

**THE EFFECT OF SELF-RESPONSE ON THE WRITING SKILL OF
GRADE XI STUDENTS OF SMAN 7 YOGYAKARTA**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of
Sarjana Pendidikan Degree in English Education



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2013

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A THESIS



Yogyakarta, 28 February 2013

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Accepted by the Board of Examiners of the Faculty of Languages and Arts of the
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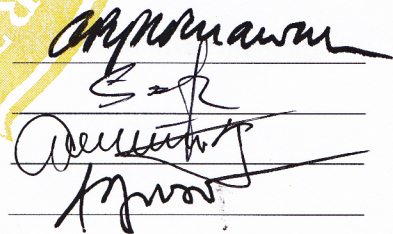
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Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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ACKNOWLEDGEMENTS

In the name of Allah, the Most Gracious and the Most Merciful, all praise be to Allah for the strengths and His blessing for me in completing this thesis.

I would like to express my gratitude to my first consultant, Dr. Agus Widyanoro, M.Pd. and my second consultant, Jamilah, M.Pd. who have been very helpful in guiding and supervising me during the process of writing this thesis. My gratitude also goes to all of the lecturers of the English Education Department for their kindness during my study.

I would like to express my appreciation to the big family of SMAN 7 Yogyakarta who have given me a permission to conduct the research, particularly to Pak Heru A. Prasetyanta and the students of class XI IPA 1 and 2 who have helped me collected the data.

My deepest gratitude goes to my beloved mother, father, sisters, and brothers for their endless support, patient, prayers, and love. In addition, I'm also very grateful for the encouragement and support from my significant other so that I can finish writing this thesis. I also thank all my PBI'05 friends for their support and love.

Last but not least, I'm indebted to those who indirectly contributed in the accomplishment of this research. Their kindness means a lot to me.

Yogyakarta, February 2013

Susanti

DEDICATIONS

This thesis is dedicated to
My beloved parents, siblings and their spouses,
My lovely nieces,
My friends and **my significant other**

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THE EFFECT OF SELF-RESPONSE ON THE WRITING SKILL OF GRADE XI STUDENTS OF SMAN 7 YOGYAKARTA

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ABSTRACT

The objective of this research was to find out whether or not there is any significant difference between the writing skills of the students who are taught with the use of self-response and those who are not in grade XI at SMAN 7 Yogyakarta.

The research applied the principles of quasi experimental research. The subjects of the research were the students of XI IPA 1 and XI IPA 2. The English teacher, the researcher, the students of class XI IPA 1, XI IPA 2, and the principal were the team members of the research. To collect the data, the researcher conducted a pre-test and a post-test on those two classes as the control group and the experimental group. The data were quantitative in nature and were analyzed by employing the ANCOVA test

The result shows that the use of self-response can improve the students' writing skill. It can be seen from the ANCOVA test result ($F= 177,555$ and $p= 0.00$). Therefore, it can be concluded that the hypothesis of this research "there is any significant difference on the writing skills of the students who were taught using self-response and those who were not" is accepted.

CHAPTER I

INTRODUCTION

A. Background of the Problem

The teaching of the writing skills in the English instruction at the senior high school plays a significant role. It can be seen in the aim of the teaching and learning of English, which is to enable the students to communicate in English orally and in the form of written language in order to face the development of science and technology in the global era (Depdiknas, 2006). Therefore, the teaching of writing skills can facilitate the students to communicate in English in the form of written language.

However, the writing skill is not easy for students to master (Richards and Renandya, 2002: 303). The writing skill is a difficult productive skill. Therefore, it is acceptable that students often made errors and mistakes in writing or produced low quality of writing products.

There are several aspects that affect the students' writing. First of all, writing requires a set of complex skills. The students need to be able to spell the English words, to master English grammatical and punctuation rules. They also need to be able to construct the words into sentences and arrange the sentences into neat arrangement and coherent paragraphs. The second aspect is that the students do not re-read the texts that they have just written. They do not revise their writing products. When they do not respond and revise the texts, they will not find out the lapses and

illogical sequence in their paragraphs. As a result, they cannot improve the quality of their texts.

From the researcher's observation when she was doing her KKN-PPL, some of grade XI students of SMA N 7 Yogyakarta did not re-read or try to revise their texts before they submitted them to the English teacher. Therefore, they often made mistakes or errors that actually could be avoided if they re-read their texts. Some of the mistakes or errors that they made were inorganization of the text, not enough details to support the main idea, and improper tenses. Furthermore, some of the students were dependent to the English teacher. They were only editing their text when the teacher asked them to have peer-editing. Sometimes, the teacher read their first drafts and then gave some responses of the texts and asked the students to revise it. However, the English teacher could not always edit and respond to the students' texts. Therefore, the students should be taught to be less dependent to the teacher in editing and responding to their writing products.

To help the students revise and to respond their texts, self-response is needed to improve the quality of their writing. Self-response is one of the revision strategies. It is conducted in the revision stage. It is giving feedback to the students' writing products by the individual students after they write a text (Richards and Renandya, 2002: 317; Peñaflores in Richards and Renandya, 2002: 350-351; Harmer, 2004: 112). In doing self-response, the students re-read their texts in order to reflect what they had already written. Based on the problems which are found in the teaching of the writing skills in the grade XI students of SMA N 7 Yogyakarta, it is regarded to be

necessary to reveal the effectiveness of self-response in improving the writing skills of grade XI students of SMAN 7 Yogyakarta in the academic year 2009/2010.

B. Identification of the Problem

There are some components which can influence the teaching and learning of the writing skills in the English instructions. Those are related to the student, the teacher, the writing aspects, and the learning strategy of the writing skills.

The first category is the problem related to the students' writing skill mastery. The students' mastery of the writing skill is varied from low to high. According to the English teacher of SMAN 7 Yogyakarta, some of grade XI students are not good at writing. Their writing skill mastery is lower than the other language skills mastery. He said that the teaching of the writing skill is more complicated than the teaching of reading or listening skills. Therefore not all of his students can write competently.

The second is the role of the teacher as a facilitator. In this role, the teacher offers guidance in helping the students involve in the thinking of the process of writing a text (Brown, 2001: 340). From the interview done by the researcher with the English teacher, the English teacher said that he needed to teach students several things in writing. He needed to teach the organization of a certain genre, the types of the tenses used in the text, and the types of the sentences used in the text. Furthermore, the teacher needs to teach them the strategy to revise their writings. However, not all the teachers teach effective strategy in revising the text.

Moreover, there are aspects of writing the students need to master in order to be able to write comprehensively. These aspects are grammar, coherence, cohesion,

and punctuation. Some of the students sometimes forgot that, for example, a narrative text is written in the past form. Therefore, they wrote the narrative texts in mixed verb forms, present and past forms. Furthermore, some of grade XI students of SMAN 7 Yogyakarta could not write coherently or cohesively. They had difficulties in composing a text that is coherent and cohesive. Moreover, some of the students applied inappropriate punctuation. For example, they forgot to put a comma after the connecting words.

The last problem is that the students' learning strategies of the writing skills need improvement. One of the strategies that they know is peer editing. According to the teacher, he sometimes asked the students to do peer-editing after the students finished their writing. However, peer-editing is not the only strategy to improve one's writing. Therefore, the students need to be introduced to other strategies in order to be more comprehensive in writing. One of the strategies is self-response where they individually responding and revising their texts. Therefore, they can rely on themselves in responding to their text and their friends when a second opinion is needed.

C. Limitation of the Problem

Due to the limitation of time, the researcher only chose one problem to be studied. Based on the problems above, this study was limited to reveal the effectiveness of the learning strategy of the writing skills i.e. self response in improving the students' writing skill.

The researcher chose to study this problem because it was the most pressing problem to be solved. It was also easier to handle this problem compared to the other problems. Furthermore, the researcher was interested to study the use of self-response in the teaching of the writing skills.

D. Formulation of the Problem

Based on the limitation of the problem, the problem can be formulated as follows:

Is there a significant difference between the writing skills of the students who are taught with the use of self-response and those who are not in grade XI at SMAN 7 Yogyakarta?

E. Objective of the Research

This study is aimed at finding out whether or not there is any significant difference between the writing skills of the students who are taught with the use of self-response and those who are not in grade XI at SMAN 7 Yogyakarta.

F. Significance of the Research

By applying self-response in teaching writing, the researcher enriches the literature on it. Therefore, it helps other researchers who want to have a study on the same area.

Moreover, it helps the students to have better writing skills. By applying self-response, they are able to master one of the learning strategies of the writing skills so that their writings will be improved. It also broadens the students' knowledge on the area of learning strategies of the writing skills.

Furthermore, it facilitates the English teacher to face a similar problem on the next years onwards. Later on when the teacher has a similar problem with it, he will be able to solve it. Therefore, it helps him in facing the difficulties in the teaching of the writing skills.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Description

This study is aimed to find out whether or not there is any significant difference between the writing skills of the students who are taught with the use of self-response and those who are not in grade XI at SMAN 7 Yogyakarta. There are two research variables in this study. The first is the independent variable or the self-response and the second is the dependent variable or the students' writing skills. In order to support the theoretical review of the research study, the discussion of the writing skills and self-response will be presented. In this theoretical framework, concepts on writing skills and self-response will be discussed. In writing skills, the definition and characteristics of writing skills are presented. In self-response, the description and nature, the importance, and the steps of doing self-response are discussed. In this chapter, self-feedback, self-monitoring, self-evaluation, self-reflection and self-assessment are identical with self-response.

1. The Writing Skill

This section is divided into two parts. The first part is about the definition and description of the writing skills. The second part is about the compositional nature of the writing skills in writing pedagogy.

a. The Definition and the Description of the Writing Skills

A writing skill is the ability to make letters or other symbols on a surface, especially with a pen or pencil on paper (Hornby, 1974: 996); it also deals with the ability of communicating messages by making signs, forming letters and words, and joining them together to make sentences on a page; moreover, it is the competence of encoding the message or meaning into words in various genres (Harmer, 2007: 323); and the ability of translating ideas into linguistic symbol in print (Schunk, 2009: 424). In conclusion, a writing skill is the ability of forming letters and words, and constructing them into sentences and paragraph in various genres on a page in order to communicate one's ideas and messages.

A writing skill is divided into subskills or microskills (Brown, 2001: 343; Gower et al, 1995:113; Richards and Schmidt, 2002:293). Therefore, the students need to master those microskills of writing in order to master the writing skills.

The first skill that the students have to master is handwriting or forming letters skill (Gower et al, 1995:113). They have to be able produce graphemes of English (Brown, 2001: 343). Therefore, first they need to be able to write English alphabets. They have to know the difference of the capital letters and the small letters, especially those whose native-language orthography is different from English (Harmer, 2007: 324).

The second is the spelling skill (Gower et al, 1995:113). They have to be able produce orthographic patterns of English (Brown, 2001: 343). Therefore, they need to be able to spell English words correctly. Some students have difficulty in spelling. It

is because the correspondence between pronunciation of a word and the way it is spelled is not always clear (Harmer, 2007:324). Misspelling will not influence the readers' understanding of the text. However, it will influence their judgment of the writer's lack of care or education (Harmer, 2007:324). Poor spelling can also show the writer's lack of consideration for the reader (Graves, 1983: 183 via Urquhart and McIver, 2005: 21). Therefore, the writers need to pay attention to the spelling so that the readers will not misjudge the writer.

In addition, the students need to possess the punctuation skill (Gower et al, 1995:113). Using punctuation correctly is an important skill in writing (Harmer, 2004: 49). The writers should follow the punctuation of the language they write in so that they will not disobey the well-established convention. It is because the disobedience of the well-established convention makes a piece of writing look awkward to some readers (Harmer, 2007:325). Moreover, if one does not use commas or full stops correctly, his or her writing will be difficult to be understood by the readers (Harmer, 2004: 49).

