

### Matrix Research

Title	Problem	Variable	Indicator	Data Resources	Research Method	Hypothesis
Improving students writing descriptive paragraph through Wholesome scattering game at MtsN 2 Bondowoso in the 2017/2018 academic year	1. How can the implementation of wholesome scattering game improve students ability in writing descriptive text of the eighth grade students at MtsN 2 Bondowoso?	Variable 1 Teaching writing using wholesome scattering game  Variable 2 Student's writing descriptive paragraph	Wholesome scattering game:  1. Stimulating students ideas to write sentences  2. Arranging the words become a good sentences in write descriptive text.  Writing Ability: 1. Content 2. Organization 3. Vocabulary 4. Grammar 5. Spelling and Punctuation	Subject The eighth grade student of MtsN 2 Bondowoso in the 2017/2018 academic year.  Informant : The English teacher of the eighth grade student  Document : The previous writing score of the eighth grade student	1. Research Design : Classroom Action Research (CAR)  2. Area determination: MtsN 2 Bondowoso  3. Subject of the Research: Eighth Grade student  4. Instrument of the research observation, test, documentation  5. Data Analysis: The primary data are analyzed using the following: $E = \frac{n}{N} \times 100\%$ Where : E: The percentage of the students who are active n: The total number of the students who are named active students. N: The total of the students.	Action Hypothesis :  1. Students can improve their writing descriptive text

## Appendix 7

### **My Best Friend**

I have a lot of friends. But, my closest friend is Prabu Perdana.

Prabu is my classmate. He is so handsome and cute. He has short

wavy but rather blonde hair, which is always combed neatly. His skin is white.

He has bluish back eyes with thick eyebrows and outstanding eyelashes. His

round face makes him more impressive. Although Prabu is not so tall, he has a

well-built body. People frequently think he is a European or American

offspring, but he is actually a Sundanese genuine. He looks more handsome when he is smiling.

Prabu is a pleasing peer. I am happy to spend my time with him. He is

always available to help his friends who are in trouble. He is never angry with

any friends who try to annoy him. Because he is so smart, most of his

classmates seek him to explain any difficulties in any school subjects. I am

proud of having such best friend.

## Appendix 5

### LESSON PLAN

#### Classroom Action Research Design ( First Meeting )

School : MTsN 2 Bondowoso

Subject : English

Class/Semester : VIII/ II

Topic : Descriptive Text

Skill : Writing

Time allocation : 2x45 minutes

#### A. Core Competence

KI 1 : Menghargai dan menghayati agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan ( faktual, konseptual, dan prosedural ) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena tampak mata.

KI 4 : Mencoba, mengolah dan menyaji 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 sebuah sudut pandang.

#### B. Basic Competence and indicator

Basic Competence	Indicator
4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks,	<ul style="list-style-type: none"><li>✓ Students are able to make a paragraph of descriptive using minimum 100 words.</li><li>✓ Students are able to use</li></ul>

<p>dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>right spelling, punctuation and capitalization.          ✓ Students are able to use good grammar.</p>

### C. Learning Objectives

During and after the learning process students are able to:

1. Identify about social function, generic structure and language feature of descriptive text.
2. Write simple paragraph of descriptive text and comprehend the text.

### D. Learning Materials

Descriptive paragraph

### E. Teaching Aid

Wholesome Scattering Game

### F. Media, Alat, sumber pembelajaran

Media : 1. White Board

2. English book

Alat : 1. Keywords

2. Pen

Sumber Pembelajaran : Pendidikan dan Kebudayaan 2014. Bahasa Inggris When English Rings a Bell SMP/MTs Kelas VII. Jakarta : Kementrian Pendidikan dan Kebudayaan.

## **G. Steps of Learning Activities**

### **1. First meeting**

#### **a. Pre-activity (5 minutes)**

1. Teacher introduces to the students about descriptive paragraph
2. Teacher gives some leading questions to get students' attention, such as "what is descriptive paragraph?", "What is the content of descriptive paragraph? etc.

