

Appendix 1

RESEARCH MATRIX

1	2	3	4	5	6	7
Tittle	Problem	Variable	Indikator	Data Resources	Research Methode	Hypothesis
Improving The Eighth Grade Students' Speaking Ability by Using Board Game.at SMPN 2 BANYUGLUGUR in the 2018/2019 academic year	How can the implementation of Board Game improve the Eighth Grade students' Speaking ability at SMPN 2 BANYUGLUGUR in the 2018/2019 academic year?	<p><u>Independent</u> Board Game</p> <p><u>Dependent</u> - Speaking Skill</p>	<p>Board Game Techniques</p> <p>--Speak Up</p> <p>- The use of board game can be easy to speak well and be able to stimulate the students to be active.</p> <p>-Speaking skill board game bring real world context into the classroom,and increase students' use of English in a flexible, meaningful and communicative way.</p> <p>- The use of board game in the classroom can help to create a more positive learning environment.</p> <p>Speaking Component</p> <p>- Vocabulary - Grammar</p> <p>- Pronunciation - Fluency</p>	<p>1. Research Subjects</p> <p>The eighth grade students at SMPN 2 BANYUGLUGUR</p> <p>2. Informant</p> <p>The English teacher of the eighth grade students at SMPN 2 Banyuglugur</p> <p>3.Documentts</p> <p>The name of respondents</p> <p>4. Resources</p> <p>-Books</p> <p>-Journal</p>	<p>1.Research Design.</p> <p>Class room action research.</p> <p>• The stages of each :</p> <p>- planning</p> <p>- acting</p> <p>- observing</p> <p>- reflecting</p> <p>2. Data Collecting</p> <p>- Field Notes</p> <p>3. Data Analysis</p>	<p>Board Game can improve the eighth grade students' speaking ability at SMPN 2 Banyuglugur in the 2018/2019 academic year.</p>

Field Notes of the Cycle 2

Meeting	1	2
Notes	<ol style="list-style-type: none"> 1. Most of students pay good attention on a new topic of board game. 2. The teacher should make her voices louder. 3. The teacher should effort to make the students keep silent. 4. The explanation of the material is good enough. 5. The students ability in generating the ideas were also improved 6. The teacher able to manage the group. 	<ol style="list-style-type: none"> 1. The teacher can controlling the class condition well. 2. The teacher have a good interaction with the students. 3. The students more active to have interact in the class. 4. The teacher give reward to the students that can describe in a complete all the things in the picture. 5. In general, the program is running well.

Table of Speaking Try Out Scores of VIII B

SMPN 2 BANYUGLUGUR 2018/2019

NO	NAME	ASPECT OF WRITING				Total Score of Each	QUADRAT SCORE TEST
		G	P	F	V		
1	Abdul Manaf	3	3	3	3	12	144
2	Abdul Nusrin	4	4	3	4	15	225
3	Abdul Rosyid	3	3	3	3	12	144
4	Ahmad Amrullah	5	5	4	5	19	361
5	Bebe Rahayu	4	4	5	4	17	289
6	Dika Prianggara	3	3	4	5	15	225
7	Dio Yanuar Sugiarto	5	5	4	5	19	361
8	Endang Ayu S	3	3	5	4	15	225
9	Hindatul Azizah	3	4	3	4	14	196
10	Indri Bella	5	5	4	5	19	361
11	Indah Permatasari	5	3	4	4	16	256
12	Imroatul Hasanah	4	3	3	3	13	169
13	Laylatus Sa'adah	5	5	3	5	18	324
14	Mery Juliana	5	5	3	5	18	324
15	Moh. Ridwan	3	4	3	3	13	169
16	Masitoh	4	4	3	4	15	225
17	Moh. Bagus S	4	4	4	4	16	256
18	Mely Susanti	3	3	3	3	12	144
19	Muslihin	5	4	3	5	17	289
20	Nurmala Sari	3	3	3	4	13	169
21	Nindi Astutik	5	5	4	5	19	361
22	Ria Anugrah	4	4	3	4	15	225
23	Reza Zulkarnaen	5	5	4	5	19	361
24	Rendy Alfian	4	4	5	5	18	324
25	Siska Nur Halida	4	4	4	4	16	256
26	Yesi Mawardah	3	2	2	3	10	100
Total Score		104	101	92	108	405	6483
Quadrate		434	411	340	464		