Furthermore, the students need to master the sentence constructing skill (Gower et al, 1995:113). They have to be able to produce an acceptable core of words and use appropriate word order patterns (Brown, 2001: 343). This skill involves in combining words into phrases or sentences. Therefore they need to know the basic rule of combining words. For example, they need to know that noun phrases include the attendance of articles, possessive, quantifier, and numerals (Hinkel, 2004: 67). Moreover, in order to write sentences, they must know that English sentences apply

the basic rule of a subject followed by a verb, which is followed by an object (Hinkel, 2004: 65).

The students need to master the grammatical skill. They must possess competence of using an acceptable grammatical system (Brown, 2001: 343). Grammar is the rules which structure a language (Kane, 1988: 13). Grammar is an essential part of language use (Frodesen in Celce-Murcia, 2001:234). For writers, it is an important component of language because they need it to communicate the meaning of their writing precisely and effectively (Celce-Murcia, 2001:234). Without a grammatical system, the readers will not be able to understand the message of the writing clearly.

Moreover, the students must be able to use cohesive devices in the written discourse (Brown, 2001: 343). A piece of writing needs to be cohesive to be truly comprehensible (Harmer, 2004:22). A writing product can be said cohesive when the sentences are well connected (Ruetten, 2003:18). To help the sentences and the elements bind together, the writers need cohesive devices (Harmer, 2004: 24). It is needed because the readers need to know what is being referred to and how the phrases and sentences relate to each other (Harmer, 2004: 24). Therefore, the writers need to master this micro skill so that they can produce good writing in order to help the readers understand the meaning unmistakably.

They need to have the competence of using the convention of the written discourse (Brown, 2001: 343). They need to be able to use the structure and vocabulary appropriate the formality and style and of the text (Gower et al, 1995:

113). Different purposes of writings are expressed in different styles and writing constructions or genres (Harmer, 2004:17). A job application letter will be constructed differently from a poem. They have different characteristics and patterns. In conclusion, students need to have the topic, the conventions and style of the genre, and the context in which their writing will be read if they want to write within a particular genre (Harmer, 2007: 327).

From the previous paragraphs, it can be concluded that writing is a productive skill (Spratt, Pulverness, and Williams, 2005:26). It is not always a natural gift; it is a learned skill (Langan, 2005: 12). It involves formulating language rather than receiving it.

b. The Compositional Nature of the Writing Skills in Writing Pedagogy

Writing requires specialized skills; those skills are not naturally developed in every student (Brown, 2001: 335). They need to learn this specialized skill in order to be able to compose a good text. Therefore, the writing pedagogy focuses on students to learn the compositional nature of writing skills; those are skills on how to generate ideas, how to organize them coherently, how to revise the text for clearer meaning, and how to edit the text (Brown, 2001: 335). The detailed explanation will be presented below.

1. How to generate ideas

It involves forming an internal representation of information to be used in creating a text (Schunk, 2009: 426). In generating the ideas, the students consider three main issues in planning what to write (Harmer, 2004: 4). The first is that they

think about the purpose of writing the text. Second, they must think about the audience they are writing for. The last is that they must consider the content structure of the text. One of the examples of the activities of generating ideas is brainstorming.

Brainstorming is similar to free writing; the goal is to think creatively (Berne, 2009:45). In this activity, the students make a list of examples, characteristics, and descriptors on a topic or an idea (Berne, 2009:46). In other words, the students note down the ideas in the form of words or phrases and decide which word or phrases that are going to be the topic sentence or the supporting ideas (Harmer, 2004: 88). However, there are a variety and style of note making. One student may prefer different varieties from the other (Harmer, 2004: 88). The figure below shows the form of brainstorming.

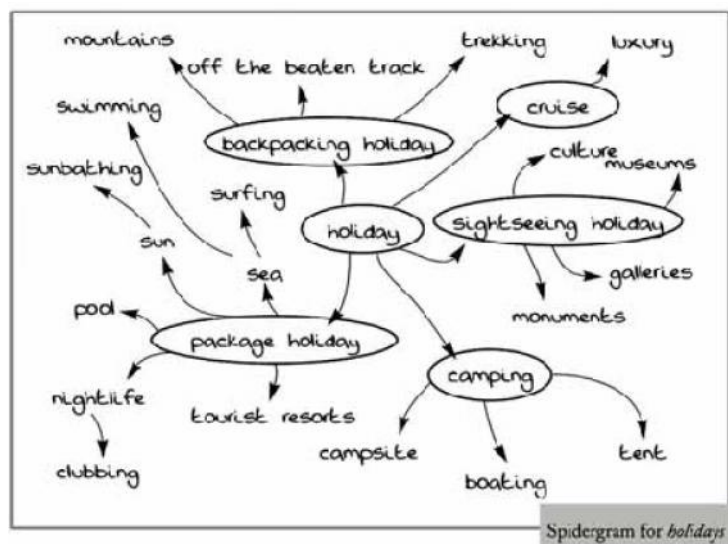


Figure 1. Spidergram or mind-map form of brainstorming

(Harmer, 2004: 89)

In making the spidergram or mind-map, the students write a topic in the center and then generate a web of ideas from that (Harmer, 2004: 89). The following figure shows another form of brainstorming.

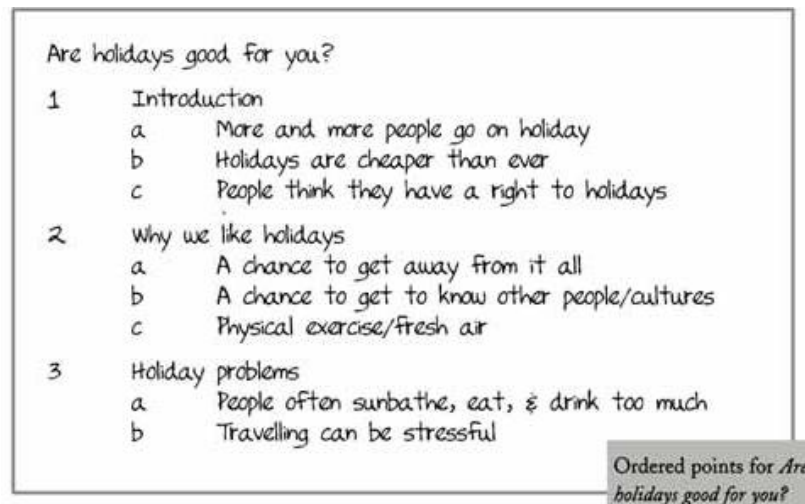


Figure 2. Ordered points form of brainstorming

(Harmer, 2004: 90)

Some students may prefer ordered points form than spidergram. In doing ordered points, the students simply make a list of the topic and subtopics of their writing.

2. How to organize ideas coherently

A writing product needs to be coherent to be truly accessible for the readers (Harmer, 2004: 22). A coherent text will make the readers feel at ease in reading it. Therefore, the readers can get the information conveyed in the text. In a coherent text, the ideas are arranged logically (Ruetten, 2003: 16). For a text to have coherence, it needs to have some internal logic in which the readers can follow with or without the

use of major cohesive devices (Harmer, 2004: 24). The information or messages written in a coherent text must flow smoothly and hand in hand between them. Therefore, the writers need to be able to sequence the information or messages of their writing logically to make their products comprehensible (Harmer, 2004: 25).

3. How to revise the text for clearer meaning

In revising the text, the students review their work (Urquhart and McIver, 2005: 11). It is done to improve the content and the organization of ideas of the text so that the writer's goal is made clearer to the readers. In revising the text, they reflect on what they have written in their texts, reconsider their choice of words and the arrangement of the sentences so that they can convey what they intended to say on their writing products (Lindemann, 1995 in Urquhart and McIver, 2005: 17). The students modify what they have already written in order to make their writings better (Strickland, 2007: 314). There are several things that will help the students to revise their text. One of them is some guidelines on what needs to be revised (Richards and Renandya 2002:351). The guidelines can be in the form of questions related on how the students conveying the message on their writing. To help the students recognize what should be revised, the distance time between drafting and revising is given (Urquhart and McIver, 2005: 19-20). If they have opportunities to detach themselves sufficiently from their writing, they will be able to see the textual changes that would help improve their written messages.

4. How to edit the text

In editing the text, the students are engaged in tidying up their texts as they prepare the final draft evaluation by the teacher. They are reading thoroughly to their writings, looking for errors and fixing them (Strickland, 2007: 316). Those errors they are looking for in this stage are errors on forms. They concentrate on the mechanics (Urquhart and McIver, 2005: 21). It means, they have to focus on the grammar they apply in their text. Applying good grammatical system will enable the readers understand their writing precisely and effectively (Celce-Murcia, 2001:234). They also need to make sure that their sentences have appropriate punctuation. If they do not follow a well-established punctuation rules, their writing will look awkward for some readers (Harmer, 2007:325). Moreover, they must check the spelling of words in their text. It is because proper spelling will give a better impression to the readers.

2. Self-response

This part is divided into three sections. The first section is the description and nature of self-response. The second is the importance of self-response. The last is the steps of doing self-response. Some samples materials are included in the presentation sections.

a. The Description and Nature of Self-Response

In the process of writing, self-response is categorized as one of the revision strategies which are conducted in the revision stage. Self-response is giving feedback

to the students' writing products by the individual students after they compose a text (Richards and Renandya, 2002: 317; Peñaflorida in Richards and Renandya, 2002: 350-351; Harmer, 2004: 112). In doing self-response, the students re-read their texts in order to reflect what they had already written.

There are three important aspects of self-response. The first is the position of writers as readers. The second is the decision the writers make on the final revision. The third is feedback.

1. Writers as readers

In self-response, students place themselves in the position of readers and make commentaries about any uncertainties and concerns during their writings (Charles, 1990: 292). The students should act as the audience of their products. It is done because their point of view and readers' point of view are not always the same.

To be able to place themselves as readers, they should know the audience of their text. The writing must be written specifically for them (Gray et al, 1990: 36). To know who the readers are, the writer should answer some questions related to who the readers are. The questions are listed as follows:

1. Who will read the text?
2. How old are they?
3. How can I capture their interest?
4. What main ideas do I want for them?
5. How much do they already know about this subject?
6. What reasons or examples can I use that will be appropriate for this audience?

Figure 3. Question lists about who will the readers are (Gray et al, 1990: 36)

Therefore, to be able to place themselves in the readers' position, the students need to consider the questions above. Moreover, they need to try to read their text in the reader's point of view and find out whether their works can capture the reader's attention (Charles, 1990: 292; Foster, 1996: 19).

2. Final revision decision

The fundamental importance of the students' self-response in writing is that writers make their own final revision decision (Foster, 1996: 7). In self-response, the students make the decision how they will revise their writing products. When they do this, they rethink, reconsider, and reshape their text, wrestling with the worry created by what they intended to say and the words that actually found their way to the page (Lindemann, 1995 in Urquhart and McIver, 2005: 17). Then the students make changes what they have already written in order to make their writing better (Strickland, 2007: 314).

Their final revision decision is more effective compared to the teacher's or other students' response (Brinko, 1993 cited in Hyland and Hyland, 2006:92). It is because they are the writer of their products and they are the only one who knows precisely what meaning they want to convey in their writings.

3. Feedback

One of the important parts of self-response is feedback. There are two kinds of feedback; feedback on forms and feedback on content. The feedback on forms deals with indentifying and correcting mistakes on syntax, concord, and collocation (Harmer, 2004: 108-109). In giving feedback on forms, the students mark the mistake or error they have made. The teacher gives them an error checklist to help them correct their mistake. The feedback on content is about reacting on the ideas and how they communicate their ideas and general meaning of their composition (Harmer, 2004: 5 & 112). However, in responding to the students' writing product, the feedback on content is given more emphasize (Harmer, 2004: 112). It consists mainly of remarks on drafts that usually point out problems and offer suggestion for improvement.

The following paragraph presents the example of both feedback types. The following figure is the example of the checklist on feedback on form.