#### **b. Main activities (75 minutes)**

1. Teacher shows the example of descriptive paragraph related to surroundings of school
2. Students read the written text about descriptive paragraph.
3. Teacher explains about social function, generic structure and language feature of descriptive paragraph
4. The teacher dictates the key words to the students
5. The students are asked to write the key words (three students in front of class and the others in their seat)
6. After that, the students are asked to arrange and organize those words that have given by teacher (in pair)
7. The teacher guides the students in writing

#### **c. Closing (5 minutes)**

1. The teacher asks to the students about the material that had been given.
2. The teacher gives feedback
3. The teacher closes the class and gives the homework

## **H. Evaluation of First Cycle**

Write the following words to be good paragraph of descriptive text by using your sentences:

1. Classmate : Teman sekelas
2. Handsome : Tampan, gagah

3. Wavy : Berombak, kriting
4. Blonde : Pirang
5. Neatly : dengan Rapi
6. Skin : Kulit
7. Eyebrow : Alis mata
8. Thick : Tebal
9. Peer : Kawan sebaya
10. Angry : Marah
11. Proud : Bangga
12. Smart : Cerdas
13. Spend : Menghabiskan, melewatkan

Jember, 7<sup>th</sup> of May 2018

The English Teacher

The Researcher

**IkaWidyawati, S.Pd**

**Devi DwiMariani**

## LESSON PLAN

### Classroom Action Research Design ( Second Meeting )

School : MTsN 2 Bondowoso

Subject : English

Class/Semester : VIII/ II

Topic : Descriptive Text

Skill : Writing

Time allocation : 2x45 minutes

#### D. Core Competence

KI 1 : Menghargai dan menghayati agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan ( faktual, konseptual, dan prosedural ) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena tampak mata.

KI 4 : Mencoba, mengolah dan menyaji 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 sebuah sudut pandang.

#### E. Basic Competence and indicator

Basic Competence	Indicator
4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana,tentang orang,	✓ Students are able to make a paragraph of descriptive using

<p>binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>minimum 100 words.</p> <ul style="list-style-type: none"> <li>✓ Students are able to use right spelling, punctuation and capitalization.</li> <li>✓ Students are able to use good grammar.</li> </ul>

#### **F. Learning Objectives**

During and after the learning process students are able to:

1. Identify about social function, generic structure and language feature of descriptive text.
2. Write simple paragraph of descriptive text and comprehend the text.

#### **D. Learning Materials**

Descriptive paragraph

#### **E. Teaching Aid**

Wholesome Scattering Game

#### **F. Media, Alat, sumber pembelajaran**

Media : 1. White Board

2. English book

Alat : 1. Keywords

2. Pen

Sumber Pembelajaran : Pendidikan dan Kebudayaan 2014. Bahasa Inggris When English Rings a Bell SMP/MTs Kelas VII. Jakarta : Kementrian Pendidikan dan Kebudayaan.

#### **G. Steps of Learning Activities**

##### **2. First meeting**



**a. Pre-activity (10minutes)**

1. Teacher introduces to the students about descriptive paragraph
2. Teacher gives some leading questions to get students' attention, such as "what is descriptive paragraph ?", "What is the content of descriptive paragraph? etc.

**3. Main activities (75minutes)**

1. Teacher shows the example of descriptive paragraph related to holiday in the beach.
2. Students read the written text about descriptive paragraph.
3. Teacher explains about social function, generic structure and language feature of descriptive paragraph
4. The teacher dictates the key words to the students
5. The students are asked to write the key words (three students in front of class and the others in their seat)
6. After that, the students are asked to arrange and organize those words that have given by teacher (in pair)
7. The teacher guides the students in writing

**4. Closing ( 5 minutes )**

1. The teacher asks to the students about the material that had been given.
2. The teacher gives feedback
3. The teacher closes the class and gives the homework
- 4.

