

**RESEARCH MATRIX**

| TITLE  | PROBLEM   | VARIABLES  | INDICATOR   | DATA RESOURCE  | RESEARCH METHOD  | HYPOTHESIS                                 |
|--|---|--|---|--|--|--|
| Improving Writing ability by using RAFT (Role, Audience, Format, and Topic) at Eight Grade in SMP Negeri 1 Glenmore in the Academic Year 2018/2019 | How does RAFT method improve writing skill ability? | <ol style="list-style-type: none"> <li>Independent variable : RAFT method</li> <li>Dependent variable: The students' writing of Eight grade MTS Arkanul Islam Situbondo</li> </ol> | <ol style="list-style-type: none"> <li>Writing by using RAFT method <ul style="list-style-type: none"> <li>Understand the use of the RAFT method to improve student writing</li> <li>Perceiving a topic that given by the teacher</li> <li>students are able to write well and correctly.</li> </ul> </li> <li>Activity <ul style="list-style-type: none"> <li>Explain to the students how all writers have to consider various aspects before every writing assignment including role, audience, format, and topic.</li> <li>the students select an audience for their message.</li> <li>the students select a format appropriate for</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>Respondents : The Eight students of MTS Arkanul Islam Situbondo in the academic year 2018/2019.</li> <li>Research informant : Headmaster, teacher, students of MTS Arkanul Islam Situbondo</li> </ol> | <ol style="list-style-type: none"> <li>Research Subject: Students VIII</li> <li>Research Location: MTS Arkanul Islam Situbondo</li> <li>Research Design Classroom Action Research Cycle : <ul style="list-style-type: none"> <li>Planning</li> <li>Acting</li> <li>Observing</li> <li>Reflecting</li> </ul> </li> <li>Data Collection <ul style="list-style-type: none"> <li>Test</li> <li>Observation</li> <li>Interview</li> <li>Documentation</li> </ul> </li> <li>Learning Competences Formula:</li> </ol> | RAFT can improved students writing ability |

|  |  |  |   |   |   |  |
|--|--|--|---|---|---|--|
|  |  |  | <p>their role, audience, and topic</p> <ul style="list-style-type: none"> <li>the students should have the opportunity to “publish” their messagees.</li> </ul> | <p>3. Documents that support data</p> <p>4. Relevant literature</p> | $P = \frac{n}{N} \times 100 \%$ <p>Note:</p> <p>P = The percentage of students learning</p> <p>n = The number of students completed</p> <p>N = The number of all students</p> <p>Students Activity Formula :</p> $P = \frac{N}{M} \times 100 \%$ <p>P = The percentage of learning competences</p> <p>N = The number of scores obtained</p> <p>M = Maximum score amount</p> |  |
|--|--|--|---|---|---|--|

Appendix 2

**PRELIMINARY STUDY OF MTS ARKANUL ISLAM SITUBONDO**

| NO | NAMES                     | SCORE | CONCLUSION   |
|----|---------------------------|-------|--------------|
| 1  | Asmawati                  | 65    | Not achieved |
| 2  | Desi Ratnasari            | 60    | Not achieved |
| 3  | Fitriyatul Lailiyah       | 65    | Not achieved |
| 4  | Kholifatur Riskiyah       | 75    | Achieved     |
| 5  | Kipyati                   | 70    | Achieved     |
| 6  | Lilik Indrayani           | 65    | Not achieved |
| 7  | Nur Ayuni                 | 65    | Not achieved |
| 8  | Nur jamila                | 55    | Not achieved |
| 9  | Moh. Sukron               | 60    | Not achieved |
| 10 | Muhammad Buhori<br>Muslim | 75    | Achieved     |
| 11 | Rizky Febriyanti          | 75    | Achieved     |
| 12 | Sherly Wahyu Anggraeni    | 65    | Not achieved |
| 13 | Siti Khotimah             | 65    | Not achieved |
| 14 | Siti Maimunah             | 65    | Not achieved |
| 15 | Siti Musyarrofah          | 50    | Not achieved |
| 16 | Siti Syariah              | 70    | Achieved     |
| 17 | Vita Isa                  | 75    | Achieved     |
| 18 | Andre Vian Adi Pratama    | 60    | Not achieved |
| 19 | Hafendi                   | 75    | Achieved     |
| 20 | Sumiatun                  | 60    | Not achieved |
|    | The students got > 70     |       | 7 students   |
|    | Total score               | 1315  |              |

$$\text{Mean} = \frac{\text{Total Score}}{\text{Jumlah Siswa}} = \frac{1315}{20} = 65,75$$

$$E = \frac{n}{N} \times 100\% = \frac{7}{20} \times 100\% = 35\%$$

Notes :