1. Noun endings: *some pencil, a books*
2. Articles: *this is classroom*
3. Subject verb agreement: *I goes to school*
4. Verb tenses: *I arrive yesterday*

Figure 4. Error checklists (Ferris in Richards & Renandya, 2002: 330)

The example of the feedback on content is presented in the figure below.

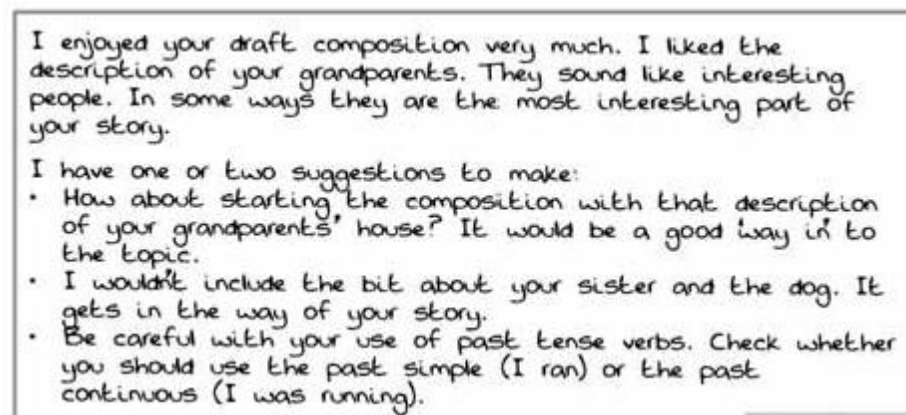


Figure 5. Feedback on content (Harmer, 2004: 113).

Therefore, in giving feedback on forms, the students must analyze the word order of their writing products, grammatical agreement, and the word choice of the writing products in order to correct the errors or mistakes they had made. In giving feedback on content, the students make some notes and analyze their writing works closely so that they can make their writing better.

b. The importance of Self-response

There are some advantages that can be achieved by doing self-response. The first is that the students can improve their writing products by doing self-response.

The second is that it gives the students a sense of independence. The last is that it makes the students aware of the importance of the process of writing. The following paragraphs will explain the points further.

1. Improving writing products

Students can make their own revisions without a response or feedback from others and improve their writing significantly (Hyland and Hyland, 2006: 92). Students can improve the quality of their products by doing self-response. It is because they are the author of their writing products and they know precisely what meaning they want to convey in their writing. It is expected that teachers will give the students the opportunity to revise their products instead of ignoring their ability to analyze their writing.

Response or feedback is more effective when information is gathered from the subjects themselves as well as others (Brinko, 1993 cited in Hyland and Hyland, 2006:92). When the students respond to their own writing, they are having a conversation with the other self (Murray, 1982 cited in Bardine and Fulton, 2008: 149). This other self regulates the writing process by reviewing the student's work and acting as a critic, providing the student with distance to view the work objectively and assess what needs to be improved or changed.

Moreover, self-response becomes a powerful method for the development of students' writing ability in all subjects when it emphasizes revision with specific areas (Foster, 1996:7). Teachers of certain school subjects often ask the students to

write a paper or a report on science, social studies and language arts. When the students respond to their writing assignment individually, they will be able to make better works. This achievement however cannot be achieved if the students do not know the criteria to revise their own writing.

2. Sense of independence

Any form of feedback should be to move students to a more independent role where they can critically evaluate their own writing and intervene to change their own processes and products where necessary (Hyland and Hyland, 2006:92). By doing self-response, the students independently monitor their performance and involve directly in deciding what needs to be done (Brown, 2004: 270). Therefore they will gain responsibility towards what they have written. Moreover, by doing self-response, they will be forced to analyze their work that will give them an opportunity to be more autonomous in revising their writing products (Bardine and Fulton, 2008:149). Therefore, giving feedback on their own writing product gives the opportunity to them to develop their autonomous learning.

3. Raising the awareness of the importance of the writing process

The revision strategies (one of them is self-response) that student writers impose on themselves continue to be a concern of process oriented teaching in the writing classroom (Bardine and Fulton, 2008: 149). Response to a first draft is the most important part of the writing process for developing writers (Freeman, 2003:65).

It is because the students need to be made aware of the process of writing. The process oriented teaching in the writing classroom applies the process of writing. By doing self-response to revise their own writing, students will realize that revising is needed to be done even by the experienced writers. Therefore, they will be concerned to respond their writing and improve the quality of them. Moreover, when they were asked to write something, they will make an attempt to improve their writing before they submit it.

c. The steps of doing self-response

There are three major steps of doing self-response. The first is writing the draft. The second is responding to the draft. The last is rewriting the draft. These steps are related to the process of writing since self-response is one of the revision strategies.

1. Writing the draft

The self-response is one of the revision strategies where the process oriented teaching in the writing classroom is emphasized (Bardine and Fulton, 2008: 149). Therefore, the students must apply the first steps of the process of writing; drafting.

In drafting, the students formulate their ideas into words and putting them on the paper (Urquhart and McIver, 2005:16). They write the message they want to convey fluently without giving too much attention on grammar and spelling.

This is one of the samples of a draft that was made by a student.

When I got to Smith Farm Camp, I didn't fit in. I'm from the City. I'd never seen a pig.

A week passed, and a pig was ready to have babies. Becky, a second year farmer, was my partner. The farm leader, Sue, asked us to take turns caring for it. Becky talked, but I didn't say much. Finally she said, "Eric, don't you ever talk?"

I told her how I felt.

Her questions pulled out shy feelings buried inside me. I talked on and on. She listened. Then she said, "I was shy, but the farm helped me it can help you too.

The pig started to have her first family. Becky ran to get sue. Before they got back, however, I greeted six piglets. At lunch Becky announces, "Eric delivered six baby pigs!" People crowded around me for the story.

I felt so good. Now I was a farmer.

Figure 6. Sample of a draft (Gray et al, 1990:161)

Students do not have to be especially cautious about their word choice or strict about the fundamentals of grammar, for their main concern while drafting is transferring the intended message from the unformulated thoughts in their heads to more definitive words on a page that can be referred to at a later time (Urquhart and McIver, 2005:16).

2. Responding to the draft

In this stage, the students are requested to read their draft after they have finished it. They are asked to read aloud to themselves what they have written several times (Freeman, 2003:73). By reading aloud, the students may hear problems or inappropriateness in their drafts that they cannot see. When they found out problems, they will be asked by the teachers to note them on their writing.

When the students are responding to their own writing, the teacher hand them some sample questions as guidelines to the students (Richards and Renandya, 2002: 351). The questions are about the organization of the text, details, and information. At this stage, the students read their writing products and take notes their response based on the guidelines. When the students respond to their own writing they are having a conversation with the other self (Murray, 1982 cited in Bardine and Fulton, 2008: 149). With the aid of the question lists, they will know what it needs to be conversed with the other self. This other self controls the writing process by reviewing the student's work and acting as a critic, presenting the student with the distance to consider the work objectively and assess what needs to be improved or changed (Bardine and Fulton, 2008: 149).

Some of the questions to aid the students in responding to their drafts are presented below.

1. What are you writing about?
2. What is the purpose of writing the text?
3. What is the general statement of your writing?
4. What are the arguments of your writing?
5. What is the strength of your writing?
6. What is the weakness of your writing?

Figure 7. Question checklist (Richards and Renandya, 2002: 318 & 355)

Moreover, to help the students recognize what should be responded, the teachers ask the students to have some distance time between drafting and revising (Urquhart and McIver, 2005: 19-20 and Freeman, 2003:73). By waiting for some time, their mind will be fresh so that they can read their writing in a different point of view. Furthermore, they will be able to see the textual changes that would help

improve their written messages if they have opportunities to disengage themselves sufficiently from their writing.

3. Rewriting the draft

At this stage, the students rewrite their drafts. They rewrite them based on the feedback they have written previously. Therefore, they can produce clearer and meaningful writing products at the end of the lesson.

This is a sample of the final writing product of a student after the first draft being revised.

The Day I Delivered Pigs

When I got to Smith Farm Camp, I didn't fit in. I'm from the City. I'd never seen a pig.

A week passed, and a pig was ready to have babies. The farm leader, Sue, asked us to take turn caring for it. Becky, a second year farmer, was my partner.

Becky talked, but I didn't say much. Finally, she said, "Eric, don't you ever talk?"

"I feel awkward," I said "I don't fit in here."

Her questions pulled out shy feelings buried inside me. I talked on and on. She listened. Then she said, "I was shy, but the farm helped me. It can help you too."

The pig started to have her first family. Becky ran to get Sue. Before they got back, however, I greeted six piglets. At lunch, Becky announced, "Eric delivered six baby pigs!" People crowded around me for the story.

I felt so adept! Now I was a farmer. I had begun to fit in, thanks to a pig and my friend Becky.

Figure 8. Sample of a final draft (Gray et al, 1990:165)

After writing the final draft, the students will submit their writing products to the teacher. Later on, the teacher will response and assess their final writing products.

B. Review of Related Studies

A research by Xian Chen (2009) showed that self-response is quite effective as a strategy in revising the students' draft. The students could improve their writing skill because of the opportunity they get in analyzing their own texts. Therefore, the quality of the students' texts was better.

Moreover, according to Hyland (2006), self-response could improve the students' writing skill. When the students were revising their own texts, they can express their doubts and intentions of their texts. Therefore, they would rethink of what they have written. Consequently, their writing skill was better because of the improvement of their critical thinking in conveying ideas and messages on their texts.

C. Conceptual Framework

As discussed above, a learning strategy is one of the elements affecting the teaching and learning of the English writing skills. The selection of the appropriate strategy is important in determining the successful of its process. The appropriate strategies can influence the students' performance in the writing skill.

Self-response is one of the revision strategies where the students give feedback to their own writing products in order to improve the quality of their writing. In self-response, the students place themselves in the readers' position and decide the final revision decision from their own feedback.

Self-response is designed to improve their writing products by evaluating them after they have finished composing them. Moreover, it is designed to improve their

independence in responding to their own writing. Therefore, they will not always depend on their English teacher in responding their texts. In addition, it is designed to improve the students' awareness of the importance of the writing process. As a result, they will realize that in writing they need to re-read and respond to their composition so that they will have better writing products.

There are two groups in this study. They are the control class and the experimental class. In doing the self-response, first, the students of the experimental class write the draft. The purpose of writing the draft is to convey their ideas on the paper freely. After that, they respond to their draft. It is done in order to make their writing more logic and comprehensible. The last step is that they rewrite their draft based on their responses. On the other hand, the students of the control class do not receive the treatment. The teaching of the writing skills in this class focuses on the writing product.

As mentioned before, choosing of appropriate strategies is important in determining the improvement of the students' writing skills. There are several skills the students need to achieve in order to master writing skills. Some of them are the spelling skill, combining words and punctuation skills, the grammatical skill, and skills on convention of written discourse and genres. Hence, self-response can arouse the students' mastery of those skills when it is implemented in the writing pedagogy. There are several compositional natures of writing skills in writing pedagogy. First, the students are taught to generate ideas. Second, they learn how to organize them

coherently. Third, they are taught to revise their texts. The last is that they learn how to edit the text.

Based on the consideration above, a conceptual framework is constructed on the relationship between students' writing skill and the effect of the use of self-response. This conceptual framework is aimed at concentrating the research study on the problem concerned. The implementation of the strategy involves the researcher, the English teacher, and the students of grade XI of SMAN 7 Yogyakarta in the academic year of 2009/2010.

The correlation between the self-response and the students' writing skills is presented below.

