Said the duck father was very angry, "I don't know," said the mother duck in a soft voice. The father of the duck chased away the strange duck "don't follow me," said the duck dad with an annoyed face. That strange duck could not do anything, he was confused, because his own father hated his strange self and even drove himself away, he cried as loud as possible on the edge of the river rocks. When he was crying suddenly someone came and said "hi! We'er your brother", the strange duck was confused then he saw a big goose approaching him and hugged him tightly while saying "my son". Finally he realized that he was a beautiful swan and not a strange duck and they swam together.

Moral message:

Never insult and despise others, because everyone has their own strengths and weaknesses.

**Nama: Marlina Riskianti**

**Kelas: X OTKP**

### **THE UGLY DUCKLING**

Once upon a time, there live a duck and his wife. They did not have any child. One day, the duck and his wife waited for their eggs hatched.

One time, the female duck was nested in her eggs and then her husband came to hold the hand of the female duck lovingly and her husband said happily “we will have babies”, the than female duck responded with a smile and affection she had “yes honey”. After a while waiting for the eggs to hatch into very sweet ducks, the duck husband begins to pay attention to his children one by one “what nice ducklings”, when the duck husband looks at his children, there is one duck eggs just hatched and the duckling that had just hatched said “mom, dad, I was born. I’m here!”, but strangely the color of this duck feather is different is not the same as the other ducks.