E = the percentage of the students who achieve the minimum standard score 75

n = the number of students who achieved the minimum standard score 75

N = the total number of the students

Appendix 3

**The scoring criteria of the students' Descriptive text writing**

| Components | Score | Criteria   |
|------------|-------|--|
| GRAMMAR    | 3     | There is a subject and use (s/es) or complete sentence.                        |
|            | 4     | There is no subject or verb  |
|            | 3     | Errors of grammar or word order very frequent, reading is necessary for fully. |
|            | 2     | Errors of grammar or word order very frequent, readers own interpretation      |
|            | 1     | There is no use any grammar  |
| VOCABULARY | 5     | Use appropriate terms or word to express of their idea.                        |
|            | 4     | Use wrong or inappropriate terms or word expression of idea.                   |
|            | 3     | Limited vocabulary, the reader can comprehend the idea.                        |
|            | 2     | Vocabulary so limited and the reader cannot understand the idea.               |
|            | 1     | Vocabulary very limit, it is difficult to understand                           |

|              |   |  |
|--------------|---|--|
| MECHANICS    | 5 | Punctuations, capitalization or spellings are right.                                     |
|              | 4 | Errors in punctuation, capitalization or spelling, need re-reading to comprehension.     |
|              | 3 | Frequent errors in spelling, capitalization or punctuation, lead sometimes to obscurity. |
|              | 2 | Errors in spelling, capitalization or punctuation.                                       |
|              | 1 | Did not use any punctuation or capitalization.   |
| ORGANIZATION | 5 | Good organization, very clear information or explanation.                                |
|              | 4 | Some lacks of organization, needs re-reading to get clear information or explanation     |
|              | 3 | Little or no attempt at connectivity, thought reader can deduce some organization.       |
|              | 2 | Individual ideas may be clear, but there is no connection between them.                  |
|              | 1 | Lack of organization, the reader cannot understand the information or explanation.       |
| SCORE:       |   |  |

Grammar:----+ Vocabulary:-----+ Mechanic:-----+ Organization:---- = Total

Writing score :  $\frac{\text{Total}}{20} \times 100 = \text{----}$

(Adapted from : Hughes,2003:101)



Appendix 4

**LESSON PLAN**

**CYCLE 1 (first meeting and second meeting)**

School : MTS. Arkanul Islam Situbondo

Mata Pelajaran : ENGLISH

Topic/Sub Topic : Writing about Descriptive text

Kelas/semester : VIII/2

Tahun Pelajaran : 2018 / 2019

Time Allocation : 2 pertemuan

**A. Kompetensi Inti :**

|                     |  |
|---------------------|--|
| KI 4<br>Pengetahuan | Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata. |
|---------------------|--|

**B. Kompetensi Dasar dan Indikator pencapaian Kompetensi**

**Kompetensi Dasar**

3.3 memahami cara dan fakta yang diperlukan untuk mendeskripsikan lingkungan sosial dan objek senibudaya disekitarnya (generic structure/language feature descriptive text.

**Indikator**

1. Students can identify social functions of the text
2. Students can identify text language features

3. Students can identify the text structure
4. Students can write well and correctly.

### **C. Tujuan Pembelajaran**

Selama dan setelah proses pembelajaran siswa dapat :

1. Diberikan teks deskriptif sederhana siswa dapat mengidentifikasi fungsi sosial dengan benar
2. Diberikan teks deskriptif sederhana siswa dapat mengidentifikasi struktur teks dengan benar
3. Diberikan teks deskriptif sederhana siswa dapat mengidentifikasi ciri kebahasaan dengan benar
4. Diberikan teks deskriptif sederhana siswa dapat menulis teks deskriptif

### **D. Materi Pembelajaran**

#### **My Classroom**

I studied in 7.3 class. It is a class with size around 30 m<sup>2</sup> with white paint that secured every one of the dividers. In my classroom there are around 30 tables and seats masterminded well. Before tables and seats, there are two adequately vast Whiteboards. Over the whiteboard, there is pair of photographs of President of republic Indonesia and Pancasila image. Other than the photographs of president, there are additionally such a large number of legends' photos who adhered to the mass of my classroom. At the side of my classroom, there is a bureau used to store janitorial apparatuses, for example, floor brushes, plume duster, and others. Right by the bureau, there is an educator's work area which is secured with blue tablecloth. On the instructor's work area, there is a wonderful blossom vase and a heap of books that requested well.