Field Notes of the Cycle 1

Meeting	1	2
Notes	<ol style="list-style-type: none"> 1. The Students looked so interested and motivated with the new technique in teaching speaking. 2. Some students pay attention on the teacher explanation. 3. The students need to explore board game, most of students feel hard to find out the definition about the board game.. 4. The teacher should give the way how to get the vocabulary, because most of students have lack vocabulary. 5. The teacher speaks too fast, and the students could not hear clearly. 	<ol style="list-style-type: none"> 1. Students still have difficulties in speaking and feeling shy 2. The teacher should control and manage the class more effectively. 3. In general, some students still feel difficult in comprehending the technique. So, the teacher should give explanation more clearly.

SPEAKING TEST OF CYCLE 1

- Describe this pictures fulfilled with your own words orally in 30 seconds specifically!

1. The Beach



2. Swimming Pool



SCORING CRITERIA

1. Alpha Cronbach Formula

$$\sigma^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$$1. a_G^2 = \frac{434 - \frac{104^2}{26}}{26} = \frac{434 - 416}{26} = \frac{18}{26} = 0,69$$

$$2. a_P^2 = \frac{411 - \frac{101^2}{26}}{26} = \frac{411 - 392,3}{26} = \frac{18,7}{26} = 0,71$$

$$3. a_F^2 = \frac{340 - \frac{92^2}{26}}{26} = \frac{340 - 325,5}{26} = \frac{14,5}{26} = 0,55$$

$$4. a_V^2 = \frac{464 - \frac{108^2}{26}}{26} = \frac{464 - 448,6}{26} = \frac{15,4}{26} = 0,59$$

$$\sum \sigma_b^2 = 0,69 + 0,71 + 0,55 + 0,59 = 2,54$$

$$\sum \sigma_t^2 = \frac{6483 - \frac{405^2}{26}}{26} = \frac{6483 - 6308,6}{26} = 6,70$$

Alpha Formula

$$r_{11} = \left(\frac{k}{(k-1)} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

$$r_{11} = \left(\frac{4}{(4-1)} \right) \left(1 - \frac{2,54}{6,70} \right)$$

$$= (1.3) (1-0,379)$$

$$= (1.3) (0.621)$$

$$= 0,80 \quad (\text{High Corellation})$$



LESSON PLAN Cycle 2

(First meeting and second meeting)

Subject	: English
Grade/Class	: VIII
Topic	: “The Library” in the first meeting and the second meeting “Flower Garden”
Genre	: Describing Picture
Language Skills	: Speaking Skill
Time Allocation	: 4 x 40 (2 meetings)

I. Main Competence

KI 4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. Basic Competence

4.3 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan memberi instruksi, mengajak, melarang, dan minta ijin dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

III. Indicator student's competence

Students are able to:

1. Listen/watch the interaction of giving instruction, invitation, forbid, asking for permission and the response.
2. Follow the interactions of giving instruction, invitation, forbid, asking for permission and the response.
3. Imitate the interaction of giving instruction, invitation, forbid, asking for permission and the response.

IV. Material

➤ **Fungsi sosial**

Menjaga hubungan interpersonal dengan guru dan teman.

➤ **Struktur teks**

Teks lisan dan tulis untuk
ungkapan mengajak/mengundang

Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran didalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri dan bertanggung jawab.



V. Teaching Activity in First Meeting

No	Activity	Time
1	Pre Activity: <ul style="list-style-type: none"> ➤ The teacher greeted the students and ask about their condition ➤ The teacher asked the students to pray before beginning the material ➤ The teacher checked the students attendance list 	5
2	Main activity: <ul style="list-style-type: none"> ➤ The students divided into groups, each group got a unique feature picture card ➤ Each of the members described the contents of the picture card with these unique features. ➤ All of the members of the groups had to describe specifically about the picture card until the description fully equipped ➤ Each group got 1 picture card feature, where each round would be 1 picture card opened. Each player had a turn for 30 seconds to explain the features in the picture according to the feature card issued. After 30 seconds, the next player had to say "Wait, there's more!" And explain the contents of the other features of the feature card that has been explained before. ➤ the teacher would be calculate the scores by assessing the explanation of the contents of the picture card from each group to determine 	70
3	Post Activity: <ul style="list-style-type: none"> ➤ The teacher asked the students how understanding to the material that was explained ➤ The teacher and the students tried to conclude the material ➤ The teacher closed the activity and prayed together. 	5