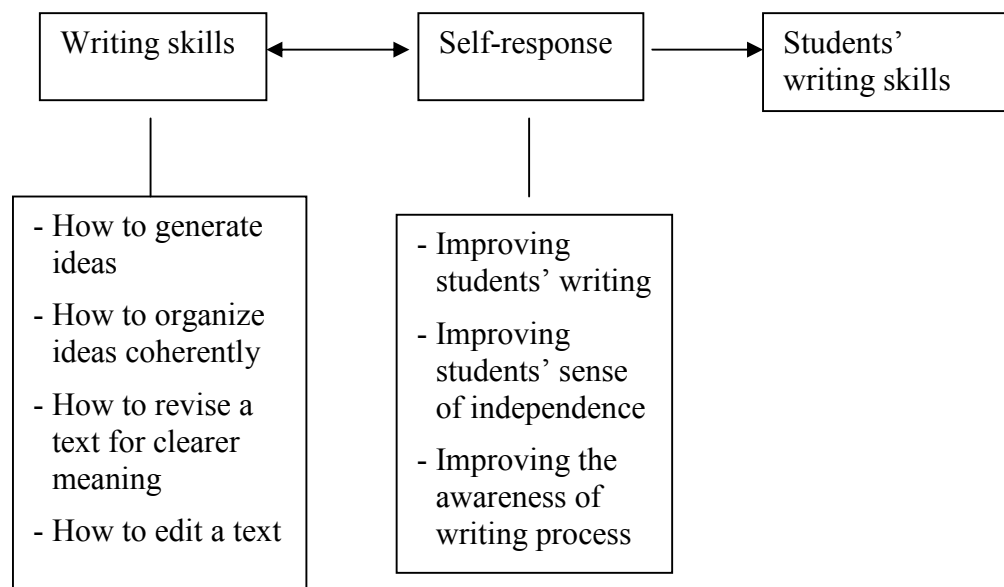


Figure 9. The conceptual framework

From the figure above, the writing strategy applied in this study is expected to give a contribution in improving the students writing skills. It is because, based on the theory presented previously; self-response will give some benefits to the students' writing skill.

D. Hypothesis

Based on the above stated theory, the hypothesis of this research is formulated as follows.

There is a significance difference between writing skills of the students who are taught with the use of self-response and those who are taught without it.

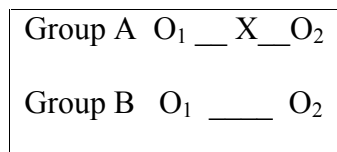
CHAPTER III

RESEARCH METHOD

The researcher presents the research method in reference to the previous chapter in order to determine the result and procedure of the study. This chapter is divided into five parts. Each part will be presented in the following discussion.

A. Research Design

This study is classified as quasi experimental research in that assignments of the subjects into groups are not random. In its procedure, the researcher gives a treatment to a group of subjects and then analyse the change of their behavior compared to the other group that is not given the treatment (Alsa, 2003:19). It involves two variables; one being an independent variable and the other a dependent variable (Suharto, 2003:55-56). The independent variable is the method, namely X. The dependent variable is the students' writing skills, namely Y.



A= experimental group

O_1 = pre-test

O_2 = post-test

B= control group

X = treatment

Figure 10 The design of the study. (Creswell, 1994: 132)

B. Population and Sample of the Study

In this study there are two groups involved, the experimental group and the control group. However, due to the technical conditions; the subjects of these groups are not randomly assigned to the groups. The experimental group got the research treatment in the form of self-response while the control group did not get the treatment. A pre-test and a post-test were administered at the beginning of the treatment and at the end of the treatment. The design of the research is presented as follows.

The population of the study is the grade XI students of SMAN 7 Yogyakarta in the academic year of 2009/2010 consisting of six classes. The researcher took two classes as the sample of the study, one as a control class and the other as an experimental class. To decide which classes that were used as the sample; the researcher wrote the name of the six classes on six pieces of paper and then asked someone to pick two pieces of paper randomly. Then, the researcher threw a coin to decide which one is the control class and which one is the experimental class. Each class consists of 31 students. The distribution of the sample is presented below.

Table 1: **Sample Distribution of the Study**

| Class | Group | Quantity |
|--------------|------------------------|-----------------|
| XI IPA 1 | the control class | 31 |
| XI IPA 2 | the experimental class | 31 |
| | Total | 62 |

C. Research Instrument

1. The guideline of the writing test

The instrument that was used to collect the data is a writing skill test. The test is an essay type test (Brown, 2001:404). It covers one of the materials of writing skill in reference to the School-Based curriculum of Senior High School Grade XI of the second semester of the English subject that is an essay in the form of hortatory exposition. The detail is illustrated in the following table.

Table 2: **Guideline of the Writing Test**

| Standard of competence | Basic competence |
|---|---|
| 1. Expressing the meaning of short functional texts and essays in the form of narrative, spoof and hortatory exposition in the daily life context. | <p>1.1. Expressing the meaning of short functional texts (banner, poster, and pamphlet) in formal and informal situations using written language accurately, fluently, and acceptably in the daily life context.</p> <p>1.2. Expressing the meaning and the rhetoric of the essays in the form of narrative, spoof and hortatory exposition using written language accurately, fluently, and acceptably in the daily life context.</p> |

(Depdiknas, 2006: 319-310)

2. The content validity

To guarantee the validity of the instrument, the researcher applied the content validity in which it refers to the degree to which the test represents the parts of category tested (Suharto, 2003:69). The writing skill test used in this study employs the content validity (Suharto, 2003:69). It is developed in reference to the School-Based curriculum of Senior High School Grade XI of the second semester of the English subject. The underlying of the content is presented below.

Table 3: **The Underlying Content of the Writing Test**

| Underlying contents | Indicators | Item |
|---|--|-------------|
| 1. The content of the writing works. | 1.1 using the thesis statement 1.2 developing ideas through illustration, facts, and opinions 1.3 using description, cause/effect, and comparison contrast | 3 |
| 2. The organization of the writing works. | 2.1 producing an effective introduction 2.2 using logical sequences of ideas 2.3 producing conclusion | 3 |
| 3. The discourse of the writing works. | 3.1 using topic sentences 3.2 paragraph unity 3.3 using the rhetorical conventions 3.4 using cohesive devices | 4 |

(continued)

| | | |
|---------------------------------------|---|---|
| 4. Syntactical and vocabulary aspects | 4.1 using acceptable grammatical systems, patterns, and rules 4.2 expressing a particular meaning in different grammatical forms 4.3 producing an acceptable core of words 4.4 using appropriate word order patterns | 4 |
| 5. Mechanics aspects | 5.1 producing appropriate graphemes patterns of English 5.2 producing appropriate orthographic patterns of English | 2 |

(Brown, 2001:343 &357)

3. Inter-rater reliability

To guarantee the reliability of the instrument, the researcher applied the inter rater reliability in which the procedure is used to determine the consistency with which two raters can independently rate the same subjects with equal value (Furlong, Lovelace, Lovelace, 2000: 66). It is done to avoid inconsistency scoring done by two scorers on the same test (Brown, 2004:21). The researcher employed Pearson formula to measure the inter rater reliability of the instrument of writing skill test.

D. Data Collecting Method

The procedure of collecting data is divided into three steps; those are try-out, test, and scoring. Each of the steps are presented as follows

1. Try-out

The researcher conducted the try-out before using the instrument to collect the data in order to find out the validity and reliability of the instrument. The try-out of the writing skill test was done on 14th January 2010 on class XI IPS 2.

The result of the validity of the writing skill test showed that the test is valid. It was showed by the question which covered one of the materials of the School-Based curriculum of Senior High School Grade XI of the second semester of English subject. Moreover, it also covered the underlying content of the writing works.

The result of the reliability of the writing skill test showed that the test is reliable. The result of the reliability of the instrument was 0.876. In reference to the value of reliability coefficient (Suharto, 2006: 84), the writing test is categorized into a very high level of reliability. It means the writing skill test is reliable to be used in the research. The value of reliability coefficient is presented below.

Table 4: **Value of Reliability Coefficient**

| No | Reliability Coefficient | Category |
|----|-------------------------|-----------|
| 1. | 0.800-1.000 | Very high |
| 2. | 0.600-0.799 | High |
| 3. | 0.400-0.599 | Fair |
| 4. | 0.200-0.399 | Low |
| 5. | 0.00-0.199 | Very low |

(Suharto, 2006: 84)

2. Test and Implementation of the Research

After the instrument was tried-out, it was used in the pre-test and post-test of the subjects of the research. The pre-test was administered before the students got the treatment. The post-test was conducted after the students got the treatment. Both of the control class (XI IPA 1) and the experimental class (XI IPA 2) were given the pre-test and post-test. The treatment was given only to the experimental class. The following figure presents the schedule of the test and implementation of the research.

Table 5: **Schedule of the Research of the experimental and control group**

| Date | Material | Time | Sources |
|-------------------|-----------------------------------|------------|---|
| January 26, 2010 | Pretest of the experimental class | 60 minutes | |
| January 28, 2010 | Pretest of the control class | 60 minutes | |
| January 30, 2010 | Narrative text | 90 minutes | BSE Interlanguage: English for Senior High School Students XI |
| February 6, 2010 | Hortatory exposition text | 90 minutes | BSE Interlanguage: English for Senior High School Students XI |
| February 13, 2010 | Hortatory exposition text | 90 minutes | BSE Interlanguage: English for Senior High School Students XI |

(continued)

| | | | |
|----------------------|--|---------------|--|
| February 16, 2010 | Spoof text | 90 minutes | BSE Interlanguage: English for Senior High School Students XI |
| February 20, 2010 | Spoof text | 90 minutes | BSE Interlanguage: English for Senior High School Students XI |
| February 23, 2010 | Review | 90 minutes | |
| February 27, 2010 | Post test of the control class | 60 minutes | |
| February 27, 2010 | Post test of the experimental class | 60 minutes | |

The table above showed that the pre-test was conducted in both classes. The post-test was conducted after the treatment. The treatment was implemented in the experimental class (XI IPA 2) in six meetings. Each meeting consisted of ninety minutes. The researcher taught the experimental class and the English teacher of SMAN 7 Yogyakarta taught the control class while she observed the teaching and learning process of English. The procedure of the class activity for the experimental class and the control class are more or less described as follows.

a. Experimental class

• Greeting:

The teacher greeted the students and asked how they were.

- Warm up:

The teacher asked some questions related to the theme and the teaching materials of the day. Moreover, she also gave some introduction of the teaching material.

- Main activity:

- 1) The teacher gave the students the input text of the material that was going to be taught.
- 2) The teacher and the students discussed the text. In addition, the teacher elicited some questions related to the text.
- 3) The teacher explained the function of the text and the generic structure of the text. She also explained about how to generate good paragraphs.
- 4) The students did some exercises and composed a text.
- 5) The teacher helped the students to respond their own text and gave them some checklists. The students responded their own texts.
- 6) The teacher helped the students to revise their texts based on their response.

- Closing:

The teacher concluded the lesson and checked the students' comprehension. She said good bye to the students.

b. Control class

- Greeting:

The teacher greeted the students and asked how they were.

- Warm up:

The teacher gave some introduction of the teaching materials. He asked some questions related to the theme and the teaching materials of the day.

- Main activity:

- 1) The teacher gave the students the input text of the material that was going to be taught.
- 2) The teacher and the students discussed the text. In addition, the teacher elicited some questions related to the text.
- 3) The teacher explained the function of the text and the generic structure of the text. He also explained about how to generate good paragraphs.
- 4) The students did some exercises and composed a text.
- 5) The teacher asked the students to check the spelling and the use of the tenses of their texts.
- 6) The teacher helped the students to correct the misspelling and inappropriate tenses in their texts.

- Closing :

The teacher checked the students' comprehension and concluded the lesson. He said good bye to the students.

3. Scoring

The scoring of students' writing test is done by the researcher as the first rater and the consultant as the second rater. It is done in the reference to the categories for evaluating writing adapted from J.D. Brown 1991 (Brown, 2001:358). The categories and the range of the scores are presented below.