**H. Evaluation of Second Meeting**

Write the following words to be good paragraph of descriptive text by using your sentences:

Best Friend: Sahabat

Long Hair: Rambutpanjang

Pointed Nose: HidungMancung

Beautiful: Cantik

Smart: Pintar

Brown eyes: Mata coklat

Tall: Tinggi

Colour: warna

Father: Ayah

Thin: Kurus

Near My Home: DekatdenganRumahku

Police: Father

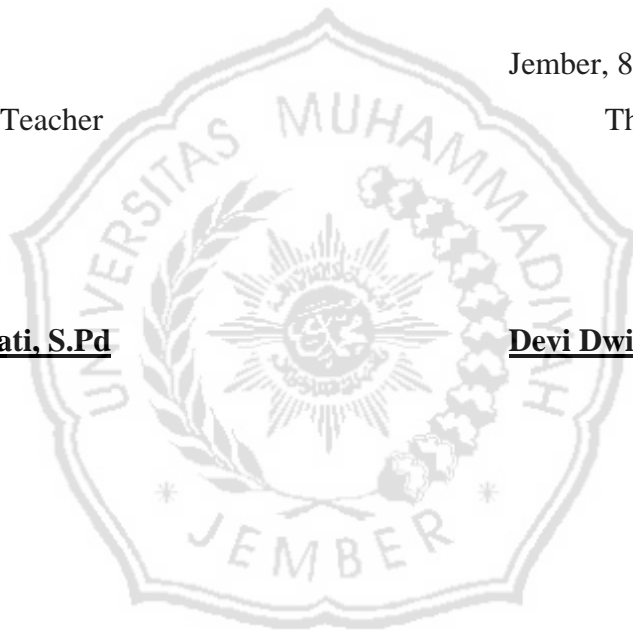
Jember, 8<sup>th</sup> of May 2018

The English Teacher

The Researcher

**IkaWidyawati, S.Pd**

**Devi DwiMariani**



## LESSON PLAN CYCLE 2

### Classroomm Action Research Design (First Meeting )

School : MTsN 2 Bondowoso

Subject : English

Class/Semester : VIII/ II

Topic : Descriptive Text

Skill : Writing

Time allocation : 2x45 minutes

#### G. Core Competence

KI 1 : Menghargai dan menghayati agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan ( faktual, konseptual, dan prosedural ) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena tampak mata.

KI 4 : Mencoba, mengolah dan menyaji 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 sebuah sudut pandang.

#### H. Basic Competence and indicator

Basic Competence	Indicator
4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana,tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks,	<ul style="list-style-type: none"><li>✓ Students are able to make a paragraph of descriptive using minimum100 words.</li><li>✓ Students are able to use</li></ul>

<p>dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>right spelling, punctuation and capitalization.  ✓ Students are able to use good grammar.</p>

### I. Learning Objectives

During and after the learning process students are able to:

1. Identify about social function, generic structure and language feature of descriptive text.
2. Write simple paragraph of descriptive text and comprehend the text.

### D. Learning Materials

Descriptive paragraph

### E. Teaching Aid

Wholesome Scattering Game

### F. Media, Alat, sumber pembelajaran

Media : 1. White Board

2. English book

Alat : 1. Keywords

2. Pen

Sumber Pembelajaran : Pendidikan dan Kebudayaan 2014. Bahasa Inggris When English Rings a Bell SMP/MTs Kelas VII. Jakarta : Kementrian Pendidikan dan Kebudayaan.

### G. Steps of Learning Activities

#### 3. First meeting

##### b. Pre-activity (10minutes)

5. Teacher introduces to the students about descriptive paragraph
6. Teacher gives some leading questions to get students' attention, such as "what is descriptive paragraph?", "What is the content of descriptive paragraph? etc.

