



**IMPROVING STUDENTS' WRITING ABILITY OF NARRATIVE TEXT
THROUGH CAPITALIZATION, ORGANIZATION, PUNCTUATION
AND SPELLING (COPS) STRATEGY: A CLASSROOM ACTION
RESEARCH FOR THE STUDENTS OF XI-TKJ IN SMK NU MA'ARIF
KUDUS IN 2015/2016 ACADEMIC YEAR**

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MURIA KUDUS UNIVERSITY
2015**



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SKRIPSI
Presented to University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing the Sarjana Program
In English Education

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2015

MOTTO AND DEDICATION

❖ *Motto:*

- *Don't be afraid to move, because the distance of 1000 miles starts by a single step.*
- *Always be yourself and never be anyone else even if they look better than you.*
- *Intelligence is not the determinant of success, but hard work is the real determinant of your success.*

❖ *Dedication:*

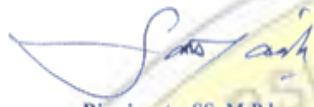
This skripsi is dedicated to:

- *His beloved parents, Mr. Bambang R and Mrs. Endang Widyoastuti.*
- *His beloved sister, Rahajeng Nurul Hikmah.*
- *All of her best friends in English Education Department of Muria Kudus University that she can not mention one by one.*
- *His beloved friends, Almu, Fahrudin, and Subhi.*
- *His friends "Heritage Foundation"*
- *Anybody who support hi*

ADVISORS' APPROVAL

This is to certify that the Skripsi of Muhammad Arizal Imam Sasono (201132194) has been approved by the skripsi advisors for further approval by the Examining Committee.

Kudus, January 2015
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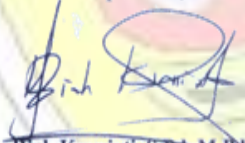
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Finally, the writer hopes this *skripsi* will be useful for them who are in the field of education.

Kudus,

2016

The Writer

Muhammad Arizal Imam Sasono

ABSTRACT

Sasono, Muhammad Arizal Imam. 2016. *Improving Students' writingability of Narrative Text Through Capitalization, Organization, Punctuation And Spelling (Cops) Strategy: A Classroom Action Research For The Students Of Xi-Tkj In SMK NU Ma'arif Kudus In 2015/2016 Academic Year*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Rismiyanto, SS, M.Pd, (ii) AtikRokhayani, S.Pd, M.Pd.

Key words: *COPS Strategy, writing ability, narrative text, classroom action research.*

There are two basic elements of learning English, the language skills and language components. Language skill consists of listening, speaking, reading, and writing, and the three components of the English consists vocabulary, grammar, and pronunciation. One of the essential language skills mastered by students, especially students of SMK, is writing. Based on the curriculum of 2013, each vocational school students are expected to write the text, one of which is writing a narrative text. However, the facts show that many of eleventh grade students of SMK NU MAARIF Kudus still difficult to deliver and develop their ideas in writing. Therefore, the writer proposes COPS as teaching strategies to solve the problems of students.

The purpose of this study was to describe the implementation of COPS in improving the ability of writing narrative text of eleventh grade students of SMK NU MAARIF Kudusacademic year 2015/2016. The authors hope COPS can help students to express and develop their ideas in writing.

This study is included in a class action research. The strategy used in this study is COPS. This research was conducted in SMK NU MAARIF Kudus, while the subject of this study is Eleven TKJ class 1 (XI TKJ 1) SMK NU MAARIF Kudus totaling 40 students. Before implementing the research cycle, the writer obtained the data from the teacher. Data showed that the average is 65. This means that the achievement of students categorized sufficient. This study was conducted in two cycles. In addition, the writer used two instruments in this research, are observation and written tests. Observation sheet was used to determine the activities of teachers and students during the learning process, while the written test was used to measure students' writing ability.

Based on these results, the average of students increased from 75.52 in cycle I. then in the second cycle increased to 82.58. From the above data, the category average value of narrative text writing skills of students in the first cycle is sufficient, while the average of narrative text writing skills of students in the second cycle is good. From these explanations, it can be concluded that COPS can improve the ability to write narrative text eleventh grade TKJ 1of SMK NU MAARIF Kudus academic year 2015/2016.

From the above facts, the author gives advice to teachers to use COPS in learning to write in English. Thus, students can use as a learning strategy COPS them to deliver and develop their ideas.

ABSTRAK

Sasono, Muhammad Arizal Imam. 2016. *Meningkatkan Siswa Menulis Kemampuan Narasi Teks Melalui Kapitalisasi, Organisasi, Tanda Baca Dan Ejaan (Cops) Strategi: A Penelitian Ruang Kelas Tindakan Untuk Mahasiswa Xi-Tkj SMK NU Ma'arif Kudus Di Tahun Akademik 2015/2016*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Rismiyo, SS, M.Pd, (ii) Atik Rokhayani, S.Pd, M.Pd.

Kata kunci: *COPS Strategi, kemampuan menulis, teks narrative, penelitian tindakan kelas.*

Terdapat dua elemen dasar pembelajaran bahasa Inggris, yaitu kemampuan berbahasa dan komponen berbahasa. Kemampuan berbahasa terdiri dari mendengarkan, berbicara, membaca, dan menulis, dan tidak komponen bahasa Inggris itu sendiri yaitu kosakata, tata bahasa, dan pengucapan kata. Salah satu kemampuan berbahasa yang penting untuk dipelajari dan dikuasai oleh siswa khususnya siswa SMK adalah menulis. Berdasarkan kurikulum 2013, setiap siswa SMK diharapkan mampu menulis teks, salah satunya adalah menulis teks naratif. Tetapi, faktanya menunjukkan bahwa banyak siswa kelas sebelas SMK NU MAARIF Kudus masih kesulitan untuk menyampaikan dan mengembangkan ide-ide mereka dalam bentuk tulisan. Oleh karena itu, penulis mengusulkan COPS sebagai strategi pengajaran untuk memecahkan masalah siswa.

Tujuan penelitian ini adalah untuk mendeskripsikan implementasi COPS dalam meningkatkan kemampuan menulis teks naratif siswa kelas sebelas SMK NU MAARIF Kudus tahun pelajaran 2015/2016. Penulis berharap COPS dapat membantu siswa untuk menyampaikan dan mengembangkan ide mereka dalam bentuk tulisan.

Penelitian ini termasuk dalam penelitian tindakan kelas. Strategi yang digunakan dalam penelitian ini adalah COPS. Penelitian ini dilakukan di SMK NU MAARIF Kudus, sedangkan subjek penelitian ini adalah kelas Sebelas TKJ 1 (XI TKJ 1) SMK NU MAARIF Kudus yang berjumlah 40 siswa. Sebelum mengimplementasikan siklus penelitian, penulis mendapatkan data dari guru. Data menunjukkan bahwa nilai rata-ratanya 65. Hal tersebut berarti bahwa prestasi siswa di kategorikan cukup. Penelitian ini dilakukan sebanyak dua siklus. Selain itu, penulis menggunakan dua instrumen di penelitian ini, yaitu lembar observasi dan test tertulis. Lembar observasi digunakan untuk mengetahui kegiatan guru dan siswa selama proses belajar mengajar, sedangkan test tertulis digunakan untuk mengukur kemampuan menulis siswa.

Berdasarkan hasil penelitian ini, nilai rata-rata siswa meningkat dari 75,52 di siklus I. kemudian di siklus II mengalami peningkatan menjadi 82,58. Dari data di

atas, kategori nilai rata-rata kemampuan menuliskan ratif siswa di siklus I adalah cukup, sedangkan nilai rata-rata kemampuan menuliskan ratif siswa di siklus II adalah bagus. Dari penjelasan tersebut, dapat disimpulkan bahwa COPS dapat meningkatkan kemampuan menuliskan ratif siswa kelas sebelas TKJ 1 SMK NU MAARIF Kudus tahun pelajaran 2015/2016.

Dari fakta di atas, penulis memberikan saran kepada guru untuk menggunakan COPS untuk pembelajaran menulis dalam bahasa Inggris. Sehingga, siswa dapat menggunakan COPS sebagai strategi pembelajaran mereka dalam menyampaikan dan mengembangkan ide-ide mereka.



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