Table 6: **Categories and Range Scores for Evaluating Writing**

| Categories | Score |
|---|--------------|
| Content | 1-24 |
| Organization | 1-20 |
| Discourse | 1-20 |
| Syntax | 1-12 |
| Vocabulary | 1-12 |
| Mechanics (capitalization, spelling, and punctuation) | 1-12 |
| Total | 100 |

E. Techniques of Data Analysis

1. Data Categorization

The categorization of scores obtained by students was made to find out the level of each of the student's writing skills. The ideal mean score (X_i) and the ideal standard deviation (SD_i) were found first to make the categorization. The ideal mean score was found by dividing the sum of ideal maximum and ideal minimum score

with two. The ideal standard deviation was found by subtracting the ideal maximum score with the ideal minimum score and divided by six.

There is a task on the writing test. The results of the raw data of the experimental group and the control group were analyzed in the rank of 6 to 100. The maximum score was 100 and the minimum score was 6. The ideal mean is 53 and the ideal standard deviation is 15.7. The formula of the data categorization is presented below.

Table 7: **Categorization of the Scores of the Students' Writing Skill**

| Score scale | Score | Category |
|---|-----------------|-----------|
| $\bar{X}_i + 1.5 \text{ SDi}$ up to $\bar{X}_i + 3\text{SDi}$ | $76.51 < 100$ | Very high |
| $\bar{X}_i + 0.5 \text{ SDi}$ up to $\bar{X}_i + 1.5 \text{ SDi}$ | $60.84 < 76.50$ | High |
| $\bar{X}_i - 0.5 \text{ SDi}$ up to $\bar{X}_i + 0.5 \text{ SDi}$ | $45.18 < 60.83$ | Fair |
| $\bar{X}_i - 1.5 \text{ SDi}$ up to $\bar{X}_i - 0.5 \text{ SDi}$ | $29.51 < 45.17$ | Low |
| $\bar{X}_i - 3 \text{ SDi}$ up to $\bar{X}_i - 1.5 \text{ SDi}$ | $6 < 29.50$ | Very low |

2. Descriptive Statistics

The descriptive statistics has an aim at describing the numerical representation of how each group performed on the interval scale measures (Brown, 1988: 65). It employs the result of the mean and standard deviation score. The mean is total of all scores divided by the number of the subjects. The standard of deviation is the squared root of the squared deviation score (Suharto, 2002: 13).

3. Inferential Statistics

The inferential statistics is employed to test the hypothesis whether there is a significant difference between the writing skills of the students taught by the use of self-response and those who are not. The statistics used in this computation are test of normality, test of homogeneity, and test of hypothesis.

a. Test of normality

It is used to see whether or not the distribution of the response to the instrument is normal. In this case, the chi-square test is used. Theoretically, if the level of significance is higher than 0.05, it means that the scores have a normal distribution.

b. Test of homogeneity

It is used to analyze whether the samples of variance are homogenous or not. The test used in this study is Levene's test. The samples are considered homogenous if the level of significance is more than 0.05.

c. Test of hypothesis

The test of hypothesis is applied to find out whether the hypothesis is accepted or rejected. In order to test the hypothesis, the ANCOVA (Analysis of Covariance) is employed. The hypothesis is accepted if the level of significance is lower than 0.05.

In doing the analysis of the normality test, the homogeneity test, and the hypothesis testing, the researcher uses the SPSS version 17 computer program.

CHAPTER IV

RESEARCH FINDINGS

The aim of the study is to find out the effect of self-response on the students' writing skills. This chapter presents the findings of the study that are divided into three sections. The first section is the descriptive analysis. The second is the inferential analysis. The last section is the discussion.

A. Descriptive Analysis

To collect the comparative data, this study employed two groups, the experimental group and the control group. The pre-test and post-test were administered to each group at the beginning and the end of the study. This section presents the descriptive findings which describes data of writing scores of the pre-test and post-test of the students who were taught using self-response and those who were not by presenting the mean and the standard deviation of the scores.

1. Data of the experimental group

The data of the experimental group was gathered from the pre-test and post-tests. The results of the pre-test and post-test writing scores will be presented in the following section. The presentation involves the statistics of the descriptive analysis on the students' writing score.

a. Data on the pre-test writing scores of the experimental group

The pre-test was given to measure the students' writing skill of the experimental group before the treatment was applied. The table below shows the

information on the categorization of the students writing skill based on the results of pre-test score of the experimental group.

Table 8. The Results of Pre-test Scores of the Experimental Group

| Category | Scores | f | % |
|-----------------|---------------|----------|----------|
| Excellent | 76.51 - 100 | 12 | 38.71 |
| Good | 60.84 - 76.50 | 19 | 61.29 |
| Fair | 45.18 - 60.83 | - | - |
| Poor | 29.51 - 45.17 | - | - |
| Very poor | < 29.50 | - | - |

As presented in the table, there are twelve students who achieve the category of the excellent level (38.71%). There are nineteen students who reach the category of the good level (61.29%). There are no students who achieve the category of the fair level (0%). There are no students who reach the category of the very poor level (0%). There are no students who get the category of the poor level (0%)

The detailed frequency distribution of the pre-test scores of the experimental group is attached in Appendix C. The following table presents the descriptive analysis on writing the pre-test score of the experimental group.

Table 9. The Descriptive Analysis of the Pre-Test Scores of the Experimental Group

| Mean | Median | SD | Max | Min |
|-------------|---------------|-----------|------------|------------|
| 75.74 | 76 | 6.34 | 88.50 | 63 |

Based on the table above, the mean score of the pre-test of the experimental group is 75.74. According to the categorization of scores, it is categorized in the good level because it lies between scores 60.84 and 76.50. This means the students' writing skill of the experimental group before they were taught using self-response fell in the good category.

b. Data on the post-test writing scores of the experimental group

A post-test was given to measure the students' writing skill after the treatment was applied. The table below shows the information on the categorization of the students' writing skill based on the results of the post-test score of the experimental group.

Table 10. The Results of the Post-Test Scores of the Experimental Group

| Category | Score | f | % |
|-----------------|---------------|----------|----------|
| Excellent | 76.51 - 100 | 27 | 87.10 |
| Good | 60.84 - 76.50 | 4 | 12.90 |
| Fair | 45.18 - 60.83 | - | - |
| Poor | 29.51 - 45.17 | - | - |
| Very poor | < 29.50 | - | - |

In the table above, it can be seen that there are twenty seven students who reach the category of the excellent level (87.10 %). Four students achieved the category of good level (12.90 %). There are no students who get the category of the fair level (0%). There are no students who achieve the category of the poor level (0%). There are no students who reach the category of the very poor level (0%).

The detailed frequency distribution of the post-test scores of the experimental group is attached in Appendix C. The following table presents the descriptive analysis on writing the post-test score of the experimental group.

Table 11. The Descriptive Analysis of the Post-Test Scores of the Experimental Group

| Mean | Median | SD | Max | Min |
|-------------|---------------|-----------|------------|------------|
| 84.67 | 87 | 6.04 | 94.50 | 70.50 |

In reference to the table above, the mean score of the post-test of the experimental group is 84.67. According to the categorization of scores, it is categorized in the excellent level because it is placed between scores 76.51 and 100. This means the students' writing skill of the experimental group after being taught using self-response fell in the excellent category.

c. Comparison between pre-test and post-test scores of students' writing of the experimental group

The table below describes the statistical data on the pre-test and post-test scores of students' writing skills of the experimental group.

Table 12. The Comparison between Pre-Test and Post-Test of the Experimental Group

| Data | Pre-test | Post-test |
|-----------------|-----------------|------------------|
| Number of cases | 31 | 31 |
| Sum of scores | 2348 | 2625 |
| Mean score | 75.74 | 84.67 |
| SD | 6.33 | 6.03 |

From the table above, it shows that the mean score of the writing test increases from 75.74 to 84.67. It means the students' writing skills improve from good category to the excellent category.

d. The percentage of improvement of the mean score of the writing test of the experimental group

The percentage of improvement of the mean score of the writing test of the experimental group is presented in the table below.

Table 13. The Percentage of Improvement of the Experimental Group

| Variable | Mean | Mean difference | The percentage of improvement |
|-----------------|-------------|------------------------|--------------------------------------|
| Pre-test | 75.74 | 8.93 | 11.79 |
| Post-test | 84.67 | | |

Based the table above, it is known that the percentage of improvement of the mean score of the writing test of the experimental group is 11.79%. This means that most of the students' post-test scores increased from the pre-test score.

2. Data of the control group

a. Data on the pre-test writing scores of the control group

The pre-test was administered before the treatment was applied. The table below shows the information on the categorization of the students' writing skill based on the results of pre-test scores of the control group.

Table 14. **The Result of Pre-Test Score of the Control Group**

| Category | Score | f | % |
|-----------|---------------|----|-------|
| Excellent | 76.51 - 100 | 13 | 41.94 |
| Good | 60.84 - 76.50 | 18 | 58.06 |
| Fair | 45.18 - 60.83 | - | - |
| Poor | 29.51 - 45.17 | - | - |
| Very poor | < 29.50 | - | - |

As presented in the table, there are thirteen students who get the category of the excellent level (41.94%). Eighteen students who achieved the category of the good level (58.06%). There are no students who reach the category of the fair level (0%). There are no students who get the category of the poor level (0%). There are no students who reach the category of the very poor level (0%).

The detailed frequency distribution of the pre-test score of the control group is attached in Appendix C. The following table presents the descriptive analysis on writing the pre-test score of the control group.

Table 15. The Descriptive Analysis of the Pre-Test Score of the Control Group

| Mean | Median | SD | Max | Min |
|-------------|---------------|-----------|------------|------------|
| 75.21 | 76 | 6.44 | 88.00 | 62 |

Based on the table above, the mean score of the pre-test is 75.21. According to the categorization of scores, it is categorized in the good level because it lies between scores 60.84 and 76.50. This means the students' writing skill of the control group before being taught using self-response fell in the good category.

b. Data on the post-test writing scores of the control group

A post-test was conducted to measure the students' writing skill after the treatment was applied. The table below shows the information on the categorization of the students' writing skill based on the results of the post-test of the experimental group.

Table 16. The Results of Post-Test Scores of the Control Group

| Category | Score | f | % |
|-----------------|---------------|----------|----------|
| Excellent | 76.51 - 100 | 20 | 64.52 |
| Good | 60.84 - 76.50 | 11 | 35.48 |
| Fair | 45.18 - 60.83 | - | - |
| Poor | 29.51 - 45.17 | - | - |
| Very poor | < 29.5 | - | - |

Based on the table, it can be seen that there are twenty students who reach the category of the excellent level (64.52 %). There are eleven students who achieve the

category of the good level (35.48 %). There are no students who reach the category of the fair level (0%). There are no students who achieve the category of the poor level (0%). There are no students who reach the category of the very poor level (0%).

The detailed frequency distribution of the post-test score of the control group is attached in Appendix C. The following table presents the descriptive analysis on writing the post-test score of the control group.

Table 17. The Descriptive Analysis of the Post-Test Scores of the Control Group

| Mean | Median | SD | Max | Min |
|-------------|---------------|-----------|------------|------------|
| 79.06 | 79.50 | 6.45 | 92.50 | 61.00 |

Based on the table above, the mean score of the post-test is 79.06. According to the categorization of scores, it is categorized in the excellent level because it is placed between scores 76.51 and 100. This means the students' writing skill of the control group after being taught using self-response fell in the excellent category.

c. Comparison between pre-test and post-test scores of students writing of the control group

The table below describes the statistical data on the pre-test and post-test scores of students' writing skills of the control group.

Table 18. The Comparison between Pre-Test and Post-test of the Control Group

| Data | Pre-test | Post-test |
|-----------------|-----------------|------------------|
| Number of cases | 31 | 31 |
| Sum of scores | 2331.5 | 2451 |
| Mean scores | 75.21 | 79.06 |
| SD | 6.44 | 6.45 |

As presented in the table above, it shows that the mean score of the writing test increases from 75.21 to 79.06. It means the students' writing skills improve from the good category to the excellent category.

d. The percentage of improvement of the mean score of the writing test of the control group

The percentage of improvement of the mean score of the writing test of the control group is presented in the table below.