VI. Teaching Activity in Second Meeting

No	Activity	Time
1	Pre Activity: <ul style="list-style-type: none"> ➤ The teacher greeted the students and ask about their condition ➤ The teacher asked the students to pray before beginning the material ➤ The teacher checked the students attendance list 	5
2	Main activity: <ul style="list-style-type: none"> ➤ The researcher stimulated the students with questions regarding the material that had been explained before The teacher re-explaining the material that was given in the first meeting. ➤ After that, The researcher re-explaining the material that was given in the first meeting to purpose was to increase the students' memory to the material. ➤ The different between first and second cycle was the groups. The researcher divided the students that had good scores in cycle 1 to join with other groups. ➤ Each of the members described the contents of the picture card with these unique features. Each group got 1 picture card feature, where each round would be 1 picture card opened ➤ Each player had a turn for 30 seconds to explain the features in the picture according to the feature card issued. After 30 seconds, the next player had to say "Wait, there's more!" And explain the contents of the other features of the feature card that has been explained before. After that they would spoke confidently ➤ To determine the winner, in the end of the game the teacher would be calculate the scores by the explanation of the contents of the feature picture card from each group. 	70
3	Post Activity: <ul style="list-style-type: none"> ➤ The teacher asked the students how understanding to the material that was explained ➤ The teacher and the students tried to conclude the material ➤ The teacher closed the activity and prayed together. 	5

VII. Media/Source

Media : white board, feature picture card, laptop, marker, and hard file.

VIII. Evaluation

- a. Technique : speaking test
- b. Form : oral

No	Name	Scoring Aspects				Total score
		G	P	F	V	
1.						
2.						

IX. Assessment of Learning

The assessment depends on the rubric

$$\text{Student's score} = \frac{\text{The correct score}}{\text{Total score}} \times 100$$

Table 1: oral proficiency scoring categories in speaking

(Adapted from Brown, 2001: 406 - 407)

Score	Fluency	Pronunciation	Vocabulary	Grammar
1	No specific fluency description. Refer to other four language implied level of fluency	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his language	Speaking vocabulary inadequate to express anything but the most elementary needs	Errors in grammar are frequent, but the speaker can be understood by native speaker used to dealing with the foreigners attempting to speak his language.
2.	Can handle with confidence but not with facility most social situations, including introductions and	Accent is intelligible though often quite faulty	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can usually handle elementary constructions quite accurately but

	casual events, as well as work, family. And autobiographical information.			does not have through or confident control of grammar.
3	Can discuss particular interest of competence with reasonable ease rarely has to grope has to grope for words	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign	Able to speak the language with sufficient vocabulary to participate actively in most formal and informal conversations in practical and professional topics. Vocabulary is board enough that he rarely has to grope for a word.	Control of grammar is good. Able to speak language with the sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
4.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency	errors in pronouncing are quite rare	Can understand and participate in any conversation within the range of this experience with a high degree of precision of vocabulary	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare

The English Teacher,

The Researcher,

Binti Khoirin, S.Pd

Faizah Rayhana Maulidya

TRY OUT TEST

Please describe this pictures fulfilled !

1. Class Condition



2. Strawberry Garden



3. The Tiger Want to Catch The Deer



LESSON PLAN Cycle 1

(First Meeting)

Subject	: English
Grade/Class	: VIII
Topic	: “The Beach” in the first meeting and in the second meeting is “Swimming Pool”
Genre	: Describing Picture
Language Skills	: Speaking Skill
Time Allocation	: 2 x 90 Minutes (Two Meetings)

I. Main Competence

KI 4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. Basic Competence

4.3 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan memberi instruksi, mengajak, melarang, dan minta ijin dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

III. Indicator student's competence

Students are able to:

1. Identifying the language features of describing picture in group.
2. Making question relates to describing picture.
3. Answering the question that relates to describing picture orally.