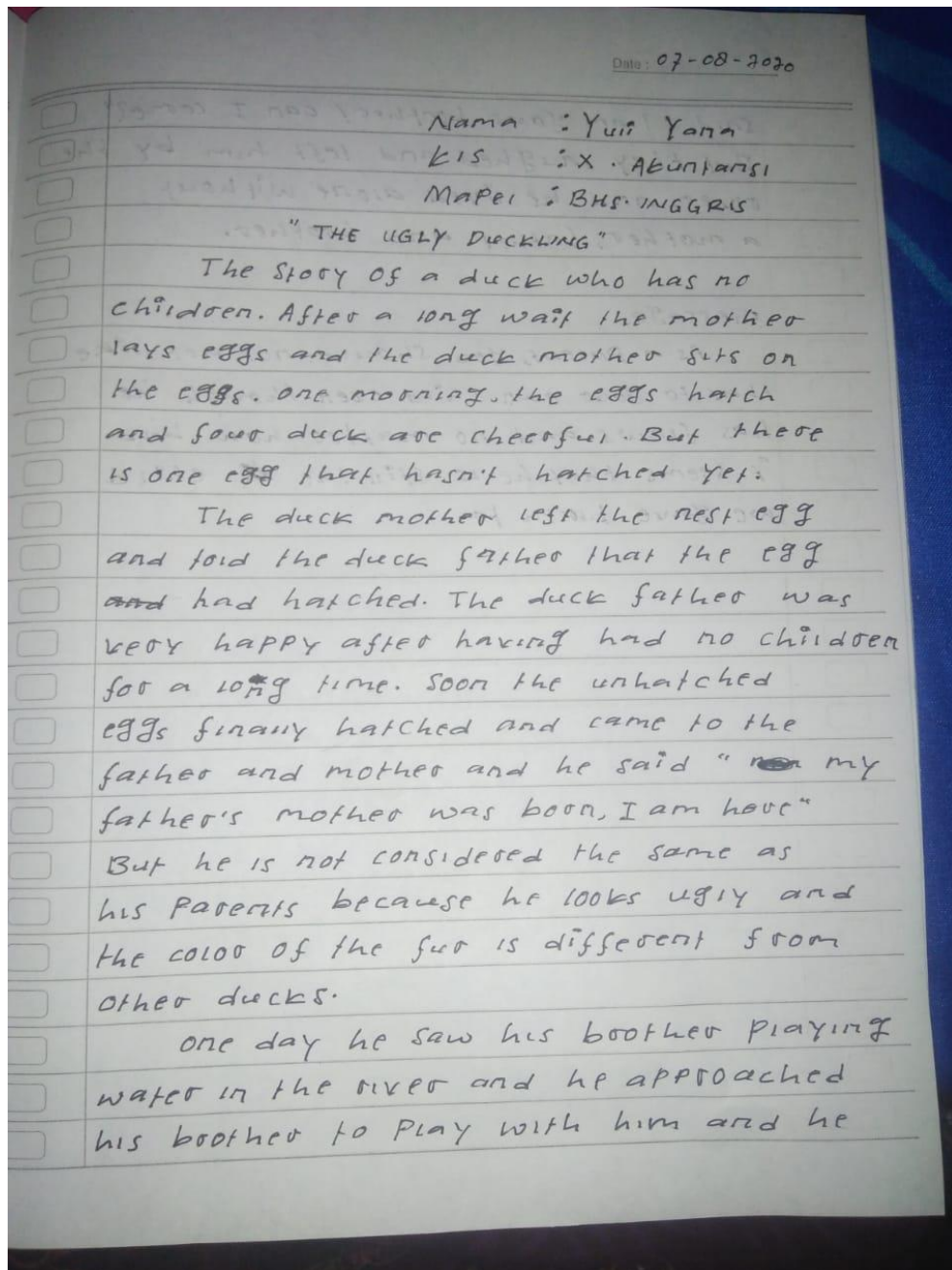
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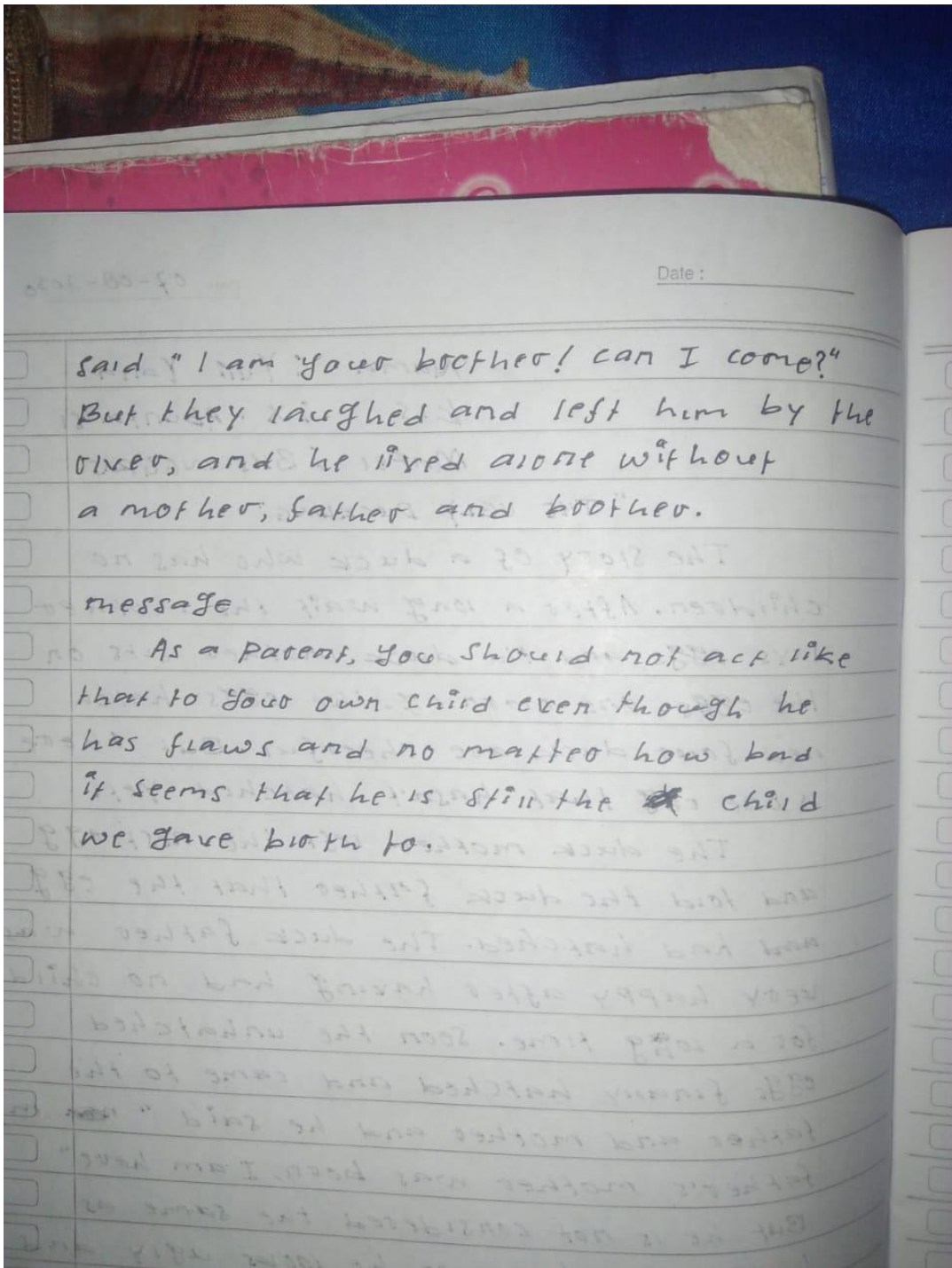
**THE END**

**The mandate in this story** “never feel alone with what you are experiencing and never despair, maybe god predestines you to meet the wrong person before you finally meet the right person, so don’t despair go on your life believe everything will find a point happy people keep their spirits up and smile”.

Post-test AKL







06-08-90

Date: \_\_\_\_\_

said "I am your brother! can I come?"  
But they laughed and left him by the  
river, and he lived alone without  
a mother, father and brother.

message

As a parent, you should not act like  
that to your own child even though he  
has flaws and no matter how bad  
it seems that he is still the ~~the~~ child  
we gave birth to.

kurnia Indah permata Sari

No.

Date :

## The Ugly Duckling

Once upon time, there live a duck and his wife. They did not have any child. One day, the duck and his wife waited for their egg hatched.

Before long, the eggs they were waiting for finally hatched. They have very good ducklings, but one of them is different and is not recognized by the duck and his wife who are then expelled from the place.

One day when he arrived at the bank of a river, he met a group of exactly with him and took him to meet the mother of the group. The mother immediately hugged him with great affection. In the end, he lived happily together

Moral message :

1. Do not like to differentiate between race, color, culture and so on
2. Learn to respect each other
3. Do not never give up to achieve a goal

NAMA : NABILA SRIMAWA LESTARI

KELAS : XII - APL

MAPEL : Bhs. Inggris

### "The ugly duckling"

once upon time, there live a duck and his wife. They did not have child day, the duck and his wife waited for their eggs hatched.

Later on, the ducks went looking for food with their families to the shore of the lake to look for food such as animals and plants.

Arriving at a lake shore, without waiting for a long time, the duck family immediately looked for food around the lake. not long after they got ~~feed~~ food such as ~~animals~~ and grasshoppers and other small animals.

when they feel full they go and look for a place to stay and then they find a tree with a hole in it and they sleep there and make this place their place to live.

Baiq eva Septiana  
X AKL  
English (Narrative text)

No.

Date:

### The Ugly Duck

Once upon time, there live a duck an his wife. they did not have any child. One day, the duck and his wife waited for their eggs hatched. when one by one their eggs was hatched, their very happy. But, when the last eggs was hatched, the condition is differen from other duck, he is ugly duck. Therefore, his mothers be shy because the child condition and left alone. The child duck was sad, than goes to the lake seam. Not long after, there a mother of the duck and his child while swam, she saw a duck child. while was cried. Than she aproached and hugged him. She considers the child duck was his child. Than, their goes and swam together.

The moral messege contained in the story is however the condition of a child, he have the righ to the love and treated. Not is abandoned or discarded.



**UNIVERSITAS MUHAMMADIYAH MATARAM  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

E-mail : [fkp.um.mataram@telkom.net](mailto:fkp.um.mataram@telkom.net). Website <http://fkp.ummat.ac.id>

Jalan KH. Ahmad Dahlan No.1 Telp (0370) 630775 Mataram

Nomor : 0111/IL.3.AU/FKIP-UMMat/F/VI/2020  
Lamp. : 1 (Satu) Eksemplar  
Perihal : **Permohonan Rekomendasi Penelitian**

**Kepada**  
**Yth. Kepala Sekolah SMKN 2 Selong**  
**di**  
**Tempat**

*Assalamu'alaikum Wr. Wb.*

Dengan hormat, mohon kiranya mahasiswa yang tersebut namanya di bawah ini dapat diberikan rekomendasi penelitian dalam rangka penulisan skripsinya dengan penjelasan sebagai berikut:

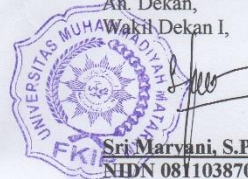
Nama : Launa Lismayani  
NIM : 116120007  
Jurusan/ Program Studi : Pendidikan / Pend. Bahasa Inggris  
**Judul** : **The Use of Toondoo in Teaching Writing Skill of Narrative Texts at The First Year Student of SMKN 2 Selong in Academic Year 2020/2021**  
**Tempat Penelitian** : **SMKN 2 Selong**

Demikian untuk maklum dan atas kerjasama yang baik diucapkan terima kasih.

*Wabillahitaufiq Walhidayah*  
*Wassalamu'alaikum Wr. Wb.*

Mataram, 21 Juni 2020

An. Dekan,  
Wakil Dekan I,



**Sri Marvani, S.Pd., M.Pd.**  
NIDN 0811038701

Tembusan:

1. Rektor UM Mataram (sebagai laporan)
2. Ketua Jurusan/ Program Studi
3. Yang bersangkutan
4. Arsip



PEMERINTAH PROVINSI NUSA TENGGARA BARAT  
DINAS PENDIDIKAN DAN KEBUDAYAAN

**SMK NEGERI 2 SELONG**

Jl. Raya Sukamulia. Telp. (0376) 22317

e-mail : [smknegeri2selong@yahoo.co.id](mailto:smknegeri2selong@yahoo.co.id)



Sukamulia, 24 Juni 2020.

Nomor : 800 / 367 /SMKN.02/TU/VIII/2020  
Lampiran : -  
Perihal : **Ijin Penelitian**

Kepada  
Yth. Dekan FKIP Universitas  
Muhammadiyah Mataram

di -

M a t a r a m

Bismillahirrohmanirrohim  
Asslamu'alikum Warahmatullahi Wabarakatuh.

Sehubungan dengan surat saudara nomor 0111/II.3.AU/FKIP-UMMat/F/VII/2020 tanggal 21 Juni 2020 perihal Permohonan Izin Penelitian, dengan ini menyatakan bahwa kami tidak keberatan/mengizinkan Saudari :

Nama : LAUNA LISMAYANI.

NIM : 11612007

Jurusan/Prodi : Pendidikan / Pend. Bahasa Inggris.

Untuk melaksanakan penelitian dalam rangka penulisan Skripsi dengan Judul "The Use Toondoo in Teaching Writing Skill of Narrative Texts at The First Year Student of SMKN 2 Selong in Academic Year 2020/2021", di SMK Negeri 2 Selong.

Demikian surat izin ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Asslamu'alikum Warahmatullahi Wabarakatuh.

Kepala Sekolah,

  
**HASBI AHMAD, S.Pd., M.Pd.**  
NIP. 19721231 200702 1 010



**UNIVERSITAS MUHAMMADIYAH MATARAM**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Program Studi Pendidikan Bahasa Inggris  
E-mail : fkip. [Ummataram@telkom.net](mailto:Ummataram@telkom.net). Website <http://ummat.ac.id>  
Jl. KH. Ahmad Dahlan No. 1 Tlp (0370) 630775 Mataram

**KARTU KONSULTASI SKRIPSI**

Nama : Launa Lismayani Pembimbing 1 : Asbah, M.Hum  
Nim : 116120007  
Tahun Angkatan : 2016 Pembimbing 2 : H. Irwandi, M.Pd

**TITLE**

**THE USE OF TOONDOO IN TEACHING WRITING SKILL OF NARRATIVE TEXTS AT  
THE FIRST YEAR STUDENTS OF SMKN 2 SELONG IN ACADEMIC YEAR 2020/2021**

No	Date	Guidance	Consultants		Expl
			1	2	
1.	Wednesday 05/08/ 2020	Read the script above.		<i>[Signature]</i>	
2.	Thursday 06/08/ 2020	Prepare your data for class		<i>[Signature]</i>	
3.	Friday 07/08/ 2020	See you for final defense.		<i>[Signature]</i>	See.
			<i>[Signature]</i>		
			<i>[Signature]</i>		
			<i>[Signature]</i>		See

Mataram.....20

Ketua Program Studi,

**Hidavati, M.Hum**

**NIDN. 0820047301**



**UNIVERSITAS MUHAMMADIYAH MATARAM**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Program Studi Pendidikan Bahasa Inggris  
 E-mail : fkip. [Ummataram@telkom.net](mailto:Ummataram@telkom.net). Website <http://ummat.ac.id>  
 Jl. KH. Ahmad Dahlan No. 1 Tlp (0370) 630775 Mataram

**KARTU KONSULTASI PROPOSAL**

Nama : Launa Lismayani Pembimbing 1 : Asbah, M.Hum  
 Nim : 116120007  
 Tahun Angkatan : 2016 Pembimbing 2 : H. Irwandi, M.Pd

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**THE USE OF TOONDOO IN TEACHING WRITING SKILL OF NARRATIVE TEXTS AT  
 THE FIRST-YEAR STUDENTS OF SMKN 2 SELONG IN ACADEMIC YEAR 2020/2021**

No	Date	Guidance	Consultants		Expl
			1	2	
1.	14/2/2019	Research Background		luf	
2.	15/2/2019	Research Questions		luf	
3.	19/2/2019	Bab II. explanation about etc. . . .		luf	
4.	8/1/2019	Previous study		luf	
5.	1/2/2020	Research method		luf	
6.	16/3/2020	data collection.		luf	
7.	10/4/2020	Research instrumen & data collection.		luf	
8.	11/4/2020	Research method	HA		
9.	12/4/2020	Research instrumen	HA		
10.	13/4/2020	data collection.	HA		

Mataram.....,20

Ketua Program Studi,

**Hidavati, M.Hum**  
 NIDN. 0820047301







UNIVERSITAS MUHAMMADIYAH MATARAM  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PENDIDIKAN BAHASA INGGRIS

Alamat: Jln. K.H. Ahmad Dahlan Nomor 1 Mataram Tel.(0370) 630775

KARTU KENDALI KEIKUTSERTAAN MAHASISWA  
DALAM SEMINAR PROPOSAL SKRIPSI

NIM : 116120007  
NAMA : LAUNA LISMAYANI

NO	NAMA / NIM PRESENTER	JUDUL PROPOSAL	TGL SEMINAR	PARAF DOSEN
1	Zulfaidah	The use of tic-tac Game in teaching <del>reading</del> vocabulary at the seven-grade students of MTS At-Rosyiah in AC Year 2019/2020	21 Januari 2020	
2	Endriani	The effectiveness look say method in teaching reading comprehension in seven-grade of SMPN Kenak letim AC year 2019/2020	21 Januari 2020	
3	Zaiguni Kasyipia	An Analysis Student's diction on speaking English by second semester of English department at Muhammadiyah University of Mataram	20 Februari 2020	
4	Nunul Armi	An Analysis types of daxis in novel Chat harsir by Anastasia Amelia	20 Februari 2020	
5	TRI wulandari	An Analysis student ability in narrative text at the first semester of English Department UMMAT	20 Februari 2020	
6	L. M. Ainul	An Analysis of sentences fragments in the student writing of the semester of English <del>department</del>	20 Februari 2020	
7	Putri Anggrek	The use of story face in teaching-reading on narrative text at the second grade students of MTS Al-Mudaniyah Mataram	20 Feb. 2020	
8	Ahmad Sofyan	The use of spinning wheel game in teaching speaking at the seven-grade students of SMPN 5 Kota Bima AC Year 2019/2020	02 Maret 2020	
9	Launa Lismanani	THE USE OF TOONDOO IN TEACHING WRITING SKILL OF NARRATIVE TEXTS AT THE SECOND YEAR STUDENT OF SMPN 2 SELONG ACADEMIC YEAR 2019/2020	28 April 2020	
10	SRI Ramdani	The use of directed writing activity strategy to enhance the students skill in writing	19 Juli 2020	

**Ketentuan:**

1. Mahasiswa wajib melakukan seminar proposal sebagai salah satu syarat ujian skripsi
2. Mahasiswa wajib mengikuti seminar proposal teman sejawat minimal 10 kali (10 presenter) sebagai salah satu syarat mengajukan ujian skripsi
3. Mahasiswa wajib mengundang peserta seminar (teman sejawat) minimal 10 orang sesuai jadwal yang ditentukan oleh prodi
4. Mahasiswa yang akan melakukan presentasi membuat ringkasan lengkap proposal untuk dibagikan kepada peserta seminar
5. Proposal yang sudah lengkap dijilid rangkap 2 untuk dosen pembimbing saat seminar
6. Kartu kendali seminar difoto copy dan disimpan mahasiswa sebagai syarat mendaftar ujian skripsi
7. Kartu kendali asli diserahkan kepada prodi untuk arsip.

Mengetahui,  
Ketua Prodi

HIDAYATI, M.Hum  
NIDN. 0820047301



**UNIVERSITAS MUHAMMADIYAH MATARAM  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PENDIDIKAN BAHASA INGGRIS**

E-mail : [fskip.um.mataram@telkom.net](mailto:fskip.um.mataram@telkom.net) Website : <http://fskip.ummat.ac.id>  
Jalan KH. Ahmad Dahlan No.1 Tel (0370) 630773 Mataram

**BERITA ACARA SEMINAR PROPOSAL**

Pada hari FRIDAY tanggal 17 April telah diadakan Seminar Proposal Skripsi atas nama:

Nama : LALINA LUMAYANI  
 Nim : 116120007  
 Prodi : ENGLISH DEPARTEMENT  
 Angkatan Masuk : 2016  
 Judul : THE USE OF TOONDOO IN TEACHING WRITING SKILL OF NARRATIVE TEXTS AT THE SECOND YEAR STUDENT OF SMKN 2 SELONG IN ACADEMIC YEAR 2019/2020

Dalam seminar tersebut dihadiri oleh:

NO	NAMA	NIM	TTD
1	Ahmad Sofyan	116120017	
2	Hastini Alunad	116120020	
3	Rostinda Nona Hamun Tatut	116120013	
4	Grisha Meolhea F.	116120033	
5	L. M. Anul Yaqin	116120022	
6	Zangunq Basypin	116120028	
7	Syaiful Anam	116120014	
8	HARRY RYHO AKBOR P.	116120046	
9	Lusia D. Karaeng	116120008	
10			

Catatan revisi hasil seminar:

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Dosen Pembimbing I

( ASDAH, M.Hum )  
 NIDN.0880678301

Mataram, ...

.....2020

Dosen Pembimbing II

( IRWANDI, M.Pd )  
 NIDN.0816038701