Table 19. **The Percentage of Improvement of the Control Group**

| Variable | Mean | Mean difference | The percentage of improvement |
|-----------------|-------------|------------------------|--------------------------------------|
| Pre-test | 75.21 | 3.85 | 5.12 |
| Post-test | 79.06 | | |

From the table above, it is known that the percentage of improvement of the mean score of the writing test of the control group is 5.12%. This means that some of the students' post-test scores increased from the pre-test score.

B. Inferential Analysis

In order to find whether applying self-response can improve students' writing skills, the ANCOVA was applied. Before it was applied, the pre-analysis testing was conducted. This test consists of two tests, i.e. the test of normality and the test of homogeneity. Moreover, the hypothesis testing was done in order to test the research hypothesis that is stated in chapter II.

1. Pre- analysis testing

There are two kinds of statistics tests in the pre-analysis testing. They are the test of normality and the test of homogeneity. Both of these tests will be presented in the next sub-sections.

a. **Test of normality**

The test of normality is aimed at finding whether the distribution requirement is normal or not. The distribution of the data is normal if the level of significance is higher than 0.05.

The result of the chi-square analysis of the pre-test is shown in the table below. The print out of the computation of the normality test is enclosed in Appendix C.

Table 20. The Result of the Normality Test of the Pre-test of Experimental and Control Group

| Group | χ^2 | d.f | Sig. | Interpretation |
|---------------------|----------------------------|------------|-------------|-----------------------|
| Experimental | 5.06 | 25 | 1.00 | normal |
| Control | 3.87 | 22 | 1.00 | normal |

In which: χ^2 : chi square value

d.f : degree of freedom

p : probability

The table above shows that the chi square value of the pre-test experimental group is 5.06 and the chi square value of the pre-test control group is 3.87. The level of significance of the experimental group (1.00) is higher than 0.05. It means that the distribution of the data of the pre-test of the experimental group of was normal. The level of significance of the control group (1.00) is higher than 0.05. This means that the data distribution of the pre-test of the control group was normal.

The result of the chi-square analysis of the post-test is presented in the table below. The print out of the computation of the normality test is enclosed in Appendix C.

Table 21. The Result of the Normality Test of the Post-Test of Experimental and Control Group

| Group | χ^2 | d.f | Sig. | Interpretation |
|---------------------|----------------------------|------------|-------------|-----------------------|
| Experimental | 6.25 | 20 | 0.99 | normal |
| Control | 10.87 | 21 | 0.96 | normal |

In reference to the table above, it can be seen that the chi square value of the post-test experimental group is 6.25 and the chi square value of the post-test control group is 10.87. The level of significance (0.99) is higher than 0.05. It means that the distribution of the data of the experimental group was normal. The level of significance of the post-test control group (0.96) is higher than 0.05. This means that the data distribution of the post-test of the control group was normal.

b. Test of homogeneity

The homogeneity test is aimed to find out whether the samples have the homogeneous variance or not. The Levene's test is applied in testing the homogeneity of the samples in this study. The samples are said to be homogeneous if the level of significance is higher than 0.05. The result of the pre-test of the experimental and the control group is presented in the table below. The results of the computation are enclosed in the Appendix C.

Table 22. The Result of the Homogeneity Test of the Pre-test of Experimental and Control Group

| F | d.f | Sig. | Interpretation |
|----------|------------|-------------|-----------------------|
| 0.040 | 60 | 0.841 | homogenous |

In which: F : Levene's test value

d.f: degree of freedom

p : probability

As presented in the figure above, the Levene's test value is 0.040. It is clear that the level of significance of the pre-test (0.84) is higher than 0.05. It means that the variance was homogeneous.

The result of the post-test of the experimental and the control group is presented in the table below. The results of the computation are enclosed in the Appendix C.

Table 23. The Result of the Homogeneity Test of the Post-test of Experimental and Control Group

| F | d.f | Sig. | Interpretation |
|----------|------------|-------------|-----------------------|
| 0.32 | 60 | 0.858 | homogenous |

With regard to the table above, it can be seen that the Levene's test value is 0.32. The level of significance of the post-test (0.085) is higher than 0.05. It means that the variance was homogeneous.

c. Test of hypothesis

The hypothesis testing is used to find out whether or not there is any significance difference on the students' writing skill between the students who are taught using self-response and those who are taught without self-response. First, the hypothesis must be changed into the null hypothesis (H_0) before the hypothesis is "There is no difference on the writing skill between students taught using self-response and those who are not."

The ANCOVA was applied to figure out the hypothesis because the scores of both the pre-test and the post-test are different. In this case, the pre-test is used as the covariate. Theoretically, the hypothesis is accepted if the value level of significance is lower than 0.05. The result of the ANCOVA is presented below. The printout of the computation is enclosed in appendix C.

Table 24. **The Summary of the ANCOVA Results**

| F | d.f | p |
|----------|------------|----------|
| 177.555 | 2 | 0.00 |

As presented in the table above, the value of the ANCOVA result is 177.555. The value level of significance (0.00) is lower than 0.05. It means that the alternative hypothesis (H_i) is accepted and the null hypothesis (H_0) is rejected. In other words, there is any significant difference in terms of the writing skills of the students who were taught using self-response and those who were not at the significant level of 0.00. Therefore, the proposed hypothesis that states 'there is a significance difference

between writing skills of the XI grade students who are taught with the use of self-response and those who are taught without it' is accepted.

C. Interpretation of the Findings

Based on the research in grade XI students in class XI IPA 1 and XI IPA 2, it is found that there is a significant difference in the students writing skills between the students who were taught using self-response and those who were not taught using self-response. The writing skills of the students of the control class and the experimental class before the treatment were the same. It is based on the result of the mean score in the pre-test of the experimental and control class.

First, based on the pre-test result, there are two findings that can be gathered. The former is the mean score of the experimental group (75.74). The latter is the mean score of the control group (75.21). From these results, it can be interpreted that the students of both classes are possessing equal intelligence.

Second, from one of the two pre analysis testing, it is discovered that both of the classes have normal distribution. It can be seen from the level of significance from both of the classes which is higher than the 0.05.

Third, from the result of the homogeneity testing, the experimental and control class are homogeneous. It can be observed from the value of probability (0.841) which is higher than 0.05. Therefore, it can be concluded that it is good as a beginning of the research for both of the classes.

Fourth, based on the result of the post-test, it is found that there is an increase of the mean score of the experimental group and the control group. Nevertheless the

increase of the mean score of the experimental group is higher than that of the control group. The increase of the mean score of the experimental group is 8.93. Meanwhile, the increase of the mean score of the control group is 3.85.

Fifth, according to the normality test of the post-test, both the groups have normal distribution. The value of chi-square of the post-test of the experimental class (6.25) is lower than the critical value (31.41). Moreover, the chi-square value of the post-test of the control class (10.87) is lower than the critical value (32.67).

Sixth, from the result of the homogeneity test of the post-test, it is found that the experimental class and the control class are homogeneous. The probability value (0.085) is higher than 0.05.

Seventh, according to the level of significance of the ANCOVA (0.00) is lower than 0.05. It means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_i) is accepted or there is a significant difference between the result of the post-test of the experimental group and the control group. It can be concluded that self-response could improve students' writing skills more than the conventional method.

In the teaching and learning process of English, the use self-response is good to improve the students' writing skills. The students wrote a draft. The purpose of writing the draft is to convey their ideas on the paper freely. After that, they applied the use of self-response. They responded to their own writing products in order to improve the quality of their writings. Then, the students revised and rewrote their writing products based on the response. Therefore, their writing skill was getting

better. Moreover, their independence in responding to their own writings improved. In addition, they realized that composing a good writing needs a process.

It is different from the students who were taught using the conventional method. In this method, the students composed texts as assigned by the teacher. After they had finished writing, they submitted their texts to the teacher without responding and revising them first. Therefore, the students writing skill was not getting better because of the lack of strategies. They did not aware that composing a good text needs a process and they become product oriented minded. Moreover, they could not improve their sense of independence.

In conclusion, self-response affects the students' writing skills in a positive way. It gives some advantages for the students. First of all, there is some improvement of the students' writing skills. By doing self-response and revising their own writing products, the students' writing skills improved (Hyland and Hyland, 2006: 92; Foster, 1996:7). Moreover, their sense of independence in writing also improved (Bardine and Fulton, 2008:149; Peñaflorida in Richard and Renandya, 2002: 350-351; Hyland and Hyland, 2006:92). Therefore, it can be concluded that self-response helps the students to develop the students' writing skills.

CHAPTER V

CONCLUSIONS

This last chapter presents the conclusion taken from the research. It also presents the suggestion for teachers, students, and future researcher as well. This chapter is divided into three parts; those are conclusions, implications, and suggestion.

A. Conclusions

As mentioned in the formulation of the problems previously, this study is aimed at finding out whether there is a significant difference between students who are taught using self-response and those who are taught without self response. With regard to the research findings and the discussion in the previous chapter, the researcher proposes some conclusions below.

1. The mean score of the pre-test of the experimental group before the treatment is given is almost the same range with that of the control group (i.e. $75.74 > 75.21$).
2. Furthermore, the mean score of the post-test of the experimental group after the treatment is given is higher than that of the control group (i.e. $84.67 > 79.06$).
3. The hypothesis that there is a significant difference on writing ability between students who are taught using self-response and those who are taught without self-response is accepted. It can be seen from the result of the level of

significance of the ANCOVA that it is lower than 0.05. In addition, the result of the improvement of the experimental group's mean shows that it is higher than that of the control group (i.e. $8.93 > 3.82$).

B. Implications

Implications are concluded from the research findings. The research finds that there is a significant difference on students' writing skills between students who are taught using self-response and those who are taught without self-response. In addition, this research implies that the use of self-response is important in teaching writing.

With regard to the conclusions, this research implies that the use of self-response is capable of promoting the improvement of the students' writing skills in which it can be seen from the students' writing scores after treated using self-response. it is expected that the teachers are highly recommended to utilize self-response on the teaching and learning writing in order to improve students' writing skills.

C. Suggestions

With regard to the above conclusions, the researcher proposes the following suggestions.

1. For teachers

The researcher suggests that all teachers to use the most appropriate technique in teaching writing. The researcher also suggests the teachers to employ self-response in teaching writing because it gives a chance for the students to evaluate their work so

that they can improve it. It is very beneficial for them if the teachers always encourage the students to revise their writing products and be more independent than before.

2. For students

Through self-response, it is expected that students become more independent in revising their text. With the aid of the questions checklist, they will learn what to be revised in order to improve the quality of their writings.

3. For future researchers

Writing is very complex. It requires three main stages of writing such as pre-writing, whilst writing, and post writing, in order to produce good quality of writing products. It is expected that the future researchers are able to develop students' writing skills from other aspects of writing.

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APPENDIX A

PRE-TEST

Class:

Name:.....

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

This image shows a full page of blank handwriting practice paper. It features multiple sets of horizontal lines, each consisting of three parallel lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are repeated down the entire length of the page, providing a guide for letter height and placement. The background is white, and the lines are black. There is no text or other markings on the page.

POST-TEST

Class:

Name:.....

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

This image shows a full page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook or legal stationery. There are no margins, text, or other markings on the page.

APPENDIX B

LESSON PLAN

Meeting 1

| | |
|--------------------|----------------------|
| School | : SMA N 7 Yogyakarta |
| Subject | : BAHASA INGGRIS |
| Class/Semester | : XI/II |
| Allocation of Time | : 2 x 45 Minutes |
| Skill | : Writing skill |

A. Standard Competency

10. To express the meaning in short functional texts and simple essays in the form of **narrative**, spoof, and hortatory exposition in the daily life context.