**7. Main activities (75minutes)**

2. Teacher shows the example of descriptive paragraph related to holiday in the beach.
2. Students read the written text about descriptive paragraph.
3. Teacher explains about social function, generic structure and language feature of descriptive paragraph
4. The teacher dictates the key words to the students
5. The students are asked to write the key words (three students in front of class and the others in their seat)
6. After that, the students are asked to arrange and organize those words that have given by teacher (in pair)
7. The teacher guides the students in writing

**8. Closing ( 5 minutes )**

5. The teacher asks to the students about the material that had been given.
6. The teacher gives feedback
7. The teacher closes the class and gives the homework

**H. Evaluation of First Meeting**

Write the following words to be good paragraph of descriptive text by using your sentences:

Beach : Pantai

Summer : Musim Panas

Swim: Berenang

Rilex: Bersantai

Crowded: Ramai

Splash: Mencebur

Jump: Meloncat

Wave: Ombak/Berombak

Sand: Pasir

Teenager: Remaja

SunShine: Matahariterbit

Sunset: MatahariTerbenam

Dig: Menggali

Hole: Lubang

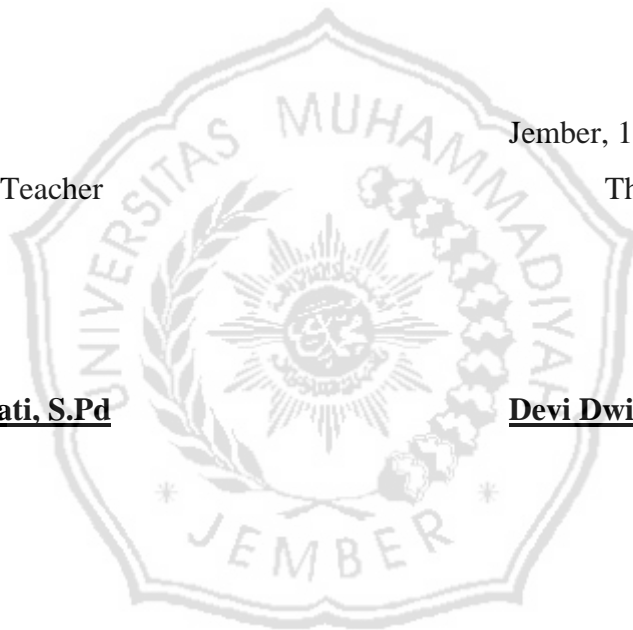
The English Teacher

**IkaWidyawati, S.Pd**

Jember, 15<sup>th</sup> of May 2018

The Researcher

**Devi DwiMariani**



## LESSON PLAN CYCLE 2

### Classroom Action Research Design (Second Meeting )

School : MTsN 2 Bondowoso

Subject : English

Class/Semester : VIII/ II

Topic : Descriptive Text

Skill : Writing

Time allocation : 2x45 minutes

#### J. Core Competence

KI 1 : Menghargai dan menghayati agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan ( faktual, konseptual, dan prosedural ) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena tampak mata.

KI 4 : Mencoba, mengolah dan menyaji 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 sebuah sudut pandang.

#### K. Basic Competence and indicator

Basic Competence	Indicator
4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana,tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks,	<ul style="list-style-type: none"><li>✓ Students are able to make a paragraph of descriptive using minimum100 words.</li><li>✓ Students are able to use</li></ul>

<p>dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>right spelling, punctuation and capitalization.          ✓ Students are able to use good grammar.</p>

**L. Learning Objectives**

During and after the learning process students are able to:

1. Identify about social function, generic structure and language feature of descriptive text.
2. Write simple paragraph of descriptive text and comprehend the text.

**D. Learning Materials**

Descriptive paragraph

**E. Teaching Aid**

Wholesome Scattering Game

**F. Media, Alat, sumber pembelajaran**

Media : 1. White Board

2. English book

Alat : 1. Keywords

2. Pen

Sumber Pembelajaran : Pendidikan dan Kebudayaan 2014. Bahasa Inggris When English Rings a Bell SMP/MTs Kelas VII. Jakarta : Kementrian Pendidikan dan Kebudayaan.

**G. Steps of Learning Activities**

**4. First meeting**

**c. Pre-activity (10minutes)**



9. Teacher introduces to the students about descriptive paragraph
10. Teacher gives some leading questions to get students' attention, such as "what is descriptive paragraph?", "What is the content of descriptive paragraph?" etc.