My classroom is a perfect and agreeable class for learning. Indeed, even my classroom dependably wins the cleanness and culmination rivalry held in my school consistently. The cleanliness in my school dependably keep up on the grounds that we generally hold a picket plan. Each morning, my class is constantly cleaned before the lesson starts. Subsequently, my class dependably turns into the most loved class for instructors. They are exceptionally partial to being in my class in light of the fact that the environment which so agreeable.



### E. Pendekatan, Model dan Metode

Pendekatan : Discussion starter web

Metode : diskusi dan tanya jawab

### F. Kegiatan Pembelajaran

#### 1. Pertemuan Pertama 2 x 45 menit

| <b>Kegiatan</b> | <b>Deskripsi Pembelajaran</b>  |
|-----------------|--|
| pendahuluan     | 1. Menciptakan suasana kelas yang menyenangkan.<br>2. Mengucapkan salam dan berdoa bersama<br>3. Menginformasikan tujuan yang akan dicapai selama pembelajaran<br>4. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran<br>5. Menyampaikan tehnik yang akan digunakan serta aspek penilaian  |
| Inti            | <b>Mengamati1.</b><br>1. Dengan bimbingan guru, untuk mengeluarkan alat tulis dan diletakkan di atas meja masin-masing<br>2. Guru memberikan contoh teks deskriptif pada siswa dan siswa diminta untuk menyebutkan structure teksnya<br>2. Siswa membuat teks descriptive dengan tema yang telah ditentukan oleh guru dan menggunakan RAFT strategy<br><b>Menanya</b><br>1. Dengan bimbingan guru, siswa |

|                |   |
|----------------|---|
|                | <p>mempertanyakan tentang kata-kata yang sulit dan struktur teks descriptive.</p> <p>2. siswa bertanya jika masih ada yang tidak paham dengan strategy RAFT</p> <p>3. Guru menjelaskan tentang struktur teks dan struktur bahasa yang ada pada descriptive teks. Dan juga stragey RAFT</p> <p><b>Mengeksplorasi</b></p> <p>1. Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menulis descriptif dengan baik dan benar. Menggunakan strategy RAFT</p> <p><b>Mengasosiasi</b></p> <p>1. Secara bersama-sama, siswa mendiskusikan kata sifat yang terdapat pada teks descriptive teks.</p> <p>2. Secara individu, siswa menyimpulkan isi dari teks descriptive teks.</p> <p><b>Mengkomunikasikan</b></p> <p>1. Setiap individu membacakan hasil diskusi</p> <p>Siswa memperhatikan dan mengoreksi generic structure</p> |
| <p>Penutup</p> | <p>1. Melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan</p> <p>2. Memberikan umpan balik terhadap proses dan hasil pembelajaran.</p> <p>4. DoaTutup</p>  |

## 2. Pertemuan Kedua 2 x 45 menit

| <b>Kegiatan</b> | <b>Deskripsi Pembelajaran</b>   |
|-----------------|---|
| pendahuluan     | 1. Menciptakan suasana kelas yang menyenangkan.<br>2. Mengucapkan salam dan berdoa bersama<br>3. Menginformasikan tujuan yang akan dicapai selama pembelajaran<br>4. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran<br>5. Menyampaikan tehnik yang akan digunakan serta aspek penilaian |
| Inti            | <p><b>Mengamati1.</b></p> 1. Dengan bimbingan guru, siswa disuruh menyiapkan alat tulis<br>2. Guru menanyakan tentang materi kemarin yang sudah dipelajari<br>2. Siswa membuat teks descriptive dengan tema yang telah ditentukan oleh guru   |

|         |  |
|---------|--|
|         | <p>1. Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menulis deskriptif dengan baik dan benar.</p> <p><b>Mengasosiasi</b></p> <p>1. Siswa mendiskusikan kata sifat yang terdapat pada teks deskriptif.</p> <p>2. Siswa menyimpulkan isi dari teks deskriptif.</p> <p><b>Mengkomunikasikan</b></p> <p>1. Setiap siswa membacakan hasil diskusi</p> <p>Siswa memperhatikan dan mengoreksi generic structure</p> |
| Penutup | <p>1. Melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan</p> <p>2. Memberikan umpan balik terhadap proses dan hasil pembelajaran.</p> <p>4. Doa Tutup</p>  |