B. Basic Competency

10.2 To express the meaning and the rhetorical steps of essays using variety of written expression accurately, fluently and acceptably in the daily life context in the form of narrative text.

C. Indicator

Students are able to:

1. identify what the theme of a narrative text
2. identify the main idea of a narrative text
3. write a narrative text
4. respond their texts by themselves

D. Teaching objectives

By the end of the lesson, the students are expected to be able to:

1. identify what the theme of a narrative text
2. identify the main idea of a narrative text
3. write a narrative text
4. respond their texts by themselves

E. Teaching Material

Narrative text

F. Teaching Method

Self-response

G. Teaching activity

1. Opening
 - The teacher greets the students
 - The teacher calls the roll
2. Main Activity
 - The teacher asks about students' favorite story and its' theme.

- The students read a narrative text and answer some comprehension questions.
 - The students decide a title of a narrative text.
 - The teacher explains about the organization of a narrative text and its language features.
 - The students write a simple narrative text.
 - The students respond their writing by themselves.
3. Closing
- The teacher gives a conclusion and reflection.
 - The teacher says goodbye to the students.

H. Sources

BSE Interlanguage: English for Senior High School Students XI

I. Evaluation:

| Categories | Score |
|---|------------|
| Content | 1-24 |
| Organization | 1-20 |
| Discourse | 1-20 |
| Syntax | 1-12 |
| Vocabulary | 1-12 |
| Mechanics (capitalization, spelling, and punctuation) | 1-12 |
| Total | 100 |

Yogyakarta, 30 January 2010

Teacher

Heru A. Prasetyanta, S. Pd
NIP: 19650702 198903 1 007

Susanti
NIM: 05202241043

Task 1: read the following paragraph to answer the questions.

A farmer had some puppies he needed to sell. He painted a sign advertising the 4 pups and set about nailing it to a post on the edge of his yard. As he was driving the last nail into the post, he felt a tug on his overalls. He looked down into the eyes of a little boy. "Mister," he said, "I want to buy one of your puppies."

The boy reached deep into his pocket and pulled out a handful of change and held it up to the farmer. "I've got thirty-nine cents. Is that enough to take a look?"

"Sure," said the farmer.

Out from the doghouse and down the ramp ran four little balls of fur.

The little boy pressed his face against the chain link fence. His eyes danced with delight. As the dogs made their way to the fence, the little boy noticed something else inside the doghouse. Slowly another little ball appeared. This one was noticeably smaller. Down the ramp it slid. Then the little pup began hobbling toward the others, doing its best to catch up.... "I want that one," the little boy said, pointing to the runt.

The farmer knelt down at the boy's side and said, "Son, you don't want that puppy. He will never be able to run and play with you like these other dogs would. "

With that the little boy stepped back from the fence, reached down, and began rolling up one leg of his trousers. In doing so he revealed a steel brace running down both sides of his leg attaching itself to a specially made shoe. Looking back up at the farmer, he said, "You see sir, I don't run too well myself, and he will need someone who understands."

With tears in his eyes, the farmer reached down and picked up the little pup. Holding it carefully he handed it to the little boy.

"How much?" asked the little boy.

"No charge," answered the farmer, "There's no charge for love."

Adapted from BSE Interlanguage: English for Senior High School Students XI

Questions:

1. What is the theme of the story?
2. What is the main idea of the story
3. What can you learn from the story?
4. Where did the story happen?
5. What similarity did the boy and the dog have?

LESSON PLAN

Meeting 2

| | |
|--------------------|----------------------|
| School | : SMA N 7 Yogyakarta |
| Subject | : BAHASA INGGRIS |
| Class/Semester | : XI/II |
| Allocation of Time | : 2 x 45 Minutes |
| Skill | : Writing skill |

A. Standard Competency

10. To express the meaning in short functional texts and simple essays in the form of narrative, spoof, and **hortatory exposition** in the daily life context.

B. Basic Competency

10.2 To express the meaning and the rhetorical steps of essays using variety of written expression accurately, fluently and acceptably in the daily life context in the form of hortatory exposition text.

C. Indicator

Students are able to:

5. identify the main idea of a hortatory exposition text
6. identify the supporting ideas of a hortatory exposition text
7. identify a paragraph which doesn't have enough supporting ideas
8. write a hortatory exposition text
9. respond their texts by themselves

D. Teaching objectives

By the end of the lesson, the students are expected to be able to:

1. identify the main idea of a hortatory exposition text
2. identify the supporting ideas of a hortatory exposition text
3. identify a paragraph which doesn't have enough supporting ideas
4. write a hortatory exposition text
5. respond their texts by themselves

E. Teaching Material

Hortatory exposition text

F. Teaching Method

Self-response

G. Teaching activity

1. Opening
 - The teacher greets the students
 - The teacher calls the roll

2. Main Activity

- The teacher asks students' opinion on stock of food and population.
- The students read a hortatory exposition text and answer some comprehension questions.
- The teacher explains about hortatory text, its organization, and language features.
- The students identify main idea and supporting ideas of a text.
- The students make some sentences to complete a paragraph which does not have enough supporting details.
- The students write a general statement and supporting ideas for a paragraph.
- The students respond their writing by themselves.

3. Closing

- The teacher gives a conclusion and reflection.
- The teacher says goodbye to the students.

H. Sources

BSE Interlanguage: English for Senior High School Students XI

I. Evaluation:

| Categories | Score |
|---|------------|
| Content | 1-24 |
| Organization | 1-20 |
| Discourse | 1-20 |
| Syntax | 1-12 |
| Vocabulary | 1-12 |
| Mechanics (capitalization, spelling, and punctuation) | 1-12 |
| Total | 100 |

Yogyakarta, 6 February 2010

Teacher

Heru A. Prasetyanta, S. Pd
NIP: 19650702 198903 1 007

Susanti
NIM: 05202241043

Task 1: read the text below to answer the following questions.

Agriculture



Nowadays, many people have realized that agriculture is much more important than as the supporting tools in economic development. In Indonesia, agriculture should be the priority of development because of some good reasons.

First of all, the agriculture's contribution in the beginning of the development is highest among the other sectors. At present, almost half of total Indonesian labors are working in agriculture sector, but the contribution of agriculture sector does not reach 30 percent.

Second, agriculture sector is expected to fulfill the need of food in a country. As the number of population increase in an alarming rate each year, food supply must also increase. But in developing countries, food production and agricultural production per capita never increase more than one percent each year, and in some extreme case, it even stagnant.

Last but not least, without agricultural development, the growth of industrial sector will be hampered because the growth that comes from industry will bring a wider gap into the internal economy in that country. In turn, this gap will create serious poverty problem, wider inequality of income distribution, and increase unemployment.

Based on the above discussion, it is obvious that the government should put agriculture as the priority of national development.

Adapted from BSE Interlanguage: English for Senior High School Students XI

1. What do Indonesian people do mostly?
2. What is the main idea of the second paragraph?
3. Why is it important to increase the agriculture sector in relation to food production?
4. What does the writer suggest that the government should do?

Task 2: read the text below and identify the main ideas and supporting details of each of the paragraph.

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other.

LESSON PLAN

Meeting 3

| | |
|--------------------|----------------------|
| School | : SMA N 7 Yogyakarta |
| Subject | : BAHASA INGGRIS |
| Class/Semester | : XI/II |
| Allocation of Time | : 2 x 45 Minutes |
| Skill | : Writing skill |

A. Standard Competency

10. To express the meaning in short functional texts and simple essays in the form of narrative, spoof, and **hortatory exposition** in the daily life context.

B. Basic Competency

10.2 To express the meaning and the rhetorical steps of essays using variety of written expression accurately, fluently and acceptably in the daily life context in the form of hortatory exposition text.

C. Indicator

Students are able to:

10. identify the topic of a hortatory exposition text
11. identify the wh-questions in a hortatory exposition text
12. write a hortatory exposition text
13. respond their texts by themselves

D. Teaching objectives

By the end of the lesson, the students are expected to be able to:

1. identify the topic of a hortatory exposition text
2. identify the wh-questions in a hortatory exposition text
3. write a hortatory exposition text
4. respond their texts by themselves

E. Teaching Material

Hortatory exposition text

F. Teaching Method

Self-response

G. Teaching activity

1. Opening
 - The teacher greets the students.
 - The teacher calls the roll.

2. Main Activity

- The teacher asks students' about their experience of debating formally or informally.
- The students read a hortatory exposition.
- The students identify some wh-questions in the text they have read.
- The students identify main idea and supporting ideas of a text.
- The students write the argument and recommendation paragraphs of their previous writing
- The students respond their writing by themselves.

3. Closing

- The teacher gives a conclusion and reflection.
- The teacher says goodbye to the students.

H. Sources

BSE Interlanguage: English for Senior High School Students XI

I. Evaluation:

| Categories | Score |
|---|-------|
| Content | 1-24 |
| Organization | 1-20 |
| Discourse | 1-20 |
| Syntax | 1-12 |
| Vocabulary | 1-12 |
| Mechanics (capitalization, spelling, and punctuation) | 1-12 |
| Total | 100 |

Yogyakarta, 13 February 2010

Teacher

Heru A. Prasetyanta, S. Pd
NIP: 19650702 198903 1 007

Susanti
NIM: 05202241043

Task 1: read the text below.

Organic Farming a Solution for Harmless Food

Organic farming is a form of agriculture which excludes the use of synthetic fertilizers and pesticides, plant growth regulators, livestock feed additives, and genetically modified organisms. It is believed that organic farming should replace conventional one for some reasons.

Firstly, as far as possible, organic farmers rely on crop rotation and integrated pest management. Moreover, they also rely on crop residue, compost and mechanical cultivation to maintain soil productivity and control pests.

Secondly, studies have shown that people who work with pesticides have an increased risk of developing Parkinson's disease. The pesticides examined in these two long-term studies, paraquat and dieldrin, are not allowed on organic farms. The herbicide paraquat and fungicide act together, but not alone, have been shown to cause brain damage in mice. Some organic farming standards do allow the use of natural methods of protection from pests such as those derived from plants. Organic activists state that natural pesticides are a last alternative, while growing healthier, disease resistant plants, using cover crops and crop rotation, and encouraging beneficial insects and birds are the primary methods of pest control.

Finally, a 2001 study demonstrated that children who are fed organic diets experienced significantly lower organophosphorus pesticide exposure than children fed conventional diets. A similar study in 2006 measured the levels of organophosphorus pesticide exposure in 23 preschool children before and after replacing their diet with organic food: levels of organophosphorus pesticide exposure dropped dramatically and immediately when the children switched to an organic diet. Although the researchers did not collect health outcome data in this study, they concluded "it assumes that children whose diets consist of organic food items would have a lower probability of neurologic health risks."

Therefore, organic farming should replace conventional one to reduce the using of pesticides which usually remain in farm production such as fruits and vegetables since there are a lot of research which prove that pesticides may be harmful for the consumers if people use pesticides improperly.

BSE Interlanguage: English for Senior High School

Students XI

Task 2: make five wh-questions from the text above.

Task 3: what is the wh-question that has not been answered in the text?

Task 4: write argument paragraphs and a suggestion paragraph to complete your previous work.

Task 5: reread your paragraphs and analyze it based on the questions below.

1. Are the main ideas of my paragraphs clear? What are they?

2. Do I have details or example to support my main ideas?

3. Are the details enough to support my main ideas?

4. Where more details should be added?

5. What are some of the questions that I have not answered?

LESSON PLAN

Meeting 4

| | |
|--------------------|----------------------|
| School | : SMA N 7 Yogyakarta |
| Subject | : BAHASA INGGRIS |
| Class/Semester | : XI/II |
| Allocation of Time | : 2 x 45 Minutes |
| Skill | : Writing Skill |

A. Standard Competency

10. To express the meaning in short functional texts and simple essays of narrative, **spoof**, and hortatory exposition in the daily life context.