#### **11. Main activities (75minutes)**

3. Teacher shows the example of descriptive paragraph related to holiday in the beach.
2. Students read the written text about descriptive paragraph.
3. Teacher explains about social function, generic structure and language feature of descriptive paragraph
4. The teacher dictates the key words to the students
5. The students are asked to write the key words (three students in front of class and the others in their seat)
6. After that, the students are asked to arrange and organize those words that have given by teacher (in pair)
7. The teacher guides the students in writing

#### **12. Closing ( 5 minutes )**

8. The teacher asks to the students about the material that had been given.
9. The teacher gives feedback
10. The teacher closes the class and gives the homework

#### **H. Evaluation of Second Meeting**

Write the following words to be good paragraph of descriptive text by using your sentences:

Favorite Artist: Artis Favorit

Funny: Lucu

Sule: Sule

Long: Panjang

Comedian: Komedian

True Name: Nama Asli

Bandung: Bandung

EntisSuliana: EntisSuliana

Blond Hair: Berambutcoklat

Is From: Berasaldari

Flat Nose: HidungPesek

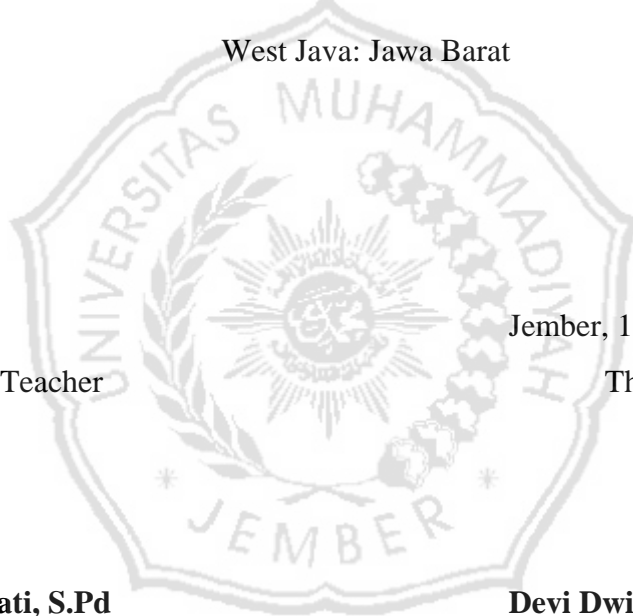
Popular: Populer

His Friend: Temannya

Andre Taulani: Andre Taulani

OVJ: Opera Van Java

West Java: Jawa Barat



Jember, 18<sup>th</sup> of May 2018

The English Teacher

The Researcher

**IkaWidyawati, S.Pd**

**Devi DwiMariani**

## Appendix 2

### TRY OUT (ESSAY)

Name :  
Student Number :

#### DIRECTIONS

1. Choose one of themes below, and write the descriptive paragraph use your own words. At least 100 words!
2. The descriptive paragraph that you make is completed with generic structure of descriptive text: identification, Description.
3. You may open dictionary

A.



B.



### Appendix 3

#### Table of Writing Try Out Scores of VIII F

MTsN 2 Bondowoso 2017/2018

NO	NAME	ASPECT OF WRITING				Total Score of Each	QUADRAT SCORE TEST
		G	V	C	O		
1	AchmadIlzaMoelhikam	3	3	3	3	12	144
2	Ahmad Jam'an S	4	4	3	4	15	225
3	Alfan S.Y	3	3	3	3	12	144
4	AndiAgusPrayoga	5	5	4	5	19	361
5	Angga	4	4	5	4	17	289
6	Arum AryaSukma	3	3	4	5	15	225
7	Audi	5	5	4	5	19	361
8	DafidIfandi	3	3	5	4	15	225
9	DwiAgung S	3	4	3	4	14	196
10	FarhanAinur R	5	5	4	5	19	361
11	Feri Abdul Fatah	5	3	4	4	16	256
12	HilmanAdityaArnando	4	3	3	3	13	169
13	IbnuArif	5	5	3	5	18	324
14	M. DwiSaji	5	5	3	5	18	324
15	M. Fajar Imam Wahyudi	3	4	3	3	13	169
16	M. Gilang A	4	4	3	4	15	225
17	M. Hafidz	4	4	4	4	16	256
18	M. IqbalHabiby	3	3	3	3	12	144
19	M. LutfiAzizi	5	4	3	5	17	289
20	M. Riza	3	3	3	4	13	169
25	Moh. Abdul Basyir H	5	5	4	5	19	361
26	Mohammad Nur Yusuf	4	4	3	4	15	225
27	RaihanNur R	5	5	4	5	19	361
28	Rendy	4	4	5	5	18	324
29	Rony	4	4	4	4	16	256
30	Wildan Maliki	3	2	2	3	10	100
<b>Total Score</b>		<b>104</b>	<b>101</b>	<b>92</b>	<b>108</b>	<b>405</b>	<b>6483</b>
<b>Quadrate</b>		<b>434</b>	<b>411</b>	<b>340</b>	<b>464</b>		