IV. Material

➤ **Fungsi sosial**

Menjaga hubungan interpersonal dengan guru dan teman.

➤ **Struktur teks**

Teks lisan dan tulis untuk
ungkapan mengajak/mengundang

Topik

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran didalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri dan bertanggung jawab.

V. Teaching activity in first meeting

No	Activity	Time
1	Pre Activity: <ul style="list-style-type: none">➤ The teacher greeted the students and ask about their condition➤ The teacher asked the students to pray before beginning the material➤ The teacher checked the students attendance list	10
2	Main activity: <ul style="list-style-type: none">➤ The students were divided into small groups and each groups consisted of 5 students➤ Each groups were got a unique feature picture card➤ The teacher gave the topic about “The Beach”➤ All of the member of the group had describe specifically about the picture until description fully equipped.➤ The group that could be describe in complete all of the things in the picture would become the winner.	70
3	Post Activity: <ul style="list-style-type: none">➤ The teacher asked the students how understanding to the material that was explained➤ The teacher and the students tried to conclude the material➤ The teacher closed the activity and prayed together.	10

VI. Teaching activity in second meeting

No	Activity	Time
1	Pre Activity: <ul style="list-style-type: none"> ➤ The teacher greeted the students and ask about their condition ➤ The teacher asked the students to pray before beginning the material ➤ The teacher checked the students attendance list 	10
2	Main activity: <ul style="list-style-type: none"> ➤ The Teacher stimulated the students with questions regarding the material that had been explained in first meeting. ➤ In this meeting the material is “Swimming Pool” ➤ All the leaders of each group were called to get explanation about Board Game in five minutes. ➤ The Teacher gave one feature picture card to each group. ➤ Each pair group must describe specifically about the picture until description fully equipped. ➤ The member of the groups had a turn for 30 seconds to explain the features in the picture according to the feature card issued. After 30 seconds, the next player would say "Wait, there's more!" And explain the contents of the other features of the features card that has been explained before. ➤ To determine the winner, in the end of the game the teacher would be calculate the scores by the explanation of the contents of the feature picture card from each group. 	70
3	Post Activity: <ul style="list-style-type: none"> ➤ The teacher asked the students how understanding to the material that was explained ➤ The teacher and the students tried to conclude the material ➤ The teacher closed the activity and prayed together. 	5

VII. Media/Source

Media : white board, feature picture card, laptop, marker, and hard file.

VIII. Evaluation

- a. Technique : speaking test
- b. Form : oral

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2.	Can handle with confidence but not with facility most social situations, including introductions and casual events, as	Accent is intelligible though often quite faulty	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can usually handle elementary constructions quite accurately but does not have through or confident control

	well as work, family. And autobiographical information.			of grammar.
3	Can discuss particular interest of competence with reasonable ease rarely has to grope has to grope for words	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign	Able to speak the language with sufficient vocabulary to participate actively in most formal and informal conversations in practical and professional topics. Vocabulary is board enough that he rarely has to grobe for a word.	Control of grammar is good. Able to speak language with the sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
4.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency	errors in pronunciation are quite rare	Can understand and participate in any conversation within the range of this experience with a high degree of precision of vocabulary	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare

The English Teacher,

The Researcher,

Binti Khoirin, S.Pd

Faizah Rayhana Maulidya

Appendix 8

The Result of Speaking Test in Cycle 1

No	Name	Score				Total	Score
		F	G	V	P		
1	Ahmad Amrullah	2	3	3	2	10	50
2	Ahmad Biondi	2	3	3	2	10	50
3	Bella Sintia Pratiwi	3	3	3	3	12	60
4	Bio Dermawan Santoso	2	4	4	4	14	70
5	Chintia Ramadhani	3	4	3	4	14	70
6	Cahyo Dewantara	2	3	3	2	10	50
7	Diana Yuliana	3	4	4	3	14	70
8	Diyan Ayu Dwi Kharisma	4	4	4	3	15	75
9	Dio Yanuar F	2	3	3	2	10	50
10	Fauzan Frinanda Putra	3	3	2	2	10	50
11	Fegi Oktaviani	2	3	3	3	11	55
12	Firgi Jorgi	3	4	4	3	14	70
13	Gian Saputra	3	3	3	2	11	55
14	Gilasia Cantika	3	3	4	4	14	70
15	Gio Putra Prakoso	0	0	0	0	0	0
16	Guntur Agung Saputra	2	3	3	3	11	55
17	Hendrik Wendika C	3	4	4	3	14	70
18	Hesti Wulandari	2	3	3	2	10	50
19	Jilly El Jannah	0	0	0	0	0	0
20	Lilik Sutija	2	3	4	3	12	60
21	Lisdawati	3	3	3	3	12	60
22	Muhammad Badry	0	0	0	0	0	0
23	Muhammad Daus	4	4	4	4	16	80
24	Mila Akmaliyah	3	3	4	4	14	70
25	Nanang Cahyono	3	3	3	3	12	60
26	Nana Sulistiowati	2	4	4	4	14	70
27	Oktavian Dwi F	3	4	3	4	14	70
28	Priyanka Adi Pratama	2	3	3	2	10	50
29	Pristi Eliya	3	4	4	3	14	70
30	Reta Septia Warti	4	4	4	3	15	75
31	Rian Widodo	2	3	3	2	10	50

32	Rika Tri Yuana	4	4	4	4	16	80
33	Septian Dio Pratama	2	3	3	3	11	55
34	Selly Aulia	3	4	4	3	14	70
35	Yani Hilmiya	3	4	4	3	14	70

The percentage of students who get score ≥ 70

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

$$E = \frac{16}{32} 100\% \\ = 50\%$$

16 students or 50%



TEST CYCLE 2

- Describe this pictures fulfilled with your own words orally in 30 seconds specifically!

1. The Library



2. Flower Garden



The Result of Speaking Test in Cycle 2

No	Name	Score				Total	Score
		F	G	V	P		
1	Ahmad Amrullah	4	3	2	3	12	60
2	Ahmad Biondi	2	3	3	2	10	70
3	Bella Sintia Pratiwi	3	3	3	3	12	60
4	Bio Dermawan Santoso	2	4	4	4	14	70
5	Chintia Ramadhani	3	4	3	4	14	70
6	Cahyo Dewantara	2	3	3	2	10	50
7	Diana Yuliana	3	4	4	3	14	70
8	Diyan Ayu Dwi Kharisma	4	4	4	3	15	75
9	Dio Yanuar F	4	4	4	4	16	80
10	Fauzan Frinanda Putra	3	3	2	2	10	50
11	Fegi Oktaviani	3	4	3	4	14	70
12	Firgi Jorgi	3	4	4	3	14	70
13	Gian Saputra	4	4	3	3	14	70
14	Gilasia Cantika	4	4	4	4	16	80
15	Gio Putra Prakoso	4	3	4	3	14	70
16	Guntur Agung Saputra	2	2	3	3	10	50
17	Hendrik Wendika C	4	4	4	4	16	80
18	Hesti Wulandari	4	3	3	4	14	70
19	Jilly El Jannah	2	3	3	3	11	55
20	Lilik Sutija	4	3	4	4	15	75
21	Lisdawati	4	3	3	4	14	70
22	Muhammad Badry	4	4	3	3	14	70
23	Muhammad Daus	4	4	4	4	16	80
24	Mila Akmaliah	3	3	4	4	14	70
25	Nanang Cahyono	3	4	4	4	15	75
26	Nana Sulistiowati	2	4	4	4	14	70
27	Oktavian Dwi F	4	3	4	4	15	75
28	Priyanka Adi Pratama	4	3	4	4	15	75
29	Pristi Eliya	3	4	4	4	15	75
30	Reta Septia Warti	4	4	4	3	15	75
31	Rian Widodo	4	4	4	2	14	70
32	Rika Tri Yuana	4	4	4	4	16	80
33	Septian Dio Pratama	4	4	4	4	16	80

34	Selly Aulia	3	4	4	3	14	70
35	Yani Hilmiya	3	4	4	3	14	70

The percentage of students who get score ≥ 70

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

$$E = \frac{29}{35} 100\% \\ = 82.85\%$$

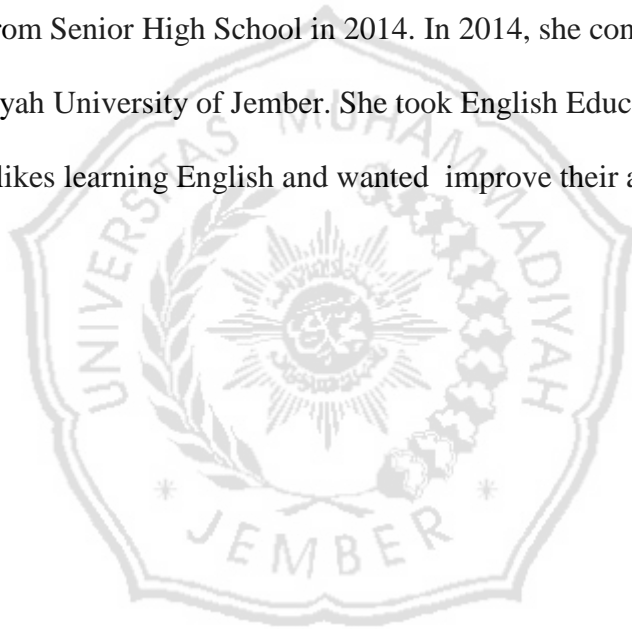
29 students or 82.85%



CURRICULUM VITAE

Faizah Rayhana Maulidya is the second daughter of Drs.Sudarmo and Rumiya. She was born on July 30th, 1996 in Pamekasan.

She began her study at TK Al-Munir in 2000. Then, she continued to elementary school at SDN 1 Kalianget in 2002. After that, she decided to study at SMPN 1 Banyuglugur for her Junior High School in 2008. In the Senior High School, she learned at MA MODEL Zainul Hasan Genggong in 2011 and graduating from Senior High School in 2014. In 2014, she continued her study to Muhammadiyah University of Jember. She took English Education Program because she likes learning English and wanted improve their ability in English language.



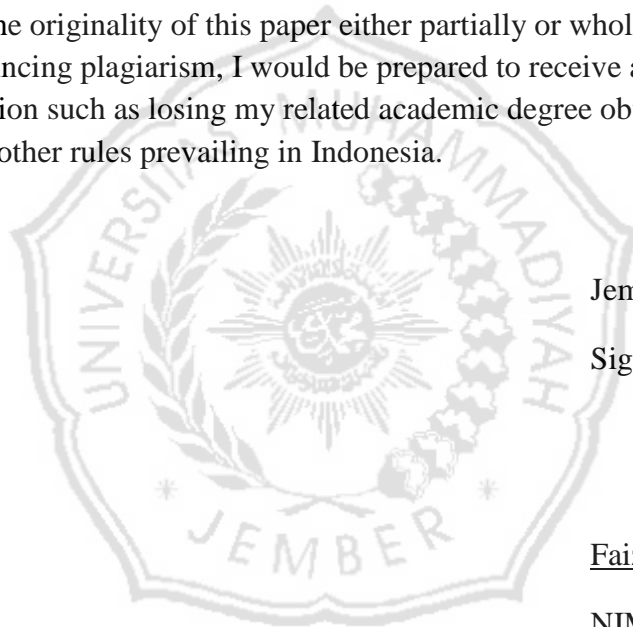
STATEMENT OF ORIGINALITY

I, Faizah Rayhana Maulidya, hereby declared that this Thesis, Title : Improving The Eighth Grade Students' Speaking Ability By Using Board Game at SMPN 2 Banyuglugur in the 2018/2019 Academic Year is my own work and that to the best of my knowledge.

I here with declare that the research paper I write as a partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Program, the Faculty of Teacher Training and Education, wholly constitutes my own original scientific writing.

As for the other person' works whose ideas were quoted in this paper had been referred to appropriately in accordance to prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.



Jember, 21 May 2019

Signed

FaizahRayhanaMaulidya

NIM 1410231023