B. Basic Competency

10.2 To express the meaning and the rhetoric steps of essays using variety of written language accurately, fluently and acceptably in the daily life context in the form of spoof text.

C. Indicator

Students are able to:

14. identify what the story is about of a spoof text
15. identify the organization of the ideas of a spoof text
16. write a spoof text
17. respond their texts by themselves

D. Teaching objectives

By the end of the lesson, the students are expected to be able to:

1. identify what the story is about of a spoof text
2. identify the organization of the ideas of a spoof text
3. write a spoof text
4. respond their texts by themselves

E. Teaching Material

Spoof text

F. Teaching Method

Self-response

G. Teaching activity

1. Opening
 - The teacher greets the students
 - The teacher calls the roll
2. Main Activity
 - The teacher asks about students' embarrassing or funny experience.
 - The students read a spoof text.

- The students answer the comprehension questions of the spoof text.
 - The teacher explains to the student what a spoof text is, the organization of a spoof text and its language feature.
 - The students rearrange jumbled paragraphs of a spoof text.
 - The students identify the organization of a spoof text.
 - The students write about their embarrassing or funny experience.
 - The students respond their writing by themselves.
3. Closing
- The teacher gives a conclusion and reflection.
 - The teacher says goodbye to the students.

H. Sources

BSE Interlanguage: English for Senior High School Students XI
<http://hikaridesu.multiply.com/journal>

I. Evaluation:

| Categories | Score |
|---|------------|
| Content | 1-24 |
| Organization | 1-20 |
| Discourse | 1-20 |
| Syntax | 1-12 |
| Vocabulary | 1-12 |
| Mechanics (capitalization, spelling, and punctuation) | 1-12 |
| Total | 100 |

Yogyakarta, 20 February 2010

Teacher

Heru A. Prasetyanta, S. Pd
 NIP: 19650702 198903 1 007

Susanti
 NIM: 05202241043

Task 1: read the following spoof text to answer the questions.

A man recently appointed general in the army was sitting in his new office when a new soldier walked in. Wishing to impress the new soldier, the general picked up the telephone and said, "Yes, Mr. President. I'm glad you like my suggestions. I'll come by and give you a more detailed report at the White House a little later this week." After hanging up the telephone the general asked, "Now, soldier, what can I do for you?"

"Nothing much, sir," said the soldier. I just came in to connect your telephone."

<http://hikaridesu.multiply.com/journal>

1. What does the story tell us about?
2. Where is the setting of the story?
3. What did the general do?
4. What was actually happened to the telephone?

Task 2: Rearrange the following jumbled paragraphs into a good funny story.

Scottish Student

- a. The one on the other side is always screaming away into the night!"
"Oh, Donald! How do you manage to put up with these awful noisy English neighbors?"
- b. "And how do you find the English students, Donald?" she asked.
"Mother," he replied, "They're such terrible noisy people! The one on that side keeps banging his head against the wall, and won't stop.
- c. A student at an English university, by name of Donald MacDonald from the Isle of Skye, was living in the hall of residence during his first year.
- d. "Mother, I do nothing, I just ignore them! I just stay here quietly playing my bagpipes!" After he had been there for a month, his mother came to visit, no doubt carrying reinforcements of oatmeal.

Task 3: identify the elements of the spoof text below?

Text 1

Once, there were two men walking home after a Halloween party. They decided to take a shortcut through the cemetery just for laughs. Right in the middle of the cemetery they were startled by a tap-tap-tapping noise coming from the misty shadows. Trembling with fear, they found an old man with a hammer and chisel, chipping away at one of the headstones.

“Holy cow, Mister,” one of them said after catching his breath, “You scared us half to death, we thought you were a ghost! What are you doing working here so late at night?”

Those fools!" the old man grumbled. "They misspelled my name!"

Adapted from BSE Interlanguage: English for Senior High School Students XI

Text 2

A vampire bat came flapping in from the night, face all covered in fresh blood and parked himself on the roof of the cave to get some sleep.

“OK, follow me,” he said and flew out of the cave with hundreds of bats behind him. Down through a valley they went, across a river and into a huge forest.

Pretty soon all the other bats smelt the blood and began to hassle him about where he got it. He told them to piss off and let him get some sleep, but they persisted until he finally gave in.

Finally he slowed down and all the other bats were excitedly around him with their tongues hanging out for blood.

Adapted from BSE Interlanguage: English for Senior High School Students XI

Task 4: which one is the better text of the texts above? Why?

Task 5: write your funny or embarrassing experience. If you don't have the experience you may retell a spoof text you've ever read or heard.

[illegible]

Task 6: reread your paragraph and analyze it using these questions below.

1. What am I writing about?

2. Is the organization of ideas confusing?

3. Where is the organization of ideas confusing?

4. Does my text have all the elements needed in a spoof text?

LESSON PLAN

Meeting 5

| | |
|--------------------|----------------------|
| School | : SMA N 7 Yogyakarta |
| Subject | : BAHASA INGGRIS |
| Class/Semester | : XI/II |
| Allocation of Time | : 2 x 45 Minutes |
| Skill | : Writing skill |

A. Standard Competency

10. To express the meaning in short functional texts and simple essays in the form of narrative, spoof, and **hortatory exposition** in the daily life context.

B. Basic Competency

10.2 To express the meaning and the rhetorical steps of essays using variety of written expression accurately, fluently and acceptably in the daily life context in the form of hortatory exposition text.

C. Indicator

Students are able to:

18. identify the strength of a text
19. identify the weakness of a text
20. revise their previous text

D. Teaching objectives

By the end of the lesson, the students are expected to be able to:

5. identify the strength of a text
6. identify the weakness of a text
7. revise their previous text

E. Teaching Material

Hortatory exposition text

F. Teaching Method

Self-response

G. Teaching activity

1. Opening

- The teacher greets the students.
- The teacher calls the roll.

2. Main Activity

- The teacher asks students' about what makes them interested in reading an article or a story.
- The students read a hortatory exposition.

- The students identify the strength of the text they have read.
 - The students identify the weakness of a text.
 - The teacher explains the criteria of a good text.
 - The students revise a text they have read.
 - The students respond their writing by themselves.
3. Closing
- The teacher gives a conclusion and reflection.
 - The teacher says goodbye to the students.

H. Sources

Developing English Competencies for SMA Grade XI of Natural and Social Science Program

I. Evaluation:

| Categories | Score |
|---|--------------|
| Content | 1-24 |
| Organization | 1-20 |
| Discourse | 1-20 |
| Syntax | 1-12 |
| Vocabulary | 1-12 |
| Mechanics (capitalization, spelling, and punctuation) | 1-12 |
| Total | 100 |

Yogyakarta, 27 February 2010

Teacher

Heru A. Prasetyanta, S. Pd
NIP: 19650702 198903 1 007

Susanti
NIM: 05202241043

Task 1: read the text below.

There are many reasons why I like wearing a uniform to school. First of all, it saves time. Wearing a uniform also saves money. Most importantly, wearing a school uniform gives me a sense that I belong. It is cheaper to purchase a few uniforms than to go out and buy lots of school clothes. In addition, I don't have the pressure of keeping up with the latest styles. I don't have to spend time picking out my clothes every morning. I really think it adds to the feeling of school spirit and community. So, why should we be uncomfortable wearing it?

Adapted from BSE Developing English Competencies for SMA Grade XI of Natural and Social Science Program

Task 2: what is the greatest strength of the paragraph above? Choose one of these categories.

| Categories | Reason |
|--------------------------|--------|
| a. Content | |
| b. Organization of ideas | |
| c. Vocabulary | |
| d. Grammar | |

Task 3: revise the paragraph above into a good paragraph.**Task 4: reread your own writing (hortatory exposition text) on the previous meeting and analyze it based on the questions below.**

1. What is the greatest strength of my work?

2. What is the greatest weakness of my work?

3. Where is the organization confusing?

LESSON PLAN

Meeting 1

| | |
|--------------------|-------------------------|
| School | : SMA N 7 Yogyakarta |
| Subject | : BAHASA INGGRIS |
| Class/Semester | : XI/II (control group) |
| Allocation of Time | : 2 x 45 Minutes |
| Skill | : Writing skill |

A. Standard Competency

10. To express the meaning in short functional texts and simple essays in the form of **narrative**, spoof, and hortatory exposition in the daily life context.

B. Basic Competency

10.2 To express the meaning and the rhetorical steps of essays using variety of written expression accurately, fluently and acceptably in the daily life context in the form of narrative text.

C. Indicator

Students are able to:

21. identify what the theme of a narrative text
22. identify the main idea of a narrative text
23. write a narrative text

D. Teaching objectives

By the end of the lesson, the students are expected to be able to:

5. identify what the theme of a narrative text
6. identify the main idea of a narrative text
7. write a narrative text

E. Teaching Material

Narrative text

F. Teaching Method

Task-based approach

G. Teaching activity

1. Opening
 - The teacher greets the students
 - The teacher calls the roll
2. Main Activity
 - The teacher asks about students' favorite story and its' theme.
 - The students read a narrative text and answer some comprehension questions.
 - The students decide a title of a narrative text.

- The teacher explains about the organization of a narrative text and its language features.
 - The students write a simple narrative text.
3. Closing
- The teacher gives a conclusion and reflection.
 - The teacher says goodbye to the students.

H. Sources

BSE Interlanguage: English for Senior High School Students XI

I. Evaluation:

| Categories | Score |
|---|--------------|
| Content | 1-24 |
| Organization | 1-20 |
| Discourse | 1-20 |
| Syntax | 1-12 |
| Vocabulary | 1-12 |
| Mechanics (capitalization, spelling, and punctuation) | 1-12 |
| Total | 100 |

Yogyakarta, 30 January 2010

Teacher

Heru A. Prasetyanta, S. Pd
NIP: 19650702 198903 1 007

Susanti
NIM: 05202241043

Task 1: read the following paragraph to answer the questions.

A farmer had some puppies he needed to sell. He painted a sign advertising the 4 pups and set about nailing it to a post on the edge of his yard. As he was driving the last nail into the post, he felt a tug on his overalls. He looked down into the eyes of a little boy. "Mister," he said, "I want to buy one of your puppies."

The boy reached deep into his pocket and pulled out a handful of change and held it up to the farmer. "I've got thirty-nine cents. Is that enough to take a look?"

"Sure," said the farmer.

Out from the doghouse and down the ramp ran four little balls of fur.

The little boy pressed his face against the chain link fence. His eyes danced with delight. As the dogs made their way to the fence, the little boy noticed something else inside the doghouse. Slowly another little ball appeared. This one was noticeably smaller. Down the ramp it slid. Then the little pup began hobbling toward the others, doing its best to catch up.... "I want that one," the little boy said, pointing to the runt.

The farmer knelt down at the boy's side and said, "Son, you don't want that puppy. He will never be able to run and play with you like these other dogs would. "

With that the little boy stepped back from the fence, reached down, and began rolling up one leg of his trousers. In doing so he revealed a steel brace running down both sides of his leg attaching itself to a specially made shoe. Looking back up at the farmer, he said, "You see sir, I don't run too well myself, and he will need someone who understands."

With tears in his eyes, the farmer reached down and picked up the little pup. Holding it carefully he handed it to the little boy.

"How much?" asked the little boy.

"No charge," answered the farmer, "There's no charge for love."

Adapted from BSE Interlanguage: English for Senior High School Students XI

Questions:

1. What is the theme of the story?
2. What is the main idea of the story
3. What can you learn from the story?
4. Where did the story happen?
5. What similarity did the boy and the dog have?

Task 2: what is the suitable title for the texts above?

Task 3: write a paragraph based on one of these stories.

d. Cinderella

e. Spiderman

f. Shrek

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LESSON PLAN

Meeting 2

| | |
|--------------------|-------------------------|
| School | : SMA N 7 Yogyakarta |
| Subject | : BAHASA INGGRIS |
| Class/Semester | : