

**STUDENTS' ABILITY IN WRITING CAUSE AND EFFECT SENTENCE
AT TWELFTH GRADE OF CULINARY ART,
SMKN 2 PARIAMAN**

THESIS



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**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
2021**

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*Submitted in Partial Fulfillment of the Requirement
for Getting Strata One(S1) Degree*



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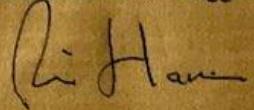

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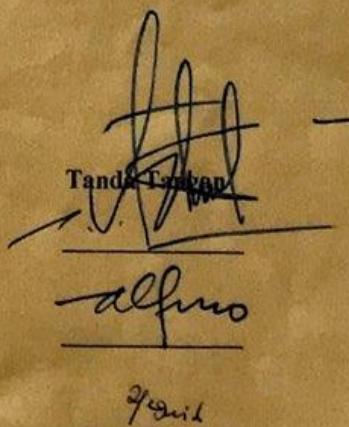
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Padang, Agustus 2021
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ABSTRACT

Nexsi. AM. 2021. *Students' Ability in Writing Cause and Effect Sentence at Twelfth Grade of Culinary Art, SMKN 2 Pariaman*

Advisor: Drs. Adznil Prima Septy, M. Pd., Ph. D

The purpose of this research was to describe the students' ability in writing cause and effect sentence at Grade XII of Culinary Art, SMKN 2 Pariaman. The descriptive method was used as the design of this research. The population of this research was twelfth grade students who registered in the academic year 2020/2021. The researcher used a total sampling technique and the sample was 29 students. The instrument for collecting the data in this research was a writing test of cause and effect. To make the test reliable the researcher used the inter-rater technique. The result of the analysis showed that the test was reliable. It was supported by the fact that the coefficient correlation was 0.98. It was categorized as having a very high correlation. Then the test was valid in terms of content because it had covered the material that students had learned.

Generally, all of the twelfth grade students have been able to write cause and effect sentence. 20.68% of students got good, 55.17% of students got moderate and 36.84% of students got low. In applying grammar 17.24 % of students got good, 44.82% of students got moderate, and 37.93% of students got low. In using vocabulary 17.24 % of students got good, 65.51% of students got moderate, 17.24% of students got low. In mechanics 6.89% of students got very good, 58.62% of students got good, 27.58% of students got moderate, and 6.89% of students got low.

By having known the students' ability in writing cause and effect sentence in applying grammar, vocabulary and mechanics at twelfth grade of Culinary Art, SMKN 2 Pariaman, the researcher gives suggestions to teachers, students, and the future researchers. Even the students have gotten moderate grades in writing cause and effect sentence, the teacher should maintain the students' skill and also expand it. It can be given some exercises that are related to cause and effect sentence. For the next researcher is advised to do the research that is related to cause and effect especially, in applying grammar, vocabulary, and mechanics. For students, should much train their ability in writing cause and effect sentence and study the generic structures of cause and effect sentence.

Keyword: cause, effect, grammar, vocabulary, and mechanics

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the formulation of the problem, the research question, the purposes of the research, the significance of the research, and the identification of key terms.

1.1 The Background of Problem

Writing is one of the important skills in our communication with others. There are four language skills in learning English, namely reading, speaking, listening and writing. Agustrianti (2014: 1) states that writing is a skill to express ideas, thoughts, and memories into written form, either in the form of sentence, paragraph, or essay which needs some practice done step by step. Brown in Indriana (2020: 2) says that writing is a transaction with words whereby you free yourself from what you presently think, feel and perceive. It means that through writing, students can express their thoughts and ideas into some sentences, paragraphs and essays properly.

Writing is a difficult skill for students because they have to know the aspects of writing and how to express their ideas in writing. Based on the study conducted by Khalel (2020) who analyzed the third year students' difficulties to use expressions of quantity in writing positive simple sentences at the English department of Bung Hatta University, he found that more than 50% students had difficulties in writing simple sentences in writing positive simple sentences by using expressions of quantity (both, a couple of, several, a number of).

The students are also required to express various meanings in their writing. There are several types of sentence completions; restatement, comparison, contrast, cause and effect. A cause and effect sentence is a sentence that expresses a relationship between events and things that happened. According to Indriana (2020: 3), a cause and effect sentence is made by using cause and effect generally involving an action that makes something happening and there is a result of that action. To write cause and effect sentences we must use logical sentences and grammar that are correct so that readers can easily understand our writing.

Students in senior high school study English. Based on the researcher's experience when implementing teaching practice at SMKN 2 Pariaman for 3 months, all of the teaching and learning activities are transferred through School's E-learning in Moodle App, the students and teachers carry out learning through Moodle application. There are many topics in twelfth grade at SMKN 2 Pariaman such as cause and effect, offering service, writing simple report, etc. One of them is Cause and Effect. The students study cause and effect to explain the causal relationship of something in oral and written form. I have interviewed some students at twelfth grade students at Culinary Art in SMKN 2 Pariaman via Whatsapp Group. They were Wiwitri Zelnita, Tiara Ramadhani, Tari Febriani, and others. In general, they had the same problems in writing, especially in writing expressions of cause and effect. They had many problems when the teachers asked them to write in English, such as the students had less vocabulary, had errors in grammar, spelling, punctuation, and they were not interested or lack of the motivation to write because English is considered a difficult subject for

some students. They also had difficulty making good sentence structure. They were confused in the use of proper conjunctions in writing cause and effect sentence.

Based on the explanation above, the researcher decided to research that concern Students' Ability in Writing Cause and Effect Sentence at Twelfth Grade of Culinary Art, SMKN 2 Pariaman.

1.2 The Identification of the Problem

Gusman (2014) states that in writing cause and effect students have not used components in writing properly such as organizations, grammar, sentence structure, content, vocabulary, and mechanics. It means that in writing we have to write in good words and phrases, and must follow the proper structure. From the researcher's experience, the students of twelfth grade at SMKN 2 Pariaman faced some problems in writing, especially in expressing cause and effect sentence.

The first difficulty is related to grammar mastery. Inability to use correct tense and pronouns are two major difficulties with grammar mastery. In writing cause and effect sentence, most of the students were still confused to prefer the use of present tense instead of past tense and conjunction of cause and effect sentence. The use of appropriate conjunctions (*because of...., due to...., therefore...., so...., because...., etc*) in expressing cause and effect sentences are very difficult for students to distinguish. Moreover, they often misused the pronouns in their writings, for example, some students used the personal pronoun her for a man instead of him or vice versa. The students still did not know the appropriate use of grammar used in writing a particular text.

Then, vocabulary mastery is the last difficulty faced by the students in writing. The students are accustomed to using direct translation in writing English words. They directly write the meaning of the words found in the dictionary without paying attention to whether these words are appropriate with the contexts. In other words, the students' knowledge of diction is not sufficient yet. As a result, having insufficient vocabulary makes it difficult for them to do their writing activity.

The third difficulty is related to mechanics. The students pay less attention to mechanics in writing, they only write without applying correct mechanics such as they have some errors in spelling, punctuation, chaptalization, and paraphrasing in their writing. Even though mechanics are the rules in written language. Therefore, mechanics are very important so that the sentence in a paragraph is easy to understand. Then, there is no mistake in the meaning conveyed by the author.

1.3 The Limitation of the Problem

Based on the identification of the problem above, the researcher limited the study at twelfth grade of Culinary Art in SMKN 2 Pariaman in writing cause and effect sentence to apply vocabulary, grammar and mechanics.

1.4 The Formulation of the Problem

In the line with the limitation of this study, the researcher formulated the research problem as the following question "How is the students' writing ability to write cause and effect sentence at twelfth grade of Culinary Art, SMKN 2 Pariaman?"

1.5 Research Questions

Relating to the formulation of the problem above, the research questions that should be answered are as follows:

1. How is the students' ability to apply grammar in writing cause and effect Sentence at twelfth grade of Culinary Art, SMKN 2 Pariaman?
2. How is the students' ability to use vocabulary in writing cause and effect sentence twelfth grade of Culinary Art, SMKN 2 Pariaman?
3. How is the students' ability to apply mechanics in writing cause and effect sentence twelfth grade of Culinary Art, SMKN 2 Pariaman?

1.6 The Purposes of the Research

The main purpose of this research is to find the students' ability in writing cause and effect sentence twelfth grade of Culinary Art, SMKN 2 Pariaman, specifically the purposes this research are the findings:

1. To find out the students' ability to apply grammar in writing cause and effect sentence twelfth grade of Culinary Art, SMKN 2 Pariaman.
2. To find out the students' ability to use vocabulary in writing cause and effect sentence twelfth grade of Culinary Art, SMKN 2 Pariaman.
3. To find out the students' ability to apply mechanics in writing cause and effect sentence twelfth grade of Culinary Art, SMKN 2 Pariaman.

1.7 The Significance of the Research

This study is expected to be able to give benefit to the teachers, students, and the researcher. First, for the English teachers, they get information about their students' ability in writing cause and effect sentence at twelfth grade of Culinary Art, SMKN 2 Pariaman. Such empirical information could be considered as input to find out the better way to teach. Second, for the students, they know their ability in writing cause and effect sentence. So, they can improve their ability in writing, especially in writing cause and effect sentence. For the researcher, the result of this research hopefully becomes one of the considerable reading materials either to enrich their reference for the next research and to improve their knowledge in English teaching and learning process.

1.8 The Definition of Key Terms

To avoid the misunderstanding of the key terms used in this study, the researcher defines them as followings:

1. Writing is an activity to produce written cause and effect sentence.
2. Ability is the students' competence in writing cause and effect.
3. Cause and effect sentence is a sentence expressing the relationship between things and events that happened by using the conjunctions of cause and effect sentence.

CHAPTER II

REVIEW OF RELATED LITERATURE

The chapter is about the review of related literature on the topic of the study. The researcher discussed the definition of writing, the definition of sentence, types of sentence, teaching writing, and cause and effect sentence. It also discussed about review of previous research and the conceptual framework of this study.

2.1 The Definition of Writing

Agustrianti (2014: 1) states that writing is a skill to express ideas, thoughts, and memories into written form, either in the form of a sentence, paragraph, or essay which needs some practice done step by step.

Writing is a language skill that must be mastered by students. According to Richards & Renandya in Indriana (2020: 17), writing includes numerous considerations and choices to be made regarding “higher-level skills”, such as content, 18 structure and organization, and “lower-level skills”, such as punctuation and choice of appropriate vocabulary items and grammatical structures. Moreover, Edward in Indriana (2020: 18) says that writing is a process of expressing ideas or thoughts in words. It means that by written forms, someone can express ideas and sense more correctly.

Writing is a purpose-driven activity and most of our day-to-day writing purposes call on us to construct something longer than an individual sentence (Landon. 2013: 12). In other words, people need to practice their ability in

writing. So that in the writing process people have to try to produce their mind or ideas every time in order to write with the correct structure.

Based on the explanation above, the researcher concluded that writing is one way to express ideas, experiences and feelings into written form. In writing we have to choose the good and right words and phrases, and must follow the proper structure.

2.2 The Definition of Sentence

Field (2009: 17) says that every sentence must include at least one delimited verb. A sentence is a group of words that expresses a complete thought. In addition, Riggs (2012: 12) states that a sentence is a group of words with a subject and verb. A sentence begins with a capital letter and ends with an end mark, which can be a period, question mark, or exclamation mark.

Andersen (2014: 1) states that sentence is a collection of complete words that convey meaning. According to Nainggolan (2021: 71), a sentence has one verb definitely. Because the condition of sentence is at least consists of subject and verb. There is a subject and there is a verb (verb or activity) performed by the subject.

In conclusion, the researcher concluded that a sentence is a complete set of words that convey meaning which starts with a capital letter and ends with a period.

2.3 The Types of Sentence

According to Andersen (2014; 2), sentences are divided into four categories: simple sentences, compound sentences, complex sentences, and compound-complex sentences.

1) Simple Sentences

A simple sentence contains one independent clause. These are examples of simple sentence:

- Johnny rode his bike to school
- Who is your best friend?
- She ate her lunch, took a walk, and went back to work.

2) Compound Sentences

A compound sentence contains two independent clauses. A coordinating conjunction (for, and, nor, but, or, yet, so) often links the two independent clauses and is preceded by a comma. These are examples of compound sentence:

- She wanted to go on vacation, *so* she saved up her money.
- I like apples, *but* my sister loves bananas.
- Tim loves to read, *and* he also loves to hike.

3) Complex Sentences

A complex sentence contains one independent clause and one or more dependent clauses. A complex sentence will include at least one subordinating conjunction. These are examples of complex sentence :

- She went to class *even though* she was sick.
- As John was arriving to work, he realized he forgot his lunch.
- *While* I enjoy classical music, I prefer rock and roll because I play the drums.

4) Compound-Complex Sentences

A compound-complex sentence combines complex sentence and compound sentence forms. A compound-complex sentence contains one or more independent clauses and one or more dependent clauses. These are examples of compound-complex sentence :

- *Although* she felt guilty for missing her friend's birthday, she took her out to dinner the next day, *and* they had a great time.
- I try to eat healthy food, *but* because fast food is so convenient, I cannot maintain a healthy diet.
- *If* he got the job, he would have to commute 50 miles to work, so he decided the job was not worth it.

Based on the kinds of sentences by Andersen, there are four kinds of sentences. They are simple sentence, compound sentence, complex sentence, and compound-complex sentence.

2.4 Teaching Writing

Teaching writing is not as simple as teaching other language skills like teaching reading, teaching speaking, etc. Several aspects that must be fulfilled in teaching writing such as grammar, vocabulary, and mechanics.

In teaching writing, we need to select specific strategies to improve students' writing competencies. Raimes (1983: 7) says that teaching writing approaches by giving free writing assignments on a specific topic with only a few corrections for errors. Moreover, Harmer (2007: 112) states that the reason why students should learn to write is that students must become better at writing, regardless of the type of writing. It means that learning to write is very important to develop our writing skills to be better. In addition, Klimova (2013: 148) explains that the product approach to writing usually consists of presenting a model text, which is discussed and analyzed. From this model, students create similar or parallel text. As well as mechanical task; however, learners can find the structure of a given discourse, its linguistic characteristics and how the ideas are organized. The writing process approach in contrast focuses on language development Usage: brainstorming, group discussion, rewriting.

The researcher concluded that teaching writing is an activity to teach language in writing skills using learning strategies that are well-designed by the teacher so that the teaching objectives are achieved.

2.5 The Cause and Effect Sentence

According to Indriana (2020: 3), a cause and effect sentence is made by using cause and effect generally involving an action that makes something

happening and there is a result of that action. In addition, Bashir in Indriana (2020: 30) explains that the definition of cause and effect: 1) Cause : The reason or motivate, for an action. Why something happen. Happens first. 2) Effect : Result or conclusion of an action. What happened. Happens due to a cause.

According to Bashir in Indriani (2020: 30), the cause and effect sentence uses the conjunctions: Cause conjunctions are *Because*, *because of*, *Since*, *As*, *For*, *due to*, *and owing to*. Effect conjunctions are *therefore*, *so (that)*, *as a result of*, *and as a result*.

Based on the explanation above, the cause and effect sentence is a sentence that expresses the cause and effect relationship of the occurrence of events and things. There are many conjunction of cause and effect; therefore, so (that), as a result of, because, as a result, etc.

2.6 Review of Previous Related Study

There is the previous study that relates to this research. First, the study was conducted by the student of English Education Department in Tadulako University, Agustrianti, S. (2014), entitled "**Improving The Eleventh Grade Students'Ability in Writing Simple Cause Effect Sentences Through Flow Chart**". The result of this research was flowchart is effective to improve the ability of the eleventh grade students in writing simple cause and effect sentences.

The second, the study was done by the student of English Education Department of State Institute For Islamic Studies (IAIN) of Salatiga, Indriana, F. S. (2020), entitled "**An Error Analysis of Using Conjunction in Students' Writing Cause and Effect Sentence (A Qualitative Research at The Eleventh**

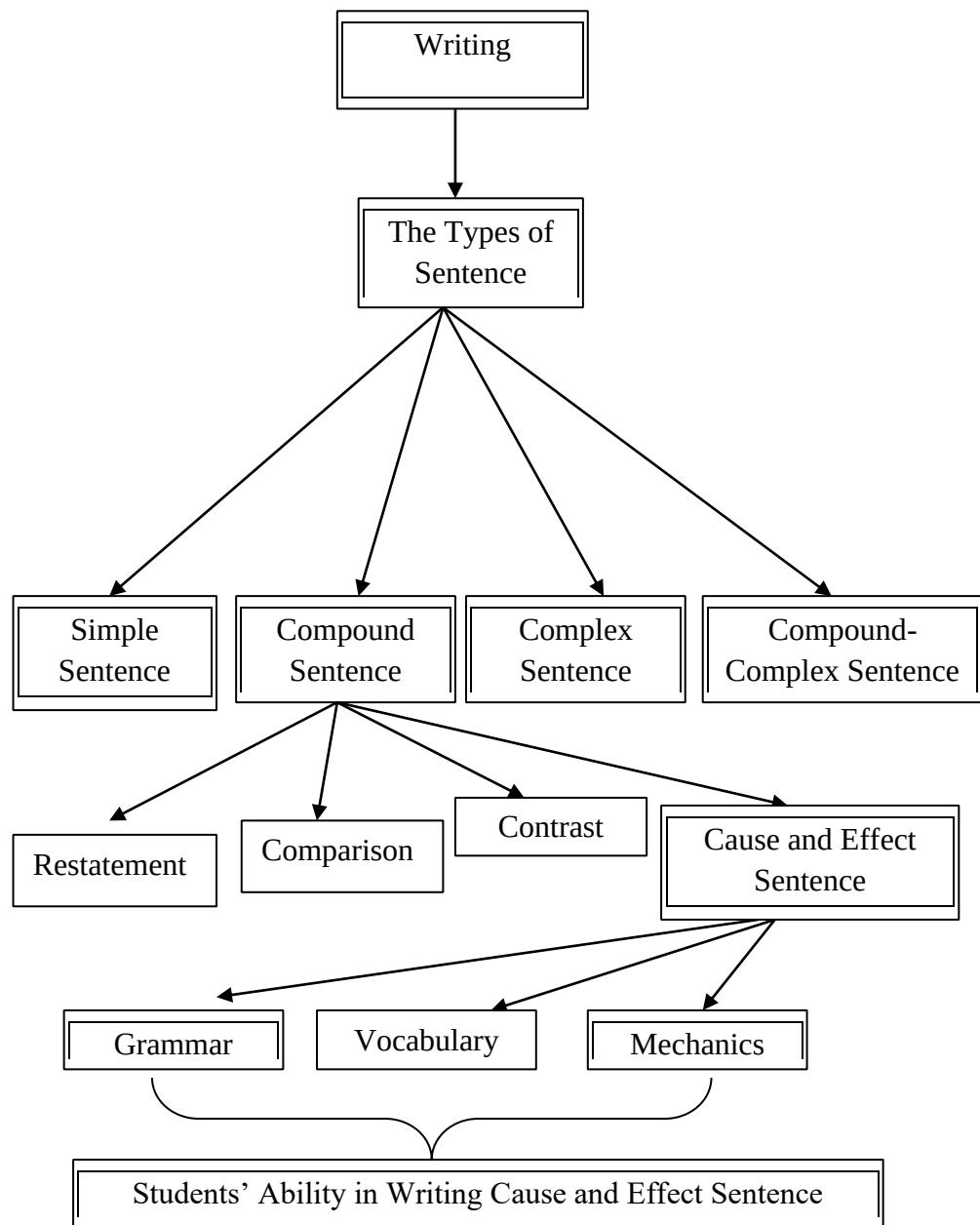
Grade Students of SMA Islam Sudirman Ambarawa In The Academic Year Of 2019/2020”. The result showed that the most dominant errors made by students was Misformation (61.76%). The second was errors with the same percentage in Omission (14.70%) and Addition (14.70%). The lowest frequency of error was misordering (8.82%). It means that the students had some errors of using conjunction in writing cause and effect sentence.

The first previous research and this research are similar to discuss about the students' ability in writing simple cause and effect sentences. The difference between the first previous research and this research is the first research discusses about Improving The Eleventh Grade Students' Ability in Writing Simple Cause Effect Sentences Through Flow Chart. However, this research discusses about Students' Ability in Writing Cause And Effect Sentence at Twelfth Grade of Culinary Art, SMKN 2 Pariaman. These studies differ in the type of study.

The second previous research and this research discusses about Students' Writing Cause and Effect Sentence. The third research discusses about An Errors Analysis of Using Conjunctions in Students' Writing Cause and Effect Sentence, nevertheless this research discuss about Students' Ability in Writing Cause and Effect Sentence.

Based on the previous study above, this research is about Students' Ability in Writing Cause And Effect Sentence at Twelfth Grade of Culinary Art, SMKN 2 Pariaman.

2.7. Conceptual Framework



In writing, there are several types. One of them is writing sentence. In this research, the researcher focused on writing sentence specifically in cause and effect sentence. There are many types of sentence; simple sentence, compound sentence, complex sentence, and compound-complex sentence. Compound sentence are restatement, comparison, contrast, and cause and effect. In cause and effect sentence the aspects are grammar, vocabulary and mechanics. In this research, the researcher wants to know the Students' Ability in Writing Cause and Effect Sentence at Twelfth Grade of Culinary Art, SMKN 2 Pariaman.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher discusses research design, population, and sample, instrumentation, technique of collecting data and analyzing data.

3.1 Research Design

The researcher used a descriptive method for this research. According to Refnita (2018: 17) “Descriptive research involves collecting data in order to test hypotheses or to answer the questions concerning the current status of the subject of the study.” It means that the researcher describes the subject in the current situation. In this research, the researcher described about writing cause and effect sentences. The data of this research were the students’ scores. The scores were calculated to find out students’ ability in writing cause and effect sentence at twelfth grade of culinary art, SMKN 2 Pariaman.

3.2 Population and Sample

“The population is the group of interest to the researcher, the group to which he or she would like the results of the study to be generalizable (Refnita, 2018: 74)”. The population of this research was the twelfth grade students at SMKN 2 Pariaman because they have learned about cause and effect sentence . The total number of population members were 29 students. It means that all the population would be the research sample. The researcher used the total sampling technique in selecting the sample of this research.

3.3 Instrumentation

In this research, the researcher used a writing test for collecting the data. The writing test is used because the researcher wanted to know the ability of the

twelfth grade of Culinary Art students at SMKN 2 Pariaman in writing cause and effect sentence. The researcher asked students to make 20 cause and effect sentences in 40 minutes. (See Appendix 1).

A good test should be valid and reliable. A valid test measures what is supposed to be measured. Refnita (2018: 95) says that validity is the extent to which a test measures exactly what it proposes to measure. To have a valid test, the researcher used content validity. According to Brog and Gall in Sugiyono (2017: 189), content validity is important primary in achievement testing and various tests of skills and proficiency, such as occupational skill tests. Content validity is the degree to which a test measures an intended content area (Refnita, 2018: 96). It means that the researcher constructs the test based on the syllabus and teaching material at twelfth grade of SMKN 2 Pariaman.

Reliability is the degree to which a test consistently measures whatever it measures (Refnita, 2018: 99). To determine the reliability of the test, the researcher used inter-rater technique. It meant that the test used two scorers. The first scorer was the researcher and the second scorer was Nada Ashobah. The researcher chose her because she had a good grade in writing subjects (Introductory Writing, Sentence Writing, Paragraph Writing, and Essay Writing).

The researcher used Pearson Product Moment formula (Arikunto: 2015) to find out the reliability index of the test as follows:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

Where:

r_{xy} : The coefficient of correlation between x and y variable

x : The total score given by scorer 1

y : The total score given by scorer 2

n : The number of students

Σx : The total of x

Σy : The total of y

Then, the researcher used Arikunto's idea (Arikunto: 2015) to classify the degree of coefficient correlation of the test as follows:

.81 – 1.00 = very high correlation

.61 - .80 = high correlation

.41 – 60 = moderate correlation

.21 – 40 = low correlation

.01 - .20 = very low correlation

Based on the result of the data analysis, the reability index of this test was 0.98 (See Appendix 2). It was categorized as very high correlation. It meant that the test was reliable and could be used as instument to collect the data.

3.4 Technique of Gathering the Data

The data of this research were the students' scores in writing cause and effect sentences. To find out the ability of the twelfth grade students in writing cause and effect sentence, the researcher collected the data as follows:

1. The researcher created a WhatsApp group whose members are all of the research sample.

2. The researcher explained the direction of the test to the students
3. The researcher prepared the test by using a Moodle application which used the school's website.
4. The students did the test in 40 minutes.
5. The researcher converted the students' answer sheet to word document and gave the print out to the second scorer.
6. The researcher and the second scorer gave the score for the students by using the following criteria:

Table 3.1 Scoring Criteria

Aspect	Criteria	Score
Grammar	Grammar is correct; use appropriate conjunctions and expressions for cause and effect.	2
	Grammar is almost correct; few errors in conjunctions and expressions for cause and effect	1
	Grammar is incorrect; not use appropriate conjunctions and expressions for cause and effect	0

Vocabulary	Effective word choice	2
	Mostly effective word choice	1
	Mostly ineffective word choice	0
Mechanics	Spelling, punctuation, and capitalization is correct. <i>Punctuation (0.33)</i> <i>Spelling (0.33)</i> <i>Capitalization (0.33)</i>	1

(Modified from :Rizky, 2019:)

3.5 Technique of Analyzing Data

The researcher analyzed the data with the following steps:

1. The researcher counted the raw score of each student by using the formula as follows:

$$\text{Students' score} = \frac{\text{Score from the first scorer} + \text{Score from the second scorer}}{2}$$

2. The researcher converted the students' score by using the formula as follows:

$$\text{Converted Score} = \frac{\text{Students' score}}{\text{Maximum Score}} \times 100$$

3. The researcher classified the students' ability by using the school criteria below:

Range of criteria	Quality	Ability
95-100	A+	Very good
90-94	A	
85-89	A-	
80-84	B+	Good
75-79	B	
70-74	B-	
60-69	C	Moderate
Less than 60	D	Low

4. The researcher calculated the percentage of students who had very high, high, moderate, and low ability by using the formula:

$$P = \frac{R}{N} \times 100\%$$

Where:

P = percentage of students in each level of ability.

R = the sum of students in each level of ability.

N = the total students.

5. Finally, the researcher discussed the result of data analysis.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter the researcher discusses findings and discussion. This consisted of students' ability in writing cause and effect sentence, students' ability to apply grammar in writing cause and effect sentence, students' ability to use vocabulary in writing cause and effect sentence, and students' ability to apply mechanics in writing cause and effect sentence.

4.1 Findings

The purpose of this study was to describe the students' ability in writing cause and effect sentence. Based on the purpose above the researcher presented the findings as follows:

4.1.1 Students' Ability in Writing Cause and Effect Sentence in General

The data was consisted of the result of the ability of students in writing cause and effect sentence given to 29 students (one class) as the sample of the study. The highest score was 77.63 (See Appendix 5). Based on the result of the data analysis, the students who had score 85-100 classified as those having very good ability, students who had score 70-84 classified as those having good ability, students who had score 60-69 as those having moderate ability and students who had 0-59 as those having low ability. It could be seen in the following table:

Range of criteria	Quality	Ability
95-100	A+	Very good
90-94	A	
85-89	A-	
80-84	B+	Good

75-79	B	
70-74	B-	
60-69	C	Moderate
Less than 60	D	Low

The data percentage of students on each level was indicated. There were 0 students (0%) classified into very good, 6 students (20.68%) classified into good, 16 students (55.17%), 7 students (36.84%) classified into low ability (See Appendix 6). It could be seen in the following table:

Table 4.1
Students' Ability in Writing Cause and Effect

Ability	Number of Students	The Percentage of Students
Very Good	0	0%
Good	6	20.68%
Moderate	16	55.17%
Low	7	36.84%
Total	29	100%

4.1.2 Students' Ability to Apply Grammar in Writing Cause and Effect Sentence

The data percentage of students on each level was indicated. There were 0 students (0%) classified into very good, 5 students (17.24%) classified into good, 13 students (44.82%), 11 students (37.93%) classified into low ability (See Appendix 7). It could be seen in the following table:

Table 4.2
Students' Ability to apply grammar in Writing Cause and Effect Sentence

Ability	Number of Students	The Percentage of Students
Very Good	0	0%
Good	5	17.24%
Moderate	13	44.82%
Low	11	37.93%
Total	29	100%

4.1.3 Students' Ability to Use Vocabulary in Writing Cause and Effect Sentence

The data percentage of students on each level was indicated. There were 0 students (0%) classified into very good, 5 students (17.24%) classified into good, 19 students (65.51%), 5 students (17.24%) classified into low ability (See Appendix 8). It could be seen in the following table:

Table 4.3
Students' Ability to use vocabulary in Writing Cause and Effect

Ability	Number of Students	The Percentage of Students
Very Good	0	0%
Good	5	17.24%
Moderate	19	65.51%
Low	5	17.24%
Total	29	100%

4.1.4 Students' Ability to Apply Mechanics in Writing Cause and Effect Sentence

The data percentage of students on each level was indicated. There were 2 students (6.89%) classified into very good, 17 students (58.62 %) classified into good, 8 students (27.58%), 2 students (6.89) classified into low ability (See Appendix 9). It could be seen in the following table:

Table 4.4
Students' Ability to Apply Mechanics in Writing Cause and Effect Sentence

Ability	Number of Students	The Percentage of Students
Very Good	2	6.89%
Good	17	58.62%
Moderate	8	27.58%
Low	2	6.89%
Total	29	100%

4.2 Discussion

From the data above, the researcher discusses an analysis of the twelfth grade students' ability in writing cause and effect. The data showed that the students ability in writing cause and effect sentence was moderate (See Appendix 5-9). From the result of the students writing, it could be discussed as follows:

4.2.1 The Students' Ability in Writing Cause and Effect Sentence

In this finding, generally it is more than a half of students had moderate ability in writing cause and effect sentence. 16 students (55.17%) had moderate ability. It means overall the students have been able to write cause and effect sentence. However most of the students can write cause and effect sentence, there

were some students still had some problems in writing cause and effect sentence especially in applying grammar, vocabulary, and mechanics.

For Example :

- The second clause shows the purpose of the first clause ,that is optional (wrong)
- My sister's balloon exploded because it was hit by a cactus thorn.
(correct)

From the examples above, the researcher found that the student wrote cause and effect sentence. And the student did not apply the correct grammar, vocabulary, and mechanics.

From the findings above, it is in line with a study which was conducted by Nahdatul Aulia (2015) entitled “An Analysis of The Second Year Students’ Ability to Write a Short Message at MTSN Kuranji 1 Padang”. Based on her result, it was found that 62.5% students could write a short message and it can be classified into the moderate ability. So, these two studies had similar finding.

4.2.2 The Students’ Ability Sentence to Apply Grammar in Writing Cause and Effect

The second finding of this research that the students’ ability to apply grammar in writing cause and effect was moderate ability. There were 13 students (44.82%) who got moderate ability. It means that many students were able to write cause and effect sentence. Most of students have understood in writing cause and effect sentence however there were a number of students who good ability (17.24%), got low ability (37.93%). It means that they had some problems in applying grammar.

- Grammar

- Since she work in Jakarta We do not have time to meet. (wrong)
- Since she works in Jakarta We do not have time to meet.(correct)

They should put “s” after work because “she” is the third singular person.

From that finding, it is not in line with a study conducted by Jeni Wahida Asral (2021) entitled “The Third Year Students’ Ability to Write a Definition By Using a Complex Sentence at The English Department of Bung Hatta University.” Based on her result, it was found that 73% students could apply grammatical structure in writing a definition by using a complex sentence and it can be classified into the good ability. So, from these two studies were found different findings.

4.2.3The Students’ Ability to Use Vocabulary in Writing Cause and Effect Sentence

The third finding of this research that the students’ ability to use vocabulary in writing cause and effect was moderate ability. There were 19 students (65.51%) who got moderate ability. It means that many students were able to write cause and effect sentence. Most of students have understood in writing cause and effect sentence however there were a number of students who good ability (17.24%), got low ability (17.24%). It meant that they had some problems in using vocabulary.

- Vocabulary

- so your sister went to jakarta or stay in that company?

This sentence is not cause and effect sentence, has wrong meaning, and mostly ineffective word.

From the findings above, it is in line with a study which was conducted by Rika Maharani (2016), entitled “The Correlation Between Students’ Vocabulary

and Grammar Mastery Towards Their Ability in Writing an Argumentative Essay in Bung Hatta University". It was proved by the facts that 36% students could use vocabulary in writing argmuentative essay and it can be classified into the very good ability. So, from these two studies were found different findings.

4.2.4 The Students Ability' to Apply Mechanics in Writing Cause and Effect Sentence

The four finding of this research that the students' ability to apply mechanics in writing cause and effect was good ability. There were 17 students (58.621%) who got good ability. It means that many students were able to write cause and effect sentence. Most of students could write cause and effect sentence however there were a number of students who very good ability (6.89%), got moderate abilty (27.58%), got low ability (6.89%). It means that they had some problems in applying mechanics.

- Mechanics (Spelling, Punctuation, and Capitalization)
 - he studied very hard so that he could past thetest (wrong)
 - He studied very hard, so that he could past the test.
(correct).

From the findings above, it is in line with a study which was conducted by Melisa Gusti Dahlena Putri (2014), entitled "An Analysis of The Tenth Grade Students' Ability in Writing Recount Text at Sma Adabiah 1 Padang". It was proved by the facts that 46.875% students could apply mechanics in writing recount text and it can be classified into the moderate ability. So, from these two studies were found different findings.

CHAPTER V

CONCLUSIONS AND SUGGESTION

In this chapter, the researcher discusses conclusions and suggestions. The researcher makes conclusions and suggestion based on the result of the research.

5.1 Conclusions

Based on the result in chapter IV, the researcher concluded as follows:

1. Generally the twelfth grade students of culinary art at SMKN 2 Pariaman have moderate ability in writing cause and effect sentence. It can be seen from the result of the finding. It can be seen at the result of finding there was 16 students (55.17%) who had moderate grade.
2. The ability of the twelfth grade students of Culinary Art at SMKN 2 Pariaman to apply grammar in writing cause and effect sentence is moderate. It can be seen at the result of finding was 13 students (44.82%) who got moderate grade in using grammar.
3. The ability of the twelfth grade students of Culinary Art at SMKN 2 Pariaman to use vocabulary in writing cause and effect sentence is also moderate. It can be seen at the result of finding was 19 students (65.51%) who got moderate grade in using vocabulary.
4. The ability of the twelfth grade students of Culinary Art at SMKN 2 Pariaman to apply mechanics in writing cause and effect sentence is good. There were 17 students (58.62%) who had good ability in applying mechanics.

5.2 Suggestion

Based on the conclusions, the researcher gives some suggestions for the teacher, the next researcher, and the students as follows:

1. The teachers are expected to give some exercises to improve the students ability in developing cause and effect sentence
2. The researcher suggests to the next researcher to conduct the study about what causes the student only has moderate ability in writing cause and effect especially in applying grammar, vocabulary and mechanics.
3. The researcher suggests the student minimize some mistakes in writing the cause and effect especially in applying grammar, vocabulary and mechanics.

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Appendix 1 Instrument

Nama :

Kelas :

Waktu : 40 Menit

CAUSE AND EFFECT SENTENCE

Try to construct your own sentences of Cause and Effect (20 sentences)! Then do in this E-learning!

(Cobalah untuk membuat kalimat Cause and Effect Anda sendiri sebanyak 20 kalimat! Lalu, kerjakan di E-learning ini!

Appendix 2 The Reability of The Test

Students' Scores of The Test in Writing Cause and Effect Sentence

Students' Code	Scorer 1 (X)	Scorer 2 (Y)	X2	Y2	XY
1	61,6	62,94	3794,56	3961,4436	3877,104
2	65,95	63,61	4349,4025	4046,2321	4195,0795
3	63,3	62,3	4006,89	3881,29	3943,59
4	65,27	65,25	4260,1729	4257,5625	4258,8675
5	66,28	66,28	4393,0384	4393,0384	4393,0384
6	53,65	55,64	2878,3225	3095,8096	2985,086
7	58,6	58,6	3433,96	3433,96	3433,96
8	68,3	68,3	4664,89	4664,89	4664,89
9	65,6	65,27	4303,36	4260,1729	4281,712
10	63,59	61,93	4043,6881	3835,3249	3938,1287
11	62,25	62,95	3875,0625	3962,7025	3918,6375
12	64,29	64,6	4133,2041	4173,16	4153,134
13	62,93	62,95	3960,1849	3962,7025	3961,4435
14	77,92	78,61	6071,5264	6179,5321	6125,2912
15	55,61	56,61	3092,4721	3204,6921	3148,0821
16	55,26	54,61	3053,6676	2982,2521	3017,7486
17	65,26	64,27	4258,8676	4130,6329	4194,2602
18	60,94	61,62	3713,6836	3797,0244	3755,1228
19	58,93	58,95	3472,7449	3475,1025	3473,9235
20	65,62	65,96	4305,9844	4350,7216	4328,2952
21	73,23	73,9	5362,6329	5461,21	5411,697
22	56,39	57,27	3179,8321	3279,8529	3229,4553

23	66,95	65,95	4482,3025	4349,4025	4415,3525
24	73,32	73,32	5375,8224	5375,8224	5375,8224
25	72,3	72,3	5227,29	5227,29	5227,29
26	77,3	77,97	5975,29	6079,3209	6027,081
27	67,3	67,3	4529,29	4529,29	4529,29
28	73,29	73,29	5371,4241	5371,4241	5371,4241
29	57,23	58,96	3275,2729	3476,2816	3374,2808
Σ	1.878,46	1.881,51	122.844,84	123.198,14	123.009,09

The researcher used Pearson Product Moment formula to find our the coefficient correlation as follows:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

$$n = 29$$

$$\sum x = 1.878,46$$

$$\sum y = 1.881,51$$

$$\sum x^2 = 122.844,84$$

$$\sum y^2 = 123.198,14$$

$$\sum xy = 123.009,09$$

$$= \frac{(29 \times 123009.09) - (1878.46 \times 1881.51)}{\sqrt{\{29 \times 112844.84 - (3528611.97)\}\{29 \times 123198.14 - (3540079.88)\}}}$$

$$\frac{3567263.61 - 3534341.275}{\sqrt{\{3562500.343 - 3528611.97\}\{3572746.092 - 3540079.88\}}}$$

$$\frac{32922.3354}{\sqrt{33888.37 \times 32666.21}}$$

$$\frac{32922.3354}{\sqrt{1107004705}}$$

$$\frac{32922.3354}{33271.6802}$$

$$= 0,98$$

Appendix 3 The Students' Ability in Writing Cause and Effect Sentence by First Scorer

Students ' Code	Cause and Effect Sentence																															
	S1			S2			S3			S4			S5			S6			S7													
	G	V	M	G	V	M	G	V	M	G	V	M	G	V	M	G	V	M	G	V	M	G	V	M	G	V	M	G				
1.	2	2	0.33	1	1	0.33	1	1	1	1	1	0.33	1	1	0.66	2	2	0.66	1	1	0.66	2	1	1	0.66	2	1	1				
2.	1	1	0.33	2	2	0.33	0	1	0	1	1	0.33	1	1	1	1	1	1	0.66	1	1	0.66	1	1	1	0.66	1	1	1			
3.	2	2	1	2	2	1	2	2	1	2	2	1	1	1	1	2	2	0.66	1	1	0.66	1	1	1	0.66	1	1	1				
4.	1	1	1	1	1	0.66	2	2	1	1	1	0.33	1	1	0.33	2	2	1	2	2	0.66	2	2	1	0.66	2	2	1				
5.	2	2	1	2	2	0.66	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
6.	1	1	0.33	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0.66	1	1	1	1	0	1	1	1	0		
7.	1	1	0.33	0	1	1	1	1	1	1	1	0.66	2	2	0.66	1	1	1	2	2	1	0	1	1	1	0	2	2	1	0		
8.	2	2	0.66	2	2	0.33	0	1	0.33	1	1	0.66	1	1	0.66	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
9.	1	1	1	1	1	0.66	1	1	0.66	1	1	0.33	1	1	0.33	1	1	0.66	1	1	0.66	1	1	1	0.66	2	2	1	0			
10.	1	1	0.33	1	1	0.33	1	1	0	1	1	0.33	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
11.	1	1	0.66	2	2	0.66	2	2	1	2	2	0.66	1	1	1	2	2	0.33	1	1	0.33	1	1	1	0.33	1	1	1	0.33	1		
12.	1	1	0.33	2	1	0.33	1	1	1	2	2	0	0	1	0.33	1	1	1	2	2	1	1	1	2	2	1	1	1	1	1		
13.	0	1	1	2	2	1	1	1	1	2	2	0.66	1	1	0.66	1	1	0.66	1	1	0.66	1	1	1	0.66	1	1	1	1	1		
14.	2	2	1	1	1	0.66	1	1	1	2	1	0.66	1	1	1	0	1	0.66	2	2	0.66	2	2	1	0	1	0.66	2	2	0.66	2	
15.	1	1	1	1	1	1	1	1	1	2	2	1	2	2	1	1	1	1	1	0.66	1	1	0.66	1	1	1	0.66	1	1	1	0.66	1
16.	1	1	1	2	2	1	1	1	1	1	1	0.66	1	1	0.33	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
17.	2	2	0.66	1	1	1	1	1	0.66	1	1	1	1	1	1	2	2	1	2	2	1	1	1	2	1	0.66	1	1	1	0.66	1	

18.	1	1	1	2	2	0.66	2	2	1	1	1	1	1	1	1	1	1	1	0.66	2	2	1	1	1		
19.	0	1	0.66	1	1	0.33	1	1	0.33	1	1	0.66	1	1	0.66	1	1	0.66	1	1	1	1	1	1	1	
20.	2	1	0.66	1	1	0.66	1	1	0.66	1	1	0.66	2	2	0.33	1	1	0.33	1	1	0.66	1	1	1	2	
21.	1	1	1	1	1	1	2	2	0.66	2	2	0.66	2	2	0.66	1	1	0.33	1	1	0.66	1	1	1	1	
22.	0	1	0.66	0	1	0.33	2	2	1	2	2	1	2	2	1	0	1	0.33	1	1	0	1	1	1	1	
23.	2	2	0.66	0	1	0.66	1	1	0.66	0	1	0.33	1	1	0.66	1	1	0.66	1	1	1	1	1	1	1	
24.	2	2	1	1	1	1	2	2	1	2	2	1	2	1	0.66	1	1	1	1	1	1	1	1	1	1	
25.	1	1	0.66	1	1	0.33	1	1	1	1	1	1	1	1	0.33	1	1	1	1	1	1	1	0.66	1		
26.	1	1	0.66	2	2	0.33	2	2	1	1	1	1	2	2	0.33	1	1	1	1	1	1	1	1	1	2	
27.	2	2	1	1	1	1	2	2	1	1	1	0.33	0	1	0.33	1	1	1	1	1	1	1	0.66	2		
28.	2	1	1	1	1	1	2	2	1	1	1	0.33	1	1	1	1	1	1	0.66	1	1	1	1	1	1	
29.	2	2	0.66	0	1	1	1	1	0.66	0	1	0.66	0	0	0.66	0	1	0.33	1	1	0.33	1	1	1	1	

The Students' Ability in Writing Cause and Effect Sentence by First Scorer

Students' Code	Cause and Effect Sentence																								
	S11			S12			S13			S14			S15			S16			S17			S18			
	G	V	M	G	V	M	G	V	M	G	V	M	G	V	M	G	V	M	G	V	M	G	V		
1.	1	1	1	1	1	1	2	2	0.66	1	1	1	0	1	0.33	1	1	1	1	1	0.33	1	1	0	
2.	2	2	1	0	1	1	0	1	0.66	2	2	0.66	1	1	0.66	1	1	1	2	2	1	2	2	1	
3.	1	2	1	1	1	0.33	2	2	1	1	1	1	0	1	0.33	1	1	1	0	1	0,33	0	1	1	
4.	2	2	1	2	2	0	0	1	0.66	1	1	0.33	2	2	0.66	1	1	1	0	1	0.33	1	1	0	
5.	1	1	0.66	1	1	0.33	1	1	1	1	1	1	2	2	0.66	1	1	1	1	1	0.66	2	2	0	
6.	1	1	1	1	1	0.66	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
7.	1	1	0.66	1	1	1	1	1	1	2	2	0.66	1	1	1	1	1	1	0.66	1	1	0.66	1	1	0
8.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0,66	1	1	1	
9.	2	2	0.33	1	1	0.66	1	1	0.33	1	1	1	2	2	0.33	2	2	1	1	1	1	1	1	1	1
10.	2	2	1	2	2	0.66	2	2	0.66	1	1	0.66	1	1	0.66	2	2	1	1	1	0.66	2	2	0	
11.	1	1	0.66	1	1	1	2	1	0.66	0	1	0.66	1	1	0.33	1	1	0.66	1	1	0.66	2	2	0	
12.	0	1	1	2	1	0.33	2	2	1	1	1	0.66	2	2	0.66	1	1	0.33	1	1	0.33	1	1	0	
13.	2	2	0.66	1	1	0.66	1	1	1	1	1	1	1	1	0.66	0	1	0.66	2	1	0.66	1	1	0	
14.	1	1	0.33	2	2	1	2	2	0.66	2	2	0.66	2	2	0.66	1	1	0.66	2	2	1	2	1	0	
15.	1	1	0.33	1	1	0.33	0	1	0.33	1	1	0.33	1	1	0.33	1	1	1	1	1	1	2	2	1	
16.	1	1	0.66	1	1	0.33	0	0	0.33	1	1	0.66	0	1	0.66	1	1	0.66	1	1	1	1	1	0	
17.	1	1	1	2	2	0.33	2	2	0.66	1	1	1	0	1	0.33	2	2	0.66	1	1	0.66	2	1	0	
18.	0	0	0	1	1	0.33	1	1	0.33	2	1	0.66	1	1	0.33	2	2	0.66	2	2	0.33	1	1	0	
19.	0	1	1	1	1	0.66	1	1	1	1	1	1	1	1	1	2	2	1	1	1	0.66	2	2	1	
20.	1	1	1	1	1	1	1	1	1	2	2	1	2	2	1	2	2	1	1	1	1	1	1	1	
21.	1	1	0.66	2	2	0.66	2	2	0.66	2	2	0.66	2	2	0.66	2	2	0.66	2	2	0.33	1	1	0	
22.	1	1	0.66	1	1	0.66	1	1	0.66	1	1	0.33	1	1	0.66	1	1	1	1	1	0.66	2	1	1	
23.	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	0.66	2	2	1	2	1	0	
24.	2	2	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
25.	2	2	1	1	1	1	2	2	1	2	2	1	2	1	0.66	1	1	1	1	1	1	2	2	1	
26.	2	1	1	2	2	0.66	2	2	0.33	1	1	1	2	2	0.66	1	1	1	2	2	1	1	1	1	
27.	1	1	1	2	2	0.66	1	1	1	1	1	1	2	2	0.66	1	1	0.33	2	2	0.33	1	1	1	

28.	2	2	0.66	2	2	1	2	2	1	2	2	1	2	2	0.66	1	1	1	1	1	0.33	2	2	0
29.	1	2	0.66	1	1	0.66	1	1	0.66	1	1	0.66	2	2	0.66	0	1	0.66	1	1	0.66	2	2	0

Notes:

G= Grammar

V=Vocabulary

M= Mechanic

Appendix 4 The Students' Ability in Writing Cause and Effect Sentence by Second Scorer

Students' Code	Cause and Effect Sentence																												
	S1			S2			S3			S4			S5			S6			S7			G							
	G	V	M	G	V	M	G	V	M	G	V	M	G	V	M	G	V	M	G	V	M	G	V	M	G	V	M		
1.	1	2	0.33	1	1	0.33	1	1	1	1	1	0.33	1	1	0.66	2	1	0.66	1	1	0.33	1	1	0.33	1	1	0.33	1	
2.	1	1	0.33	2	2	0.33	0	1	0.33	1	1	0.33	1	1	1	1	1	1	0.66	1	1	0.66	1	1	0.66	1	1	0.66	1
3.	2	2	1	2	2	1	2	2	1	2	2	1	1	1	1	2	2	0.66	1	1	0.66	1	1	0.66	1	1	0.66	1	
4.	1	1	1	1	1	0.66	2	2	1	1	1	0.33	1	1	0.33	2	2	1	2	2	0.66	2	2	0.66	2	2	0.66	2	
5.	2	2	1	2	2	0.66	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6.	1	1	0.33	0	1	0.33	1	1	1	0	1	0.33	1	1	1	1	1	1	0.66	1	1	1	0	1	1	1	1	1	
7.	1	1	0.33	1	1	0.33	1	1	1	2	1	1	2	1	0.33	1	1	1	2	1	0.66	1	1	1	2	1	0.66	1	1
8.	2	2	0.66	2	2	0.33	0	1	0.33	1	1	0.66	2	2	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1
9.	1	1	1	1	1	0.66	1	1	0.66	1	1	0.33	1	1	0.33	1	1	0.66	1	1	0.66	1	1	0.66	2	2	0.66	2	
10.	1	1	0.33	1	1	0.33	1	1	0	1	1	0.33	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
11.	1	1	1	1	2	1	2	2	1	2	2	1	1	1	1	1	1	0.33	1	1	0.33	1	1	0.33	1	1	0.33	1	
12.	0	2	0.33	1	1	0.33	2	2	1	2	1	0.33	1	1	0.33	0	2	0.66	1	1	0.66	1	1	0.66	2	2	0.66	2	
13.	1	1	1	2	2	1	1	2	1	1	1	0.66	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
14.	1	2	1	2	2	0.66	2	2	1	2	1	0.66	1	1	1	1	1	1	0.66	2	2	0.66	1	1	0.66	2	2	0.66	1
15.	1	1	1	1	1	1	1	1	1	0	2	1	0	2	1	1	1	0.66	1	1	0.66	1	1	0.66	1	1	1	1	1
16.	1	1	1	2	2	1	1	1	1	1	1	0,66	1	1	0.33	1	1	1	1	1	1	1	1	1	1	1	1	1	1
17.	2	2	0.66	1	1	1	1	1	0.66	1	1	1	1	1	1	2	2	1	2	1	1	2	1	1	1	1	1	1	1

18.	2	2	1	2	2	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	2
19.	0	1	0.66	1	1	0.33	1	1	0.33	1	1	0.66	1	1	0.66	1	1	0.33	1	1	1	1
20.	1	1	0.66	1	1	1	1	1	0.66	1	1	1	2	2	0.33	1	1	0.33	1	1	0.66	2
21.	1	1	1	1	1	1	2	2	0.66	2	2	0.33	2	2	0.66	1	1	0.33	1	1	0.66	1
22.	0	1	0.66	0	1	0.33	2	2	1	2	2	1	2	2	1	1	1	0.33	1	1	0	1
23.	2	2	0.66	0	1	0.66	1	1	0.66	0	1	0.33	1	1	0.66	1	1	0.66	1	1	1	1
24.	2	2	1	1	1	1	2	2	1	2	2	1	2	1	0.66	1	1	1	1	1	1	1
25.	1	1	0.66	1	1	0.33	1	1	1	1	1	1	1	1	1	0.33	1	1	1	1	1	0.66
26.	2	2	1	2	1	0.33	2	2	1	1	1	1	2	2	0.33	1	2	1	2	2	1	1
27.	2	2	1	1	1	1	2	2	1	1	1	0.33	1	1	0.33	1	1	1	1	1	0.66	2
28.	2	1	1	1	1	1	2	2	1	1	1	0.33	1	1	1	1	1	1	1	1	1	1
29.	2	2	0.33	0	1	1	2	2	1	1	1	0.33	0	1	0.66	0	1	0.33	1	1	0.33	1

The Students' Ability in Writing Cause and Effect Sentence by Second Scorer

Students' Code	Cause and Effect Sentence																				
	S11			S12			S13			S14			S15			S16			S17		
	G	V	M	G	V	M	G	V	M	G	V	M	G	V	M	G	V	M	G	V	M
30.	1	1	1	2	2	0.66	2	2	0.3	2	2	1	0	1	0.33	1	1	1	1	1	0.33
31.	2	2	0.66	0	1	1	0	1	0.66	2	2	0.66	1	1	0.66	1	1	1	2	2	1
32.	1	2	1	1	1	0.33	2	2	1	1	1	1	0	1	0.33	1	1	1	0	1	0.33
33.	2	2	1	2	1	1	0	1	0.66	1	1	0.33	2	2	0.66	1	1	1	0	1	0.33
34.	1	1	0.66	1	1	0.33	1	1	1	1	1	1	2	2	0.66	1	1	1	1	1	0.66
35.	1	1	1	1	1	0.66	1	1	1	1	1	0.66	1	1	1	1	1	1	1	2	2
36.	1	1	0.66	1	1	1	1	1	1	2	2	0.66	2	2	0.66	1	1	1	1	1	0.66
37.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0.66	1	1	1	1	1
38.	2	2	0.33	1	1	0.66	1	1	0.33	1	1	0.33	2	2	0.33	2	2	1	1	1	1
39.	2	2	1	2	2	0.66	1	1	1	1	1	0.66	1	1	0.66	2	2	1	1	1	0.66
40.	1	1	0.66	1	1	1	1	1	0.66	1	1	0.33	2	1	1	0	1	0.33	1	1	0.33
41.	1	1	1	2	2	0.66	1	1	1	1	2	1	1	2	0.66	0	2	0.33	0	1	0.33
42.	2	2	1	1	2	0.66	0	2	1	0	2	0.66	1	2	0.66	1	0	1	1	1	0.66
43.	1	1	0.33	2	1	1	1	1	0.66	2	2	0.66	2	2	1	2	2	1	2	2	0.66
44.	1	1	0.33	1	1	0.33	0	1	0.33	1	1	0.33	1	1	0.33	1	1	1	1	1	0.66
45.	0	2	1	1	1	0.33	1	1	0.66	0	1	0.66	0	1	0.33	0	2	1	0	1	0.66
46.	1	1	1	2	2	0.33	2	2	0.66	1	1	1	0	1	0.33	2	2	0.66	1	1	0.66
47.	1	1	0.33	2	2	0.33	2	1	0.33	1	1	0.66	0	1	0.33	0	1	0.33	0	2	0.33
48.	0	1	1	1	1	0.66	1	1	1	1	1	1	1	1	1	1	2	1	1	1	0.66
49.	2	1	1	2	1	1	1	1	1	2	2	1	2	2	1	1	1	1	1	1	0.66
50.	1	1	0.66	2	2	0.66	2	2	0.66	2	2	0.66	2	2	1	2	2	0.66	2	2	0.33
51.	1	1	0.66	1	1	0.66	1	1	0.33	1	1	0.66	2	2	0.66	1	1	1	1	1	0.33
52.	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	0.66	2	2	1
53.	2	2	1	2	2	1	1	1	1	1	1	1	2	1	0.66	1	1	1	1	1	1
54.	2	2	1	1	1	1	2	2	1	2	2	1	2	1	0.66	1	1	1	1	1	2
55.	1	1	0.33	2	1	0.66	1	1	0.33	1	1	1	2	1	0.66	2	2	1	2	2	1
56.	1	1	1	2	2	0.66	1	1	1	1	1	1	2	2	0.66	1	1	0.33	2	2	0.33

57.	2	2	0.66	2	2	1	2	2	1	2	2	1	2	2	0.66	1	1	1	1	0.33	2	2	0.66	
58.	1	2	0,66	1	1	0,66	2	2	0.33	1	1	0.66	1	1	0.66	0	1	0.66	1	1	0.66	2	2	0.33

Notes:

G= Grammar

V=Vocabulary

M= Mechanic

Appendix 5 The Classification of Twelfth Grade in Writing Cause And Effect Sentence

Students Total Score in Writing Cause And Effect Sentence

Student's Code	Two Scores		Average Score	Students Converted Score	Grade	Ability
	Scorer 1	Scorer 2				
1.	61,6	62,94	62,27	62,27	C	Moderate
2.	65,95	63,61	64,78	64,78	C	Moderate
3.	63,3	62,3	62,8	62,8	C	Moderate
4.	65,27	65,25	65,26	65,26	C	Moderate
5.	66,28	66,28	66,28	66,28	C	Moderate
6.	53,65	55,64	54,64	54,64	D	Low
7.	58,6	58,6	58,6	58,6	D	Low
8.	68,3	68,3	68,3	68,3	C	Moderate
9	65,6	65,27	65,43	65,43	C	Moderate
10	63,59	61,93	62,49	62,49	C	Moderate
11	62,25	62,95	62,6	62,6	C	Moderate
12	64,29	64,6	64,44	64,44	C	Moderate
13	62,93	62,95	62,94	62,94	C	Moderate
14	77,92	78,61	78,26	78,26	B	Good
15	55,61	56,61	55,61	55,61	D	Low
16	55,26	54,61	55,93	55,93	D	Low
17	65,26	64,27	64,76	64,76	C	Moderate
18	60,94	61,62	61,28	61,28	C	Moderate
19	58,93	58,95	58,94	58,94	D	Low
20	65,62	65,96	65,79	65,79	C	Moderate
21	73,23	73,9	73,56	73,56	B-	Good
22	56,39	57,27	56,83	56,83	D	Low
23	66,95	65,95	66,45	66,45	C	Moderate
24	73,32	73,32	73,32	73,32	B-	Good
25	72,3	72,3	72,3	72,3	B-	Good
26	77,3	77,97	77,63	77,63	B	Good
27	67,3	67,3	67,3	67,3	C	Moderate
28	73,29	73,29	73,29	73,29	B-	Good
29	57,23	58,96	58,09	58,09	D	Low

Appendix 6 The Percentage of The Students' Ability in Writing Cause And Effect Sentence

Range of criteria	Quality	Number of Students	Ability
95-100	A+	0	Very good
90-94	A	0	
85-89	A-	0	
80-84	B+	0	Good
75-79	B	2	
70-74	B-	4	
60-69	C	16	Moderate
Less than 60	D	7	Low
Total Number of Students		29	

Percentage of the students show have good ability, moderate and low ability:

a. Good

$$P = \frac{R}{N} \times 100\% = 6/29 \times 100\% = 20,68\%$$

b. Moderate

$$P = \frac{R}{N} \times 100\% = 16/29 \times 100\% = 55,17\%$$

c. Low

$$P = \frac{R}{N} \times 100\% = 7/29 \times 100\% = 36,84\%$$

Appendix 7 The Percentage of The Students' Ability to Apply Grammar in Writing Cause and Effect Sentence

Student's Code	Two Scores		Average Score	Students Coveted Score	Ability
	Scorer 1	Scorer 2			
1.	23	25	24	60	Moderate
2.	23	24	23,5	58,75	Low
3.	22	21	21,5	53,75	Low
4.	25	25	25	62,5	Moderate
5.	25	25	25	62,5	Moderate
6.	17	18	17,5	43,75	Low
7.	20	28	24	60	Moderate
8.	25	26	25,5	63,75	Moderate
9	26	26	26	65	Moderate
10	26	24	25	62,5	Moderate
11	25	26	25,5	63,75	Moderate
12	26	20	23	57,5	Low
13	23	19	21	52,5	Low
14	33	31	32	80	Good
15	22	17	19,5	48,75	Low
16	20	15	17,5	43,75	Low
17	25	24	24,5	61,25	Moderate
18	25	22	23,5	58,75	Low
19	21	20	20,5	51,25	Low
20	26	27	26,5	66,25	Moderate
21	30	30	30	75	Good
22	19	20	19,5	49,375	Low
23	27	24	25,5	63,75	Moderate
24	27	28	27,5	68,75	Moderate
25	28	28	28	70	Good
26	31	32	31,5	78,75	Good
27	25	26	25,5	63,75	Moderate
28	29	29	29	72,5	Good
29	19	21	20	55	Low

The percentage of the twelfth grade of Culinary Art, SMKN 2 Pariaman to apply grammar in writing cause and effect sentence:

- a. Good

$$P = \frac{R}{N} \times 100\% = \frac{5}{29} \times 100\% = 17.24\%$$

- b. Moderate

$$P = \frac{R}{N} \times 100\% = \frac{13}{29} \times 100\% = 44.82\%$$

- c. Low

$$P = \frac{R}{N} \times 100\% = \frac{11}{29} \times 100\% = 37.93\%$$

Appendix 8 The Percentage of The Students' Ability to Use Vocabulary in Writing Cause and Effect

Student's Code	Two Scores		Average Score	Students Coverted Score	Ability
	Scorer 1	Scorer 2			
1.	25	26	25,5	63	Moderate
2.	26	24	25	62.5	Moderate
3.	27	22	24,5	61.25	Moderate
4.	27	26	26,5	66.25	Moderate
5.	25	25	25	62.5	Moderate
6.	20	21	20,5	52.25	Low
7.	23	23	23	57.5	Low
8.	26	27	26,5	66.25	Moderate
9	26	26	26	65	Moderate
10	26	25	25,5	63.75	Moderate
11	25	28	26,5	66.25	Moderate
12	26	32	29	72.5	Good
13	24	28	26	65	Moderate
14	30	32	31	77.5	Good
15	24	27	25,5	63.75	Moderate
16	21	24	22,5	56.25	Low
17	25	25	25	62.5	Moderate
18	24	28	26	65	Moderate
19	23	23	23	57.5	Low
20	25	24	24,5	61.25	Moderate
21	30	30	30	75	Good
22	23	24	23,5	58.75	Low
23	24	24	24	60	Moderate
24	26	26	26	65	Moderate
25	27	28	27,5	68.75	Moderate
26	30	30	30	75	Good
27	26	26	26	65	Moderate
28	28	28	28	70	Good
29	25	27	26	65	Moderate

The percentage of the twelfth grade of Culinary Art, SMKN 2 Pariaman to use vocabulary in writing cause and effect sentence:

- a. Good

$$P = \frac{R}{N} \times 100\% = \frac{5}{29} \times 100\% = 17.24\%$$

- b. Moderate

$$P = \frac{R}{N} \times 100\% = \frac{19}{29} \times 100\% = 65.51\%$$

- c. Low

$$P = \frac{R}{N} \times 100\% = \frac{5}{29} \times 100\% = 17.24\%$$

Appendix 9 The Percentage Of The Students' Ability to Apply Mechanics in Writing Cause and Effect Sentence

Student's Code	Two Scores		Average Score	Students Converted Score	Ability
	Scorer 1	Scorer 2			
1.	13,6	11,91	12,755	63,775	Moderate
2.	14,95	14,94	14,945	74,725	Good
3.	13,97	14,97	14,47	72,35	Good
4.	13,93	14,27	14,1	35,25	Low
5.	16,28	16,28	16,28	81,4	Good
6.	16,65	16,98	16,815	42,0375	Low
7.	15,6	15,94	15,77	78,85	Good
8.	17,3	15,95	16,625	83,125	Good
9	13,27	12,6	13,27	64,675	Moderate
10	12,59	12,93	12,76	63,8	Moderate
11	11,92	13,95	12,935	64,7	Moderate
12	16,93	12,6	14,765	73,825	Good
13	14,25	14,27	14,26	71,3	Good
14	16,26	16,61	16,435	82,175	Good
15	14,2	14,27	14,235	71,175	Good
16	13,93	16,61	15,27	91,35	Very good
17	11,94	15,27	13,605	68,025	Moderate
18	11,94	15,28	13,61	68,05	Moderate
19	14,93	15,29	15,11	75,55	Good
20	16,62	17,28	16,95	84,75	Good
21	16,95	13,24	15,095	75,475	Good
22	13,93	13,27	13,6	68,05	Moderate
23	16,29	16,32	16,305	81,525	Good
24	19,66	19,32	19,49	97,45	Very good
25	17,3	17,3	17,3	86,5	Good
26	16,3	14,97	15,635	78,175	Good
27	16,63	17,3	16,965	84,825	Good
28	15,95	16,96	16,455	82,275	Good
29	13,23	12,59	12,91	64,55	Moderate

The percentage of the twelfth grade of Culinary Art, SMKN 2 Pariaman to apply mechanics in writing cause and effect sentence:

- a. Very Good

$$P = \frac{R}{N} X 100\% = \frac{2}{29} X 100\% = 6.89\%$$

- b. Good

$$P = \frac{R}{N} X 100\% = \frac{17}{29} X 100\% = 58,62\%$$

- c. Moderate

$$P = \frac{R}{N} X 100\% = \frac{8}{29} X 100\% = 27.58\%$$

- d. Low

$$P = \frac{R}{N} X 100\% = \frac{2}{29} X 100\% = 6.89\%$$



PEMERINTAH PROVINSI SUMATERA BARAT
DINAS PENDIDIKAN
SMK NEGERI 2 PARIAMAN

Jl. Syamratulangi No. 11 Telp. (0751) 7682532

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SILABUS

Nama Sekolah	: SMK Negeri 2 Pariaman
BidangKeahlian	: Semua Bidang Keahlian
Program Keahlian	: Semua Program Keahlian
KompetensiKeahlian	: Semua Kompetensi Keahlian
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester/TP	: XII/1 dan 2/2020-2021
Durasi	: 112 JP (@45 menit)
Kompetensi Inti-3	:Memahami, menerapkan dan menganalisis pengetahuan factual, kognitif metakognitif berdasarkan rasa ingin tahu tentang ilmu pengetahuan budaya dan humaniora dalam wawasan kemanusiaan, kebangsaan, peradaban terkait penyebab fenomena dan kejadian dalam bidang keilmuan memecahkan masalah.

Kompetensi Inti-4

: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah pengembangan dari yang dipelajarinya di sekolah secara mandiri, bernalih dan kreatif, dan mampu melaksanakan tugas spesifik di bawah pengawas

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
3.24 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat , sesuai dengan konteks	3.24.1 Mengidentifikasi (C1) fungsi sosial, struktur teks dan unsur kebahasaan dalam teks mengenai hubungan sebab akibat sesuai dengan konteks penggunaannya. 3.24.2 Membedakan (C2) fungsi sosial,	Teks tentang hubungan sebab akibat <ul style="list-style-type: none"> a. Fungsi Sosial Untuk menjelaskan hubungan sebab dan akibat tentang sesuatu b. Struktur Teks <ul style="list-style-type: none"> - Pernyataan umum - Isi/informasi tentang penyebab dan akibat dari sesuatu yang 	3 x 2jp x 45 menit	Mengamati Mengamati teks tentang hubungan sebab akibat (untuk menumbuhkan rasa ingin tahu) Menanya Mengajukan pertanyaan yang berkaitan dengan teks tentang hubungan sebab akibat (untuk menumbuhkan sikap mandiri, demokratis, disiplin) Mengumpulkan data Mengumpulkan data	Si O Pe n Te K n U

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
penggunaannya. (Perhatikan unsur kebahasaan <i>because of ..., due to ..., thanks to ...</i>)	<p>struktur teks dan unsur kebahasaan dari berbagai ungkapan mengenai hubungan sebab akibat sesuai dengan konteks penggunaannya.</p> <p>3.24.3 Menentukan (C3) fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai ungkapan mengenai hubungan sebab akibat sesuai dengan</p>	<p>diterangkan</p> <ul style="list-style-type: none"> - Interpretasi <p>Contoh:</p> <ul style="list-style-type: none"> - Due to bad weather the match was cancelled - Jasmine's printer broke down therefore she was unable to hand in her assignment on time. <p>c. Unsur Kebahasaan</p> <ul style="list-style-type: none"> - Kata-kata terkait dengan topik, - Tata Bahasa: <ul style="list-style-type: none"> ✓ Simple Past Tense 		<p>mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai contoh teks hubungan sebab akibat;</p> <p>Mendiskusikan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks hubungan sebab akibat (untuk menumbukan sikap mandiri, demokratis, disiplin)</p> <p>Mengasosiasi</p> <p>Menerapkan struktur teks, dan unsur kebahasaan dari teks hubungan sebab akibat ke dalam</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
4.24 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan	<p>konteks penggunaannya.</p> <p>3.24.4 Menganalisis (C4)fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai ungkapan mengenai hubungan sebab akibat sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> ✓ Past Perfect tense ✓ Noun phrases ✓ Conjunctions of cause and effect - Ejaan dan tanda baca yang jelas, rapi dan tepat - Ucapan, tekanan kata dan intonasi yang jelas dan tepat ketika mempresentasikan secara lisan 		<p>latihan dengan tepat sesuai dengan konteks penggunaan; Menyusun teks hubungan sebab akibat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan (untuk menumbukan sikap kerja keras, tanggung jawab, kreatif, mandiri, demokratis, disiplin)</p> <p>Mengkomunikasikan</p> <p>Mengkomunikasikan teks hubungan sebab akibat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan (untuk menumbukan sikap menghargai</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.24.1 Menggunakan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks			prestasi, mandiri, demokratis, disiplin)

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
	4.24.2 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks				
3.25 Menganalisis fungsi social, struktur teks dan unsur	3.25.1 Mengidentifikasi fungsi (C1) a. Fungsi sosial	Teks laporan sederhana a. Fungsi sosial	3 x 2jp x 45	Mengamati Mengamati teks tentang laporan	Si O Pe

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana	<p>social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana</p> <p>3.26.2 Membedakan (C2) fungsi social, struktur teks dan unsur kebahasaan teks interaksi</p>	<p>Untuk menulis laporan dalam bentuk yang sederhana</p> <p>b. Struktur teks The outline of the report :</p> <ul style="list-style-type: none"> ✓ Title ✓ Content page ✓ Acknowledgment ✓ Introduction ✓ Background ✓ Methodology ✓ Conclusion ✓ Recommendations ✓ References <p>c. Unsur Kebahasaan</p> <ul style="list-style-type: none"> - Kosa kata terkait topik - Tata 	menit	<p>sederhana (untuk menumbuhkan rasa ingin tahu)</p> <p>Menanya Mengajukan pertanyaan yang berkaitan dengan teks laporan sederhana (untuk menumbuhkan sikap mandiri, demokratis, disiplin)</p> <p>Mengumpulkan Data Mengumpulkan data mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai contoh teks laporan sederhana; -Mendiskusikan dan menganalisis fungsi</p>	Teknologi Kognitif Ungu

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
	<p>transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana</p> <p>3.25.3 Menentukan (C3) fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait</p>	<p>Bahasa:</p> <ul style="list-style-type: none"> ✓ Passive Voice ✓ Simple Past Tense ✓ Simple Present tense ✓ Conjunctions <ul style="list-style-type: none"> - Ejaan dan tanda baca yang jelas, rapi dan tepat - Ucapan, tekanan kata dan intonasi yang tepat ketika mempresentasikan secara lisan 		<p>sosial, struktur teks, dan unsur kebahasaan dari berbagai teks laporan sederhana</p> <p>(untuk menumbukkan sikap mandiri, demokratis, disiplin)</p> <p>Mengasosiasi</p> <p>Menerapkan struktur teks, dan unsur kebahasaan dari teks laporan sederhana ke dalam latihan dengan tepat sesuai dengan konteks penggunaan;</p> <p>Menyusun teks laporan sederhana dengan menggunakan struktur teks dan unsur kebahasaan</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
4.25 Menyusun teks interaksi transaksional tulis yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan	<p>penulisan laporan sederhana</p> <p>3.25.4 Menganalisis (C4) fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana</p> <p>4.25.1 Menggunakan teks interaksi transaksional</p>			<p>yang tepat sesuai konteks penggunaan (untuk menumbukan sikap kerja keras, tanggung jawab, kreatif, mandiri, demokratis, disiplin)</p> <p>Mengkomunikasikan Mengkomunikasikan teks laporan sederhana dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan (untuk menumbukan sikap menghargai prestasi, mandiri, demokratis, disiplin)</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
yang benar dan sesuai dengan konteks penggunaannya di dunia kerja.	tulis yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya di dunia kerja. 4.25.2 Menyusun teks interaksi				

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
	transaksional tulis yang melibatkan tindakan memberi dan meminta informasi terkait penulisan laporan sederhana dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya di dunia kerja.				
3.26 Menganalisis fungsi social,	3.26.1 Mengidentifikasi	Penyajian laporan	3 x 2jp x	Mengamati	Si O

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penyajian laporan secara lisan (report presentation)	<p>asi (C1) fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penyajian laporan secara lisan (report presentation)</p> <p>3.26.2 Membedakan (C2) fungsi social, struktur teks dan unsur kebahasaan</p>	<p>Fungsi sosial: Untuk menyajikan laporan sederhana</p> <p>b. Struktur Teks</p> <ul style="list-style-type: none"> 1. Opening 2. Introducing the topic 3. Elaborating the topic 4. Closing <p>- Tips menyajikan laporan:</p> <ul style="list-style-type: none"> ✓ How to open a speech ✓ How to propose idea ✓ How to elaborate idea ✓ How to 	45 menit	<p>Mengamati teks lisan tentang penyajian laporan (untuk menumbuhkan rasa ingin tahu)</p> <p>Menanya Mengajukan pertanyaan yang berhubungan dengan teks penyajian laporan (untuk menumbuhkan sikap mandiri, demokratis, disiplin)</p> <p>Mengumpulkan Data Mengumpulkan data mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai contoh teks penyajian laporan;</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
	<p>teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penyajian laporan secara lisan (report presentation)</p> <p>3.26.3 Menentukan (C3) fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan</p>	<p>close a speech</p> <ul style="list-style-type: none"> ✓ How to handle questions ✓ How to use body language ✓ How to maintain audience attention ✓ How to use presentation aids <p>c.Unsur</p> <p>Kebahasaan</p> <ul style="list-style-type: none"> - Kosa kata terkait topik - Tata Bahasa: <ul style="list-style-type: none"> ✓ Simple Present Tense ✓ Simpl 		<p>Mendiskusikan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks penyajian laporan; Menerapkan struktur teks, dan unsur kebahasaan dari teks penyajian laporan ke dalam latihan dengan tepat sesuai dengan konteks penggunaan (untuk menumbukkan sikap mandiri, demokratis, disiplin)</p> <p>Mengasosiasi</p> <p>Menyusun teks tentang penyajian laporan dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
4.26 Menyusun teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait penyajian	<p>meminta informasi terkait penyajian laporan secara lisan (report presentation)</p> <p>3.26.4 Menganalisis (C4) fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait penyajian</p>	<ul style="list-style-type: none"> e Past Tense ✓ Conjunction words ✓ Connector words - Ejaan dan tanda baca yang jelas, rapi dan tepat - Ucapan, tekanan kata, intonasi yang tepat ketika mempresentasikan secara lisan 		<p>penggunaan (untuk menumbukan sikap kerja keras, tanggung jawab, kreatif, mandiri, demokratis, disiplin)</p> <p>Mengkomunikasikan</p> <p>Mennyajikan laporan secara lisan dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan (untuk menumbukan sikap menghargai prestasi, mandiri, demokratis, disiplin)</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
<p>laporan dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya di dunia kerja.</p>	<p>laporan secara lisan (report presentation)</p> <p>4.26.1 Menggunakan teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait penyajian laporan dengan memperhatikan fungsi social, struktur teks dan unsur</p>				

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
	<p>kebahasaan yang benar dan sesuai dengan konteks penggunaan ya di dunia kerja.</p> <p>4.26.2 Menyusun teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait penyajian laporan dengan memperhatikan fungsi social, struktur teks dan unsur</p>				

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
	kebahasaan yang benar dan sesuai dengan konteks penggunaannya di dunia kerja.				
3.27 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menawarkan jasa , serta menanggapi nya, sesuai dengan konteks penggunaannya.	3.27.1 Mengidentifikasi (C1) fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menawarkan jasa , serta menanggapi nya, sesuai	<p>Teks lisan dan tulis untuk menawarkan jasa dan responnya</p> <p>a. Fungsi sosial Menawarkan jasa dengan baik dalam menjaga hubungan interpersonal dengan orang lain</p> <p>b. Struktur teks ✓ Are you busy? I really need</p>	3 x 2jp x 45 menit	<p>Mengamati Mengamati teks lisan dan tulis tentang menawarkan jasa dan responnya (untuk menumbuhkan rasa ingin tahu)</p> <p>Menanya Mengajukan pertanyaan tentang teks menawarkan jasa dan responnya (untuk menumbuhkan sikap mandiri, demokratis, disiplin)</p> <p>Mengumpulkan Data Mengumpulkan data mengenai fungsi</p>	Si O Pe n Te K n U

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
	<p>dengan konteks penggunaannya.</p> <p>3.27.2 Membedakan (C2) fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menawarkan jasa, serta menanggapi nya, sesuai dengan konteks penggunaannya.</p>	<p>your help.</p> <ul style="list-style-type: none"> ✓ May I help you? ✓ Do you need my help? ✓ You can call me if you need my help. ✓ Thanks for the offer. ✓ No, thank you. <p>c. Unsur kebahasaan</p> <ul style="list-style-type: none"> - Kosa kata terkait topik - Tata bahasa <ul style="list-style-type: none"> ✓ Simple present tense ✓ Simple Past Tense ✓ Modal auxiliary - Ejaan dan 		<p>sosial, struktur teks, dan unsur kebahasaan dari berbagai contoh teksmenawarkan jasa dan responnya; Mendiskusikan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teksmenawarkan jasa dan responnya (untuk menumbukan sikap mandiri, demokratis, disiplin)</p> <p>Mengasosiasi</p> <p>Menerapkan struktur teks, dan unsur kebahasaan dari teksmenawarkan jasa dan responnya ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan;</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
	3.27.3 Menentukan (C3) fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menawarkan jasa , serta menanggapi nya, sesuai dengan konteks penggunaan ny 4.27 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang	tanda baca yang jelas, rapi dan tepat - Ucapan, tekanan kata dan intonasi yang jelas dan tepat ketika mempresentasikan secara lisan 3.27.4 Menganalisis (C4) fungsi sosial, struktur teks, dan unsur kebahasaan teks		Menyusun teks lisan dan tulis mengenai menawarkan jasa dan responnya dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan (untuk menumbukkan sikap kerja keras, tanggung jawab, kreatif, mandiri, demokratis, disiplin) Mengkomunikasikan Mengkomunikasikan teks menawarkan jasa dan responnya secara lisan dan tulis dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan (untuk menumbukkan sikap menghargai prestasi,)

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
<p>melibatkan tindakan menawarkan jasa, dan menanggapi nya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>interaksi interpersonal lisan dan tulis yang melibatkan tindakan menawarkan jasa, serta menanggapi nya, sesuai dengan konteks penggunaan nya.</p> <p>4.27.1 Menggunakan teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan</p>			<p style="color: red;">mandiri, demokratis, disiplin)</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
	<p>menawarkan jasa, dan menanggapi nya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> <p>4.27.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan menawarkan jasa, dan menanggapi nya dengan</p>				

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
	memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks				
3.28 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja , dengan memberi dan meminta informasi terkait jati diri, latar belakang	3.28.1 Mengidentifikasi (C1) fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja , dengan memberi dan meminta informasi terkait jati	<p>Teks surat lamaran kerja</p> <p>a. Fungsi sosial Membuat surat lamaran kerja yang dapat menimbulkan kesan positif untuk membuat pembaca terkesan sehingga mencapai tujuannya.</p> <p>b. Struktur teks</p>	2 x 2jp x 45 menit	<p>Mengamati Mengamati teks surat lamaran kerja(untuk menumbuhkan rasa ingin tahu)</p> <p>Menanya Mengajukan pertanyaan tentang teks surat lamaran yang terdapat dalam teks kerja (untuk menumbuhkan sikap mandiri, demokratis, disiplin)</p> <p>Mengumpulkan Data Mengumpulkan data mengenai fungsi</p>	Si O Pe n Te Ke n Un

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
pendidikan/pengalaman kerja, sesuai dengan konteks penggunaannya	<p>diri, latar belakang pendidikan/pengalaman kerja, sesuai dengan konteks penggunaannya</p> <p>3.28.2 Membedakan (C2) fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja, dengan memberi dan meminta informasi</p>	<ul style="list-style-type: none"> - Parts of letter: <ul style="list-style-type: none"> ✓ The letter head ✓ Date ✓ Inside address ✓ Opening salutation ✓ The body/content ✓ Closing salutation ✓ Signature <p>c. Unsur kebahasaan</p> <ul style="list-style-type: none"> - Kosa kata yang lazim digunakan dalam surat lamaran kerja - Tata Bahasa: 		<p>sosial, struktur teks, dan unsur kebahasaan dari berbagai contoh tekssurat lamaran kerja; Mendiskusikan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks surat lamaran kerja (untuk menumbukan sikap mandiri, demokratis, disiplin)</p> <p>Mengasosiasi Menerapkan struktur teks, dan unsur kebahasaan dari teks surat lamaran kerja ke dalam latihan dengan tepat sesuai dengan konteks penggunaan (untuk menumbukan sikap kerja keras, tanggung jawab, kreatif,</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
	<p>terkait jati diri, latar belakang pendidikan/pengalaman kerja, sesuai dengan konteks penggunaannya</p> <p>3.28.3 Menentukan (C3) fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja, dengan memberi dan meminta informasi</p>	<ul style="list-style-type: none"> ✓ Simple present Tense ✓ Simple Past Tense ✓ Present Perfect tense ✓ Auxiliary verb <p>- Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p>		<p>mandiri, demokratis, disiplin)</p> <p>Mengkomunikasikan Menyusun surat lamaran kerja dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan (untuk menumbukkan sikap menghargai prestasi, mandiri, demokratis, disiplin)</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
4.28 Menyusun teks khusus surat lamaran kerja, yang memberikan informasi antara lain jati diri, latar belakang pendidikan/pengalaman kerja, dengan	<p>terkait jati diri, latar belakang pendidikan/pengalaman kerja, sesuai dengan konteks penggunaannya</p> <p>3.28.4 Menganalisis (C4) fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja, dengan memberi dan meminta informasi terkait jati diri, latar</p>				

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<p>belakang pendidikan/pengetahuan kerja, sesuai dengan konteks penggunaannya</p> <p>4.28.1 Menyampaikan/menjelaskan informasi tentang bagian-bagian surat dan unsur yang terdapat di dalamnya seperti antara lain jati diri, latar belakang pendidikan/pengetahuan kerja, dengan memperhatikan</p>				

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
	<p>n fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> <p>4.28.2 Menyusun surat lamaran kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang tepat dan sesuai konteks</p>				
3.29 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan	3.29.1 Mengidentifikasi (C1) fungsi sosial, struktur teks,	Teks tentang meminta dan memberi informasi terkait jati diri dalam	3 x 2jp x 45 menit	Mengamati Mengamati teks lisan dan tulis tentang meminta dan memberi informasi	Si O Pe n Te

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan)	<p>dan unsur kebahasaan teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan)</p> <p>3.29.2 Membedakan (C2) fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan yang</p>	<p>konteks pekerjaan (wawancara pekerjaan)</p> <p>a. Fungsi sosial: Untuk memberi dan meminta informasi dengan cara yang baik dan mengesankan terkait jati diri dalam konteks wawancara pekerjaan</p> <p>b. Struktur Teks:</p> <ul style="list-style-type: none"> -Personal Identity - Family - Educational Background - Personal Plan for career <p>c. Unsur kebahasaan:</p>		<p>terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan) (untuk menumbuhkan rasa ingin tahu)</p> <p>Menanya Mengajukan pertanyaan tentang teks meminta dan memberi informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan) (untuk menumbuhkan sikap mandiri, demokratis, disiplin)</p> <p>Mengumpulkan Data Mengumpulkan data mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai contoh teks meminta dan memberi informasi</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
	<p>melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan)</p> <p>3.29.3 Menentukan (C3) fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri</p>	<ul style="list-style-type: none"> - Kosakata: yang terkait dengan topik - Grammar: <ul style="list-style-type: none"> ✓ Adjective ✓ Passive Voice ✓ Simple Past Tense ✓ Simple Present tense - Ucapan, tekanan kata, dan intonasi yang jelas dan tepat ketika mempresen tasikan secara lisan 		<p>terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan); Mendiskusikan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks meminta dan memberi informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan) (untuk menumbukkan sikap mandiri, demokratis, disiplin)</p> <p>Mengasosiasi</p> <p>Menerapkan struktur teks dan unsur kebahasaan dari teks meminta dan memberi informasi terkait jati diri dalam konteks pekerjaan</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
4.29 Menyusun teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta	<p>dalam konteks pekerjaan (wawancara pekerjaan)</p> <p>3.29.4 Menganalisis (C4) fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan)</p>			<p>(wawancara pekerjaan) ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan; Menyusun teks lisan dan tulis tentang ungkapan mengenai meminta dan memberi informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan) dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan (untuk menumbukan sikap kerja keras, tanggung jawab, kreatif, mandiri, demokratis, disiplin)</p> <p>Mengkomunikasikan Mengkomunikasikan ungkapan meminta</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya di dunia kerja.	4.29.1 Menggunakan teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaann			dan memberi informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan) secara lisan dan tulis dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan (untuk menumbukan sikap menghargai prestasi, mandiri, demokratis, disiplin)

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
	<p>ya di dunia kerja.</p> <p>4.29.2 Menyusun teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai</p>				

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
	konteks penggunaannya di dunia kerja.				
3.30 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang keharusan , sesuai dengan konteks penggunaannya.	<p>3.30.1 Mengidentifikasi (C1) fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang keharusan, sesuai dengan konteks penggunaannya.</p> <p>3.30.2 Membedaka</p>	<p>Teks tentang ungkapan menyatakan keharusan</p> <p>a. Fungsi sosial Menanyakan dan menyatakan keharusan untuk menyarankan dan mengingatkan orang lain tentang sesuatu yang harus dilakukan/ditanya</p>	3 x 2jp x 45 menit	<p>Mengamati Mengamati teks lisan dan tulis tentang ungkapan menyatakan keharusan (untuk menumbuhkan rasa ingin tahu)</p> <p>Menanya Mengajukan pertanyaan tentang teks ungkapan menyatakan keharusan (untuk menumbuhkan sikap mandiri, demokratis, disiplin)</p> <p>Mengumpulkan Data Mengumpulkan data mengenai fungsi</p>	<p>Si O Pe n Te K n U</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
	<p>n (C2) fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang keharusan, sesuai dengan konteks penggunaannya</p> <p>3.30.3 Menentukan (C3) fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang keharusan,</p>	<p>b. Struktur teks</p> <ul style="list-style-type: none"> - You are supposed to hand in your assignment today. - She is to meet the principal as soon as possible <p>c. Unsur kebahasaan</p> <ul style="list-style-type: none"> - Kosakata: yang terkait dengan topik - Tata Bahasa: Modal auxiliary verbs: <ul style="list-style-type: none"> ✓ be supposed to ✓ be to ✓ have to 		<p>sosial, struktur teks, dan unsur kebahasaan dari berbagai contoh teks tentangkapan menyatakan keharusan; Mendiskusikan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks ungkapan menyatakan keharusan (untuk menumbukkan sikap mandiri, demokratis, disiplin)</p> <p>Mengasosiasi</p> <p>Menerapkan struktur teks, dan unsur kebahasaan dari teks ungkapan menyatakan keharusan ke dalam latihan lisan dan</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
4.30 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keharusan , dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p>sesuai dengan konteks penggunaannya.</p> <p>3.30.4 Menganalisis (C4) fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang keharusan, sesuai dengan konteks penggunaannya.</p> <p>4.30.1. Menggunakan teks lisan dan</p>	<ul style="list-style-type: none"> - Ejaan dan tanda baca yang jelas, rapi dan tepat - Ucapan, tekanan kata dan intonasi yang jelas dan tepat ketika mempresentasikan secara lisan 		<p>tertulis dengan tepat sesuai dengan konteks penggunaan; Menyusun teks lisan dan tulis tentang ungkapan menyatakan keharusan dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan (untuk menumbukan sikap kerja keras, tanggung jawab, kreatif, mandiri, demokratis, disiplin)</p> <p>Mengkomunikasikan</p> <p>Mengkomunikasikan teks tentang ungkapan menyatakan keharusan secara lisan dan tulis dengan menggunakan struktur teks dan</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
	<p>tulis untuk menyatakan dan menanyakan tentang keharusan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.30.2. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keharusan, dengan memperhatikan fungsi sosial,</p>			unsur bahasa yang tepat sesuai konteks penggunaan (untuk menumbukan sikap menghargai prestasi, mandiri, demokratis, disiplin)

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
	struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.				
3.31 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks news item lisan dan tulis dengan memberi dan meminta informasi terkait berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaan	3.31.1 Mengidentifikasi (C1) fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks news item lisan dan tulis dengan memberi dan meminta informasi terkait berita sederhana dari koran/radio/TV, sesuai dengan	<p>Teks beritasederhana dari Koran, TV, dll</p> <p>a. Fungsi sosial: Memberi informasi kepada pembaca/pendengar mengenai berita/kejadian yang menarik dan layak menjadi berita dengan cara pemberitaan yang mengundang perhatian</p>	3 x 2jp x 45 menit	<p>Mengamati Mengamati teks lisan dan tulis tentang teks berita (untuk menumbuhkan rasa ingin tahu)</p> <p>Menanya Mengajukan pertanyaan yang berkaitan dengan teks berita (untuk menumbuhkan sikap mandiri, demokratis, disiplin)</p> <p>Mengumpulkan Data Mengumpulkan data mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari</p>	S O P e n T K n U

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
nya	<p>konteks penggunaannya</p> <p>ya</p> <p>3.31.2 Membedakan (C2) fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks news item lisan dan tulis dengan memberi dan meminta informasi terkait berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya</p>	<p>b. Struktur teks:</p> <ul style="list-style-type: none"> 1.Main/newsword event 2.Background event & Elaboration (time, place, etc) 3. Source <p>c. Unsur kebahasaan:</p> <ul style="list-style-type: none"> 1.Kata dan ungkapan yang menarik perhatian tentang isi berita pada judul (headline) 2.Penghilangan kata-kata fungsional atau gramatikal (kata kerja bantu, artikel,dll) 3.Kalimat 		<p>berbagai contoh teksberita Mendiskusikan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai teks berita (untuk menumbukan sikap mandiri, demokratis, disiplin)</p> <p>Mengasosiasi</p> <p>Menerapkan struktur teks, dan unsur kebahasaan dari teks berita ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan; Menyusun teks berita lisan dan tulis dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan (untuk</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
4.31 Menangkap makna secara kontekstual	3.31.3 Menentukan (C3) fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks news item lisan dan tulis dengan memberi dan meminta informasi terkait berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya 3.31.4 Menganalisis (C4) fungsi sosial, struktur teks, dan unsur	langsung dengan kutipan dan kalimat tidak langsung 4.Kalimat pasif 5.Frasa adverbial dan kata depan tentang waktu, tempat dan cara 6.Ucapan, tekanan kata dan intonasi yang tepat ketika mempresentasikan secara lisan 7.Ejaan dan tanda baca yang jelas, rapi dan tepat		menumbukkan sikap kerja keras, tanggung jawab, kreatif, mandiri, demokratis, disiplin) Mengkomunikasikan Mengkomunikasikan teks berita secara lisan dan tulis dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan (untuk menumbukkan sikap menghargai prestasi, mandiri, demokratis, disiplin)