### G. Alat/Bahan dan Media Pembelajaran

Buku paket bahasa Inggris, LKS, teks deskriptif

### H. Sumber Belajar

LKS, Buku Teks Bahasa Inggris

### I. Soal

**Make a descriptive text about My School and My Classroom!**

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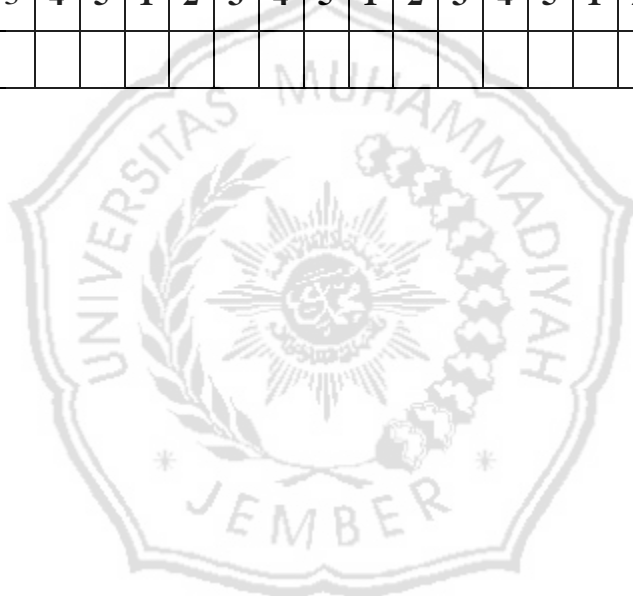


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## J. Penilaian

### Pedoman Penilaian

| Name | Aspect of Evaluation |   |   |   |   |            |   |   |   |   |          |   |   |   |   |              |   |   |   |   | Score | Total score |
|------|----------------------|---|---|---|---|------------|---|---|---|---|----------|---|---|---|---|--------------|---|---|---|---|-------|-------------|
|      | Grammar              |   |   |   |   | Vocabulary |   |   |   |   | Mechanic |   |   |   |   | Organization |   |   |   |   |       |             |
|      | 1                    | 2 | 3 | 4 | 5 | 1          | 2 | 3 | 4 | 5 | 1        | 2 | 3 | 4 | 5 | 1            | 2 | 3 | 4 | 5 |       |             |
|      |                      |   |   |   |   |            |   |   |   |   |          |   |   |   |   |              |   |   |   |   |       |             |



Appendix 5

**WRITING TEST**

**Cycle 1 (second meeting)**

Subject : English

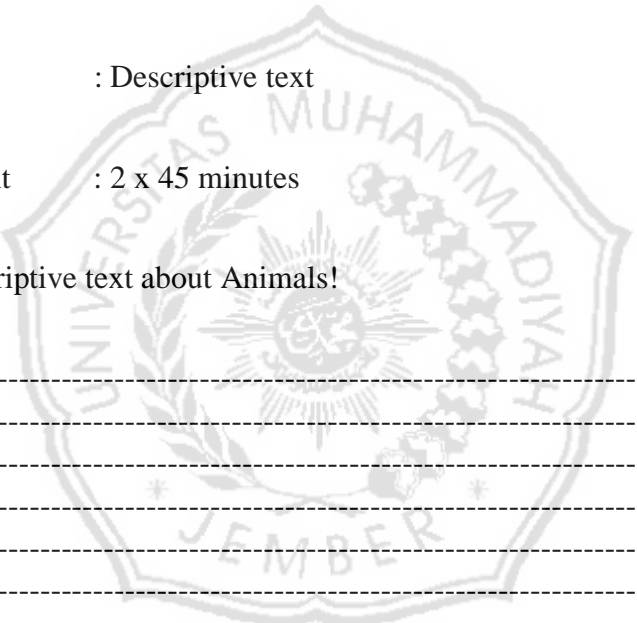
Level/Semester : VIII/A

Language Ability : Writing

Text type : Descriptive text

Time Allotment : 2 x 45 minutes

1. make a descriptive text about Animals!



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Appendix 6

**LESSON PLAN**

**CYCLE 2 (first meeting and second meeting)**

School : MTS. Arkanul Islam Situbondo

Mata Pelajaran : ENGLISH

Topic/Sub Topic : Writing about Descriptive text

Kelas/semester : VIII/2

Tahun Pelajaran : 2018 / 2019

Time Allocation : 2 pertemuan

**A. Kompetensi Inti :**

|                     |  |
|---------------------|--|
| KI 4<br>Pengetahuan | Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata. |
|---------------------|--|

**B. Kompetensi Dasar dan Indikator pencapaian Kompetensi**

**Kompetensi Dasar**

3.3 memahami cara dan fakta yang diperlukan untuk mendeskripsikan lingkungan sosial dan objek senibudaya disekitarnya (generic structure/language feature descriptive text).

**Indikator**

1. Students can identify social functions of the text
2. Students can identify text language features

3. Students can identify the text structure
4. Students can write well and correctly.

### **C. Tujuan Pembelajaran**

Selama dan setelah proses pembelajaran siswa dapat :

1. Diberikan teks deskriptif sederhana siswa dapat mengidentifikasi fungsi sosial dengan benar
2. Diberikan teks deskriptif sederhana siswa dapat mengidentifikasi struktur teks dengan benar
3. Diberikan teks deskriptif sederhana siswa dapat mengidentifikasi ciri kebahasaan dengan benar
4. Diberikan teks deskriptif sederhana siswa dapat menulis teks deskriptif

### **D. Materi Pembelajaran**

#### **my cat**

I have a pet cat. It's name is Winkie. It's white and grey in color. It has lovely green eyes. It is very soft and furry. It eats fish and drinks milk. It plays with me when I come back from school. It likes to play with ball in the garden. It loves me and shows it's love by licking me when I come back from school. It sleeps in a small basket near my bed. I love my pet very much and take care of it.

Ning setiawati 01/05/2019



### E. Pendekatan, Model dan Metode

Pendekatan : Discussion

Metode : diskusi dan tanya jawab

### F. Kegiatan Pembelajaran

1. Pertemuan Pertama 2 x 45 menit

| <b>Kegiatan</b> | <b>Deskripsi Pembelajaran</b>   |
|-----------------|---|
| pendahuluan     | 1. Menciptakan suasana kelas yang menyenangkan.<br>2. Mengucapkan salam dan berdoa bersama<br>3. Menginformasikan tujuan yang akan dicapai selama pembelajaran<br>4. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran<br>5. Menyampaikan tehnik yang akan digunakan serta aspek penilaian   |
| Inti            | <b>Mengamati1.</b><br>1. Dengan bimbingan guru, siswa diminta untuk menyiapkan kertas dan bolpoint.<br>2. Siswa membuat teks descriptive dengan tema yang telah ditentukan oleh guru<br><b>Menanya</b><br>1. Dengan bimbingan guru, siswa mempertanyakan tentang kata-kata yang sulit dan struktur teks descriptive. Dan kesulitan menggunakan strategi RAFT<br>2. Guru menjelaskan tentang struktur teks dan struktur bahasa yang ada pada |

|         |  |
|---------|--|
|         | <p>descriptive teks.</p> <p><b>Mengeksplorasi</b></p> <p>1. Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menulis descriptif dengan baik dan benar.</p> <p><b>Mengasosiasi</b></p> <p>1. Siswa mendiskusikan kata sifat yang terdapat pada teks descriptive teks.</p> <p>2. Siswa menyimpulkan isi dari teks descriptive teks.</p> <p><b>Mengkomunikasikan</b></p> <p>1. Setiap siswa membacakan hasil diskusi</p> <p>Siswa memperhatikan dan mengoreksi generic structure</p> |
| Penutup | <p>1. Melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan</p> <p>2. Memberikan umpan balik terhadap proses dan hasil pembelajaran.</p> <p>4. Doa Tutup</p>  |

## 2. Pertemuan Kedua 2 x 45 menit

| <b>Kegiatan</b> | <b>Deskripsi Pembelajaran</b>   |
|-----------------|---|
| pendahuluan     | <p>1. Menciptakan suasana kelas yang menyenangkan.</p> <p>2. Mengucapkan salam dan berdoa bersama</p> <p>3. Menginformasikan tujuan yang akan</p> |

|      |  |
|------|--|
|      | <p>dicapai selama pembelajaran</p> <p>4. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran</p> <p>5. Menyampaikan tehnik yang akan digunakan serta aspek penilaian</p>  |
| Inti | <p><b>Mengamati1.</b></p> <p>1. Dengan bimbingan guru, siswa menyiapkan alat tulis</p> <p>2. Siswa membuat teks descriptive dengan tema yang telah ditentukan oleh guru dan menggunakan strategi RAFT</p> <p><b>Menanya</b></p> <p>1. Dengan bimbingan guru, siswa mempertanyakan tentang kata-kata yang sulit dan struktur teks descriptive. Danstratgei RAFT</p> <p>2. Guru menjelaskan tentang struktur teks dan struktur bahasa yang ada pada descriptive teks.</p> <p><b>Mengeksplorasi</b></p> <p>2. Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menulis descriptif dengan baik dan benar.</p> <p><b>Mengasosiasi</b></p> <p>1. Siswa mendiskusikan kata sifat yang terdapat pada teks descriptive teks.</p> <p>2. Secara individu, siswa menyimpulkan</p> |

|         |  |
|---------|--|
|         | <p>isi dari teks descriptive teks.</p> <p><b>Mengkomunikasikan</b></p> <p>1. Setiap siswa membacakan hasil diskusi</p> <p>Siswa memperhatikan dan mengoreksi generic structure</p> |
| Penutup | <p>1. Melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan</p> <p>2. Memberikan umpan balik terhadap proses dan hasil pembelajaran.</p> <p>4. DoaTutup</p>   |

### G. Alat/Bahan dan Media Pembelajaran

Gambar

### H. Sumber Belajar

Gambar

### I. Soal

**Make a descriptive text about My Dog and My Cat!**

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**J. Penilaian****Pedoman Penilaian**

| Name | Aspect of Evaluation |   |   |   |   |            |   |   |   |   |          |   |   |   |   |              |   |   |   |   | Score | Total score |
|------|----------------------|---|---|---|---|------------|---|---|---|---|----------|---|---|---|---|--------------|---|---|---|---|-------|-------------|
|      | Grammar              |   |   |   |   | Vocabulary |   |   |   |   | Mechanic |   |   |   |   | Organization |   |   |   |   |       |             |
|      | 1                    | 2 | 3 | 4 | 5 | 1          | 2 | 3 | 4 | 5 | 1        | 2 | 3 | 4 | 5 | 1            | 2 | 3 | 4 | 5 |       |             |
|      |                      |   |   |   |   |            |   |   |   |   |          |   |   |   |   |              |   |   |   |   |       |             |



Appendix 7

**WRITING TEST**

**Cycle 2 (fourth meeting)**

Subject : English

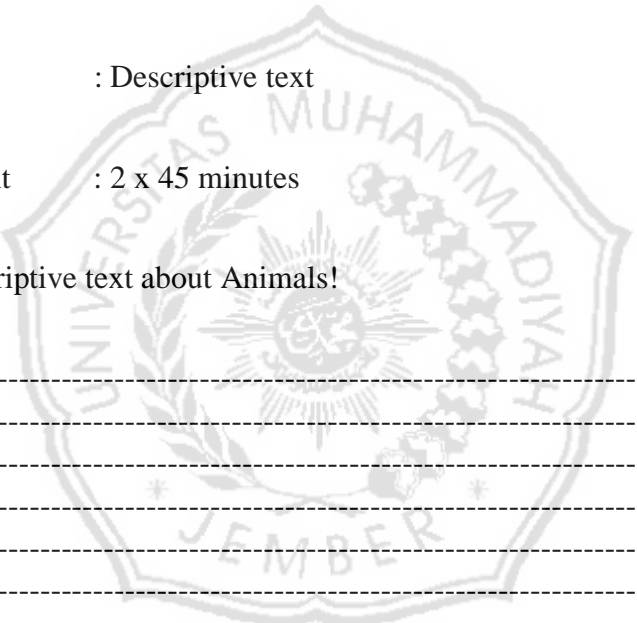
Level/Semester : VIII/A

Language Ability : Writing

Text type : Descriptive text

Time Allotment : 2 x 45 minutes

1. Make a descriptive text about My School!



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Appendix 8

**The Students Name List of The Researcher**

| No | Name                   | L/P | Keterangan |
|----|------------------------|-----|------------|
| 1  | Asmawati               | p   | √          |
| 2  | Desi Ratnasari         | P   | √          |
| 3  | Fitriyatul Lailiyah    | P   | √          |
| 4  | Kholifatur Riskiyah    | P   | √          |
| 5  | Kipyati                | P   | √          |
| 6  | Lilik Indrayani        | P   | √          |
| 7  | Nur Ayuni              | P   | √          |
| 8  | Nur jamila             | P   | √          |
| 9  | Moh. Sukron            | L   | √          |
| 10 | Muhammad Buhori Muslim | L   | √          |
| 11 | Rizky Febriyanti       | L   | √          |
| 12 | Sherly Wahyu Anggraeni | P   | √          |
| 13 | Siti Khotimah          | P   | √          |
| 14 | Siti Maimunah          | P   | √          |
| 15 | Siti Musyarrofah       | P   | √          |
| 16 | Siti Syariah           | P   | √          |
| 17 | Vita Isa               | P   | √          |
| 18 | Andre Vian Adi Pratama | L   | √          |
| 19 | Hafendi                | L   | √          |
| 20 | Sumiatun               | p   | √          |

Appendix 9

**The Students Attendance List**

| No | Name                   | Cycle 1   |           | Cycle 2   |           |
|----|------------------------|-----------|-----------|-----------|-----------|
|    |                        | Meeting 1 | Meeting 2 | Meeting 1 | Meeting 2 |
| 1  | Asmawati               | √         | √         | √         | √         |
| 2  | Desi Ratnasari         | √         | √         | √         | √         |
| 3  | Fitriyatul Lailiyah    | √         | √         | √         | √         |
| 4  | Kholifatur Riskiyah    | √         | √         | √         | √         |
| 5  | Kipyati                | √         | √         | √         | √         |
| 6  | Lilik Indrayani        | √         | √         | √         | √         |
| 7  | Nur Ayuni              | √         | √         | √         | √         |
| 8  | Nur jamila             | √         | √         | √         | √         |
| 9  | Moh. Sukron            | √         | √         | √         | √         |
| 10 | Muhammad Buhori Muslim | √         | √         | √         | √         |
| 11 | Rizky Febriyanti       | √         | √         | √         | √         |
| 12 | Sherly Wahyu Anggraeni | √         | √         | √         | √         |
| 13 | Siti Khotimah          | √         | √         | √         | √         |
| 14 | Siti Maimunah          | √         | √         | √         | √         |
| 15 | Siti Musyarrofah       | √         | √         | √         | √         |
| 16 | Siti Syariah           | √         | √         | √         | √         |
| 17 | Vita Isa               | √         | √         | √         | √         |
| 18 | Andre Vian Adi Pratama | √         | √         | √         | √         |
| 19 | Hafendi                | √         | √         | √         | √         |
| 20 | Sumiatun               | √         | √         | √         | √         |



## Appendix 10

## Score Writing Test in Cycle 1

Table 4.3 The Results of Students Writing Test in Cycle 1

| Name | Score |   |   |   | Total<br>Score | Writing<br>Score |
|------|-------|---|---|---|----------------|------------------|
|      | G     | V | M | O |                |                  |
| 1    | 4     | 3 | 4 | 4 | 15             | 75               |
| 2    | 3     | 3 | 3 | 3 | 12             | 60               |
| 3    | 4     | 4 | 4 | 4 | 15             | 75               |
| 4    | 4     | 3 | 4 | 4 | 15             | 75               |
| 5    | 3     | 4 | 3 | 3 | 13             | 65               |
| 6    | 4     | 3 | 3 | 3 | 13             | 65               |
| 7    | 4     | 4 | 4 | 3 | 15             | 75               |
| 8    | 3     | 4 | 3 | 3 | 13             | 65               |
| 9    | 4     | 4 | 4 | 3 | 15             | 75               |
| 10   | 4     | 4 | 3 | 4 | 15             | 75               |
| 11   | 4     | 3 | 3 | 3 | 13             | 65               |
| 12   | 3     | 4 | 3 | 3 | 13             | 65               |
| 13   | 3     | 4 | 3 | 3 | 13             | 65               |
| 14   | 3     | 4 | 4 | 4 | 15             | 75               |
| 15   | 3     | 4 | 3 | 3 | 13             | 60               |

|           |           |           |           |           |            |             |
|-----------|-----------|-----------|-----------|-----------|------------|-------------|
| <b>16</b> | <b>4</b>  | <b>4</b>  | <b>3</b>  | <b>4</b>  | <b>15</b>  | <b>75</b>   |
| <b>17</b> | <b>3</b>  | <b>4</b>  | <b>4</b>  | <b>4</b>  | <b>15</b>  | <b>75</b>   |
| <b>18</b> | <b>4</b>  | <b>3</b>  | <b>3</b>  | <b>3</b>  | <b>13</b>  | <b>65</b>   |
| <b>19</b> | <b>3</b>  | <b>3</b>  | <b>3</b>  | <b>3</b>  | <b>12</b>  | <b>60</b>   |
| <b>20</b> | <b>4</b>  | <b>3</b>  | <b>4</b>  | <b>4</b>  | <b>15</b>  | <b>75</b>   |
|           | <b>71</b> | <b>73</b> | <b>68</b> | <b>68</b> | <b>278</b> | <b>1385</b> |

The mean score :

$$M = \frac{\sum x}{N}$$

$$M = \frac{1385}{20} = 69,25 \quad (M \ 67,25 \leq M \ 75)$$

$$E = \frac{n \times 100\%}{N}$$

$$\frac{10}{20} \times 100\% = 50\%$$

Where :

E : the percentage of the students score of writing test

n : the total number of students who get score  $\geq 75$

N : the total number of students

Appendix 11

Score Writing Test in Cycle 2

Table 4.4 The Results of Students Writing Test in Cycle 2

| Name | Score |   |   |   | Total Score | Writing Score |
|------|-------|---|---|---|-------------|---------------|
|      | G     | V | M | O |             |               |
| 1    | 4     | 3 | 3 | 5 | 16          | 80            |
| 2    | 3     | 4 | 3 | 3 | 13          | 70            |
| 3    | 4     | 4 | 4 | 5 | 17          | 85            |
| 4    | 4     | 4 | 3 | 4 | 15          | 75            |
| 5    | 3     | 3 | 5 | 3 | 16          | 80            |
| 6    | 4     | 4 | 3 | 4 | 16          | 80            |
| 7    | 5     | 5 | 3 | 3 | 16          | 80            |
| 8    | 4     | 3 | 4 | 4 | 15          | 75            |
| 9    | 5     | 3 | 4 | 4 | 16          | 80            |
| 10   | 3     | 3 | 4 | 5 | 15          | 75            |
| 11   | 4     | 4 | 3 | 3 | 14          | 70            |
| 12   | 5     | 3 | 5 | 3 | 16          | 80            |
| 13   | 5     | 3 | 4 | 3 | 15          | 75            |
| 14   | 5     | 4 | 4 | 4 | 17          | 85            |
| 15   | 3     | 4 | 4 | 4 | 15          | 75            |

|           |           |           |           |           |            |             |
|-----------|-----------|-----------|-----------|-----------|------------|-------------|
| <b>16</b> | <b>4</b>  | <b>3</b>  | <b>4</b>  | <b>3</b>  | <b>14</b>  | <b>70</b>   |
| <b>17</b> | <b>4</b>  | <b>4</b>  | <b>3</b>  | <b>4</b>  | <b>15</b>  | <b>75</b>   |
| <b>18</b> | <b>4</b>  | <b>4</b>  | <b>4</b>  | <b>4</b>  | <b>16</b>  | <b>80</b>   |
| <b>19</b> | <b>5</b>  | <b>4</b>  | <b>5</b>  | <b>3</b>  | <b>17</b>  | <b>85</b>   |
| <b>20</b> | <b>4</b>  | <b>4</b>  | <b>4</b>  | <b>3</b>  | <b>16</b>  | <b>80</b>   |
|           | <b>82</b> | <b>72</b> | <b>76</b> | <b>74</b> | <b>310</b> | <b>1555</b> |

The mean score :

$$M = \frac{\sum x}{N}$$

$$M = \frac{1555}{20} = 77,75 \quad (M \geq 76,75 \leq M \leq 75)$$

$$E = \frac{n}{N} \times 100\%$$

$$\frac{16}{20} \times 100\% = 80\%$$

Where :

E : the percentage of the students score of writing test

n : the total number of students who get score  $\geq 75$

N : the total number of students

## Appendix 12

### **CURRICULUM VITAE**

Atika Rohmah is the third daughter of t Mr. Supardi and Mrs. Alfiah. She was born April 30, 1996 in Banyuwangi. She has brothers.

She began her study at Tk Prasetyorini and finished her study in 2003. Then, she continued her study at SDN 4 Tulungrejo, Glenmore, Banyuwangi and finished in 2009. Afterward, she continued her study at SMPN 2 Genteng and graduated in 2012. Then, she continued her study at SMA Al-Falah silo, Jember. After graduating from Senior high School, she continued her study to Univerisity Of Muhammadiyah Jember in 2015 and graduate on 2019.