## Appendix 4

### 1. Alpha Cronbach Formula

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

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

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

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

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

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

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

Alpha Formula

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

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

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

$$= (1.3) (0.621)$$

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



## Appendix 8

### Field Notes of the Cycle 1

Meeting	1	2
Notes	<ol style="list-style-type: none"><li data-bbox="667 483 954 645">1. The Students looked so interested and motivated with the new technique in teaching writing.</li><li data-bbox="667 678 954 772">2. Some students pay attention on the teacher explanation.</li><li data-bbox="667 806 954 1003">3. The students need to explore the vocabulary, most of students feel hard to find out the vocabulary they need.</li><li data-bbox="667 1037 954 1234">4. The teacher should give the way how to get the vocabulary, because most of students have lack vocabulary.</li><li data-bbox="667 1267 954 1361">5. The teacher speaks too fast, and the students could not hear clearly.</li></ol>	<ol style="list-style-type: none"><li data-bbox="1058 483 1310 656">1. Students still have difficulties in writing and lack of vocabularies.</li><li data-bbox="1058 696 1300 869">2. The teacher should control and manage the class more effectively.</li><li data-bbox="1058 909 1329 1193">3. In general, some students still feel difficult in comprehending the technique. So, the teacher should give explanation more clearly.</li></ol>

## Field Notes of the Cycle 2

Meeting	1	2
Notes	<ol style="list-style-type: none"> <li>1. Most of students pay good attention on a new topic of descriptive paragraph.</li> <li>2. The teacher should make her voices louder.</li> <li>3. The teacher should effort to make the students keep silent.</li> <li>4. The explanation of the material is good enough.</li> <li>5. The vocabularies of the students are improved.</li> <li>6. The teacher able to manage the group.</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher can controlling the class condition well.</li> <li>2. The teacher have a good interaction with the students.</li> <li>3. The students more active to have interact in the class.</li> <li>4. The teacher give reward to the students that can make a good descriptive paragraph.</li> <li>5. In general, the program is running well.</li> </ol>



## Appendix 6

### Writing Test First Cycle

Write the following words to be good paragraph of descriptive text by using your sentences:

1. Classmate : Teman sekelas
2. Handsome : Tampan, gagah
3. Wavy : Berombak, kriting
4. Blonde : Pirang
5. Neatly : dengan Rapi
6. Skin : Kulit
7. Eyebrow : Alis mata
8. Thick : Tebal
9. Peer : Kawan sebaya
10. Angry : Marah
11. Proud : Bangga
12. Smart : Cerdas
13. Spend : Menghabiskan, melewatkan



## Appendix 9

### Writing Test Cycle 2

Write the following words to be good paragraph of descriptive text by using your sentences:

Beach : Pantai

Summer :MusimPanas

Swim: Berenang

Rilex: Bersantai

Crowded: Ramai

Splash: Mencebur

Jump: Meloncat

Wave: Ombak/Berombak

Sand: Pasir

Teenager: Remaja

SunShine: Matahariterbit

Sunset: MatahariTerbenam

Dig: Menggali

Hole: Lubang



## Appendix 10

No	Name
1	AbastianDio
2	Abdus Salam
3	AchmadAgeng
4	AchmadFaqih
5	Achmadi
6	AlenMahuldaAndika
7	Ali Hakiki
8	AndiNurrachman
9	Bara PamungkasBagaskara
10	Budiarto
11	DewanggaAldiarRazzaq
12	DioBagoes K
13	EnggarKurniawan
14	Faqih Sunni
15	FarhanMaulidi M
16	FikiSyarif H
17	FikriMustofil F
18	Firdaus
19	GandiRaka W
20	Habibi
21	Hamdi Ahmad
22	IndraAjiLesmana
23	IrfanEwendy
24	Lukman Hakim
25	Lutfi Hakim
26	M. AjiHakiki
27	M. DiaUlhaq
28	M. FarizAinurrahman
29	M. Husni F
30	M. Rendra
31	Mahmud Zain
32	PrayogaDwiSetyawan
33	RobhitohAlamIslami
34	SetiawanRifatul Q
35	Zulfikar Ahmad

**Appendix 11****Writing Test Score Cycle 1**

No	Name	Score
1	AbastianDio	71
2	Abdus Salam	52
3	AchmadAgeng	71
4	AchmadFaqih	67
5	Achmadi	52
6	AlenMahuldaAndika	70
7	Ali Hakiki	70
8	Bara PamungkasBagaskara	71
9	Budiarto	52
10	DewanggaAldiarRazzaq	60
11	DioBagoes K	70
12	EnggarKurniawan	70
13	Faqih Sunni	70
14	FarhanMaulidi M	60
15	FikiSyarif H	71
16	FikriMustofil F	67
17	Firdaus	70
18	GandiRaka W	70
19	Habibi	71
20	Lukman Hakim	70
21	Lutfi Hakim	71
22	M. AjiHakiki	67
23	M. DiaUlhaq	52
24	M. FarizAinurrahman	52
25	M. Husni F	60
27	M. Rendra	67
28	Mahmud Zain	70
29	PrayogaDwiSetyawan	70
30	RobhitohAlamIslami	60
31	SetiawanRifatul Q	70
32	Zulfikar Ahmad	60
Total Score		

$$\text{MEAN} = \frac{\text{Total score}}{\text{Jumlah siswa}} = \frac{2141}{32} = 61.1$$

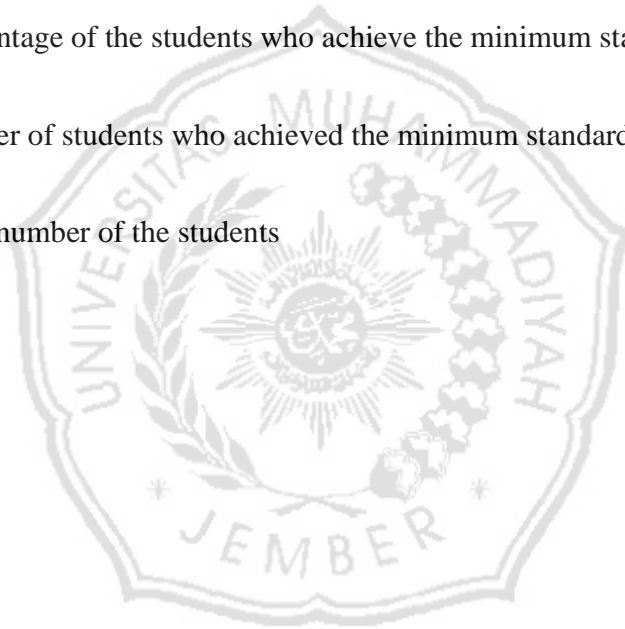
$$E = \frac{n}{N} \times 100\% = \frac{18}{35} \times 100\% = 51.42\%$$

Notes:

E = The percentage of the students who achieve the minimum standard score 70

n = The number of students who achieved the minimum standard score 70

N = The total number of the students



**Appendix 12****Writing Test Score Cycle 2**

No	Name	Score
1	AbastianDio	75
2	Abdus Salam	68
3	AchmadAgeng	75
4	AchmadFaqih	75
5	Achmadi	78
6	AlenMahuldaAndika	73
7	Ali Hakiki	68
8	AndiNurrachman	70
9	Bara PamungkasBagaskara	75
10	Budiarto	70
11	DewanggaAldiarRazzaq	68
12	DioBagoes K	75
13	EnggarKurniawan	73
14	Faqih Sunni	75
15	FarhanMaulidi M	75
16	FikiSyarif H	70
17	FikriMustofil F	72
18	Firdaus	72
19	GandiRaka W	78
20	Habibi	70
21	Hamdi Ahmad	78
22	IndraAjiLesmana	73
23	IrfanEwendy	78
24	Lukman Hakim	68
25	Lutfi Hakim	73
26	M. AjiHakiki	75
27	M. DiaUlhaq	73
28	M. FarizAinurrahman	78
29	M. Husni F	75
30	M. Rendra	72
31	Mahmud Zain	75
32	PrayogaDwiSetyawan	72
33	RobhitohAlamIslami	70

34	SetiawanRifatul Q	68
35	Zulfikar Ahmad	72
Total Score		2484

$$\text{MEAN} = \frac{\text{Total score}}{\text{Jumlah siswa}} = \frac{2484}{35} = 70.9$$

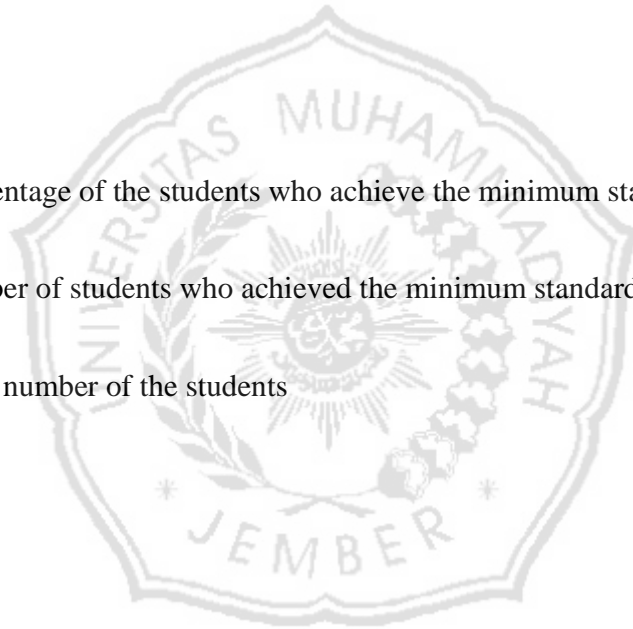
$$E = \frac{n}{N} \times 100\% = \frac{29}{35} \times 100\% = 82.85\%$$

Notes:

E = The percentage of the students who achieve the minimum standard score 70

n = The number of students who achieved the minimum standard score 70

N = The total number of the students



## Appendix 13

### STATEMENT OF ORIGINALITY OF SARJANA THESIS

The undersigned:

Name : Devi DwiMariani  
Student Number : 1410231027  
Program : English Education  
Faculty : Teacher Training and Education

I state that this thesis is my own creation. It does not copy from other resources that claim as my own creation.

If it is proved tomorrow, or it could be proved that the thesis is from only copy and paste, I will be ready to all of consequences.

Jember, 15<sup>th</sup> of July 2018

Writer

Devi DwiMariani  
NIM. 1410231027



## Appendix 14

### CURRICULUM VITAE

Devi DwiMariani is a daughter of Matrijo and Sumarni. She was born on December 21<sup>th</sup>, 1994 in Bondowoso.

She began her study at TK Al-Hidayah in 2000 (graduated in 2002). Then she continued to study at SD YIMA Islamic School (graduated in 2008). After that, she continued to study at MtsN 2 Bondowoso (graduated in 2011) and for her Senior High School, she learned at MAN Bondowoso (graduated in 2014).

After graduating from Senior High School, she decided to continue to the university. She took English Education Program in University of Muhammadiyah Jember in 2014 and graduated in 2018.