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks news items lisan dan tulis, dalam bentuk berita sederhana koran/radio/TV	<p>kebahasaan beberapa teks news item lisan dan tulis dengan memberi dan meminta informasi terkait berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaanya</p> <p>4.31.1 Menyalin makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks news items lisan</p>				

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	P
1	2	3	4	5	
	<p>dan tulis, dalam bentuk berita sederhana koran/radio/T V</p> <p>4.31.2 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks news items lisan dan tulis, dalam bentuk berita sederhana koran/radio/T V</p>				
3.32 Menganalisis fungsi sosial, struktur teks,	3.32.1 Mengidentifikasi (C1)	Teks pengandaian diikuti oleh perintah/saran	2 x 2jp x 45	Mengamati Mengamati teks lisan dan tulis tentang	Si O Pe

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan bidang keahlian dan konteks penggunaannya.	fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan bidang keahlian dan konteks penggunaannya.	<p>a. Fungsi sosial: Menyatakan pengandaian yg diikuti perintah/saran untuk meyarankan atau memerintah orang lain melakukan sesuatu</p> <p>b. Struktur Teks: If clause (present tense) + main clause (suggestion/advice) - If you want to get a good job, why don't you study hard from now?</p>	menit	<p>ungkapan pengandaian diikuti oleh perintah/saran (untuk menumbuhkan rasa ingin tahu)</p> <p>Menanya Mengajukan pertanyaan yang berhubungan dengan teks tentang pengandaian diikuti oleh perintah/saran (untuk menumbuhkan sikap mandiri, demokratis, disiplin)</p> <p>Mengumpulkan Data Mengumpulkan data mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai contoh teks pengandaian diikuti oleh perintah/saran); Mendiskusikan dan menganalisis fungsi sosial, struktur teks,</p>	n Te K n U I

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
	<p>3.32.2 Membedakan (C2) fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan bidang keahlian dan konteks penggunaannya.</p>	<ul style="list-style-type: none"> - If you want to be a chef, continue your study to culinary academic. c. Unsur Kebahasaan: <ul style="list-style-type: none"> - Kosa kata terkait topik - Tata Bahasa: <ul style="list-style-type: none"> ✓ Kalimat imperative di awali 'if', unless ✓ Simple Present Tense ✓ Kata kerja bantu <i>need, should, have to</i> - Ucapan, tekanan kata 		<p>dan unsur kebahasaan dari berbagai teks pengandaian diikuti oleh perintah/saran) (untuk menumbukan sikap mandiri, demokratis, disiplin)</p> <p>Mengasosiasi</p> <p>Menerapkan struktur teks, dan unsur kebahasaan dari teks pengandaian yang diikuti oleh perintah/saran ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan; Menyusun teks lisan dan tulis tentang pengandaian yang diikuti oleh perintah/saran dengan menggunakan struktur teks dan</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran
1	2	3	4	5
	<p>3.32.3 Menentukan (C3) fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan bidang keahlian dan konteks penggunaan</p>	<p>dan intonasi yang tepat</p> <ul style="list-style-type: none"> - Ejaan dan tanda baca yang jelas dan rapi 		<p>unsur bahasa yang tepat sesuai konteks penggunaan (untuk menumbukkan sikap kerja keras, tanggung jawab, kreatif, mandiri, demokratis, disiplin)</p> <p>Mengkomunikasikan Mengkomunikasikan teks pengandaian yang diikuti oleh perintah/saran secara lisan dan tulis dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan (untuk menumbukkan sikap menghargai prestasi, mandiri, demokratis, disiplin)</p>

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
4.32 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	ya. 3.32.4 Menganalisis (C4) fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran , sesuai dengan bidang keahlian dan konteks penggunaan				

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
	<p>ya.</p> <p>4.32.1 Menggunakan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran , dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai</p>				

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Aloka si Waktu (JP)	Kegiatan Pembelajaran	I
1	2	3	4	5	
	<p>konteks</p> <p>4.32.2 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran , dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>				

Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pokok	Alokasi Waktu (JP)	Kegiatan Pembelajaran	
1	2	3	4	5	
3.33 Pembahasan materi UN SMK	Membahas materi UN SMK	Kisi – kisi UN	14 x 2 jp x 45 menit	Semua materi sesuai kisi – kisi UN	

Par

Mengetahui:
Kepala SMK N 2 Pariaman
Pelajaran

Diperiksa oleh:
Waka Kurikulum

Dra. Arrahmi
Inggris
NIP.19620225 198603 2 003

Hasnul Rizki,S.Pd, M.Pd
NIP.19750714 200604 1 001



PEMERINTAH PROVINSI SUMATERA BARAT
DINAS PENDIDIKAN

Jl. Jendral Sudirman No. 52 Telp (0751) 20152 - 31531 Fax (0751) 20152 Padang

Nomor : 420.02 /Ngl /PSMK-2021 Padang, 1 Juli 2021
Lampiran : -
Hal : Izin Penelitian

Kepada Yth.
Dekan Fakultas Keguruan dan Ilmu
Pendidikan
Universitas Bung Hatta
di

Padang

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta Padang Nomor: 163/Pend-03/VII/2021 Tanggal 24 Juni 2021, perihal Izin melakukan Penelitian dalam rangka penyelesaian tugas akhir/ skripsi Mahasiswa yang tersebut dibawah ini atas nama:

Nama	: Agnes Mall Neksi
BP / NIM	: 2017 / 171001312024
Program Studi	: Pendidikan Bahasa Inggris
Tempat	: SMKN 2 Pariaman
Judul Penelitian	: Students' Ability in Writing Cause and Effect Sentence at Grade XII of Culinary Art SMKN 2 Pariaman
Waktu Penelitian	: 2 s.d 9 Juli 2021

Sehubungan dengan hal tersebut di atas secara prinsip kami tidak keberatan untuk memberi izin Uji Coba Penelitian dengan ketentuan sebaik berikut:

1. Berkoordinasi dengan Kepala SMKN 2 Pariaman
2. Pelaksanaan kegiatan tetap memperhatikan Protokol Kesehatan Covid-19.
3. Tidak memberatkan dan atau membebani siswa dan sekolah.
4. Kegiatan yang dilakukan sepenuhnya untuk kepentingan pendidikan dan tidak untuk dipublikasikan secara umum,
5. Data yang diambil sesuai dengan peraturan perundang-undangan yang berlaku.
6. Setelah selesai kegiatan tersebut agar menyampaikan laporan ke Dinas Pendidikan Provinsi Sumatera Barat cq. Kepala Bidang Pembinaan SMK Dinas Pendidikan Provinsi Sumatera Barat.

Demikianlah kami sampaikan, agar dapat dipergunakan sebagaimana mestinya.



Tembusan Disampaikan Kepada Yth :

1. Gubernur Sumatera Barat (sebagai laporan)
2. Ketua MKKS SMK Kota Pariaman
3. Kepala SMKN 2 Pariaman
4. Arsip



PEMERINTAH PROVINSI SUMATERA BARAT
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jln. Setia Budi No.15 Padang Telp. 0751-811341, 811343 Fax. 0751-811342
<http://dpmpfsp.sumbarprov.go.id>

SURAT KETERANGAN
Nomor : 570 / 1410 - PERIZ/DPM&PTSP/VII/2021

Rekomendasi Penelitian

- Menimbang : a. Bahwa untuk tertib administrasi dan pengendalian pelaksanaan penelitian dan pengembangan perlu diterbitkan rekomendasi penelitian;
b. Bahwa sesuai konsideran huruf a diatas, serta hasil Verifikasi Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sumatera Barat, berkas Persyaratan Administrasi Penelitian telah memenuhi syarat.
- Mengingat : 1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Republik Indonesia Nomor 23 Tahun 2014 tentang Pemerintah Daerah;
3. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
4. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian yang telah Dirubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Penerbitan Rekomendasi Penelitian.

Memperhatikan : Sesuai Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta Nomor : 163/Pend-03/VI/2021 tanggal 24 Juni 2021 tentang Mohon Surat Pengantar Izin Penelitian.

Dengan ini menerangkan bahwa kami memberikan Rekomendasi Penelitian kepada :

Nama : Agnes Mail Nesi
Tempat/Tanggal lahir : Kurai Taji, 11 Mei 2000
Pekerjaan : Mahasiswa
Alamat : Jl. Rasyid Broneng, Karan Aur, Pariaman Tengah, Kota Pariaman
Nomor Kartu Identitas : 1377035105000002
Judul Penelitian : Students#039; Ability In Writing Cause And Effect Sentence At XII Grade Of Culinary Art, SMKN 2 Pariaman
Lokasi Penelitian : SMKN 2 Pariaman
Jadwal penelitian : Juli 2021 s.d Desember 2021
Penanggung Jawab : Dr. Syukma Netti, M.Si

Dengan ketentuan sebagai berikut :

1. Wajib menghormati dan mentaati peraturan dan tata tertib di daerah setempat / Lokasi Penelitian;
2. Pelaksanaan penelitian agar tidak disalahgunakan untuk tujuan yang dapat mengganggu Kestabilan Keamanan dan Ketertiban di daerah setempat;
3. Melaporkan hasil penelitian dan sejenisnya kepada Gubernur Sumatera Barat melalui Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sumatera Barat;
4. Bila terjadi penyimpangan dari maksud / tujuan penelitian ini, maka surat rekomendasi ini tidak berlaku dengan sendirinya.

Demikianlah Rekomendasi ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Padang, 07 Juli 2021

A.n. GUBERNUR SUMATERA BARAT
KEPALA DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU



Tembusan:

1. Gubernur Sumatera Barat (sebagai laporan)
2. Kepala Badan Kesbangpol Provinsi Sumatera Barat

UU ITE No 11 Tahun 2008 Pasal 5 ayat 1:

Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah.
Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang ditetapkan BSI.





Yayasan Pendidikan Bung Hatta
UNIVERSITAS BUNG HATTA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

24 Juni 2021

Nomor : 163/Pend-03/VI/2021

Lamp. :-

Hal : *Permohonan Izin Penelitian*

Yth. Sdr. Kepala Dinas Pendidikan Provinsi Sumatera Barat
Jl. Jendral Sudirman No. 52, Jati Baru, Kec. Padang Timur

Dengan hormat,
Bersama surat ini disampaikan kepada Saudara bahwa mahasiswa Fakultas Keguruan dan Ilmu
Pendidikan Universitas Bung Hatta berikut ini :

Nama	: Agnes Mail Neksi
NPM	: 1710013121024
Jurusan	: Pendidikan Bahasa Inggris
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: Students' Ability in Writing Cause and Effect Sentence at Grade XII of Culinary Art SMKN 2 Parianan

Memerlukan penelitian di SMKN 2 Parianan, untuk pengumpulan data dalam rangka penulisan
skripsi. Lama penelitian/pengumpulan data tersebut dilakukan selama 1 Minggu. Oleh karena itu,
kami mohon kepada Saudara untuk memberikan izin kepada mahasiswa tersebut di atas.

Demikianlah surat ini disampaikan kepada Saudara. Alas perhatian dan kerja sama Saudara kami
ucapkan terima kasih.

Wassalam dan hormat
Wakil Dekan,

Dr. Syukma Netti, M.Si

Tembusan :
Yth. Ketua Prodi PING Universitas Bung Hatta

Kampus I : Jalan Sumatera Utara Karang Posteng, Kode Pos 25133, Telepon (0751) 705167/719/2008, Fax. 7055479
Kampus II : Jalan Brigjend Ariz Chani By Pass Air Pasah Padang, Kode Pos 25179, Telepon (0751) 463290
Kampus III : Jalan Cipoh Meda Nomor 19 Ctu Nanggalo Padang, Kode Pos 25143, Telepon (0751) 7054257, Fax: 7051341
Email : rektor@bunghatta.ac.id, rektoral@bunghatta.ac.id, [website](http://www.bunghatta.ac.id) www.bunghatta.ac.id



PEMERINTAH PROVINSI SUMATERA BARAT
DINAS PENDIDIKAN
SEKOLAH MENENGAH KEJURUAN
SMK NEGERI 2 PARIAMAN

Jalan Syamratulangi No. 11

Telp. (0751) 91823. e-mail :smkn2prmn@gmail.com

SURAT KETERANGAN PENELITIAN

No: 421/257/SMK N 2/2021

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Kejuruan Negeri 2 Pariaman dengan ini menerangkan bahwa.

Nama	:	AGNES MAIL NEXSI
NIM	:	1710013121024
Pekerjaan	:	Mahasiswa
Alamat	:	Karan Aur Kota Pariaman

Nama tersebut di atas telah melakukan Penelitian di Sekolah Menengah Kejuruan Negeri 2 Pariaman selama Satu (1) Minggu terhitung mulai tanggal 02 – 09 Juli 2021 dalam rangka penyusunan Skripsi dengan judul :“ STUDENT'S ABILITY IN WRITING COUSE AND EFFECT SENTENCE AT GRADE XII OF CULINARY ART SMK N 2 PARIAMAN ”.

Demikianlah surat keterangan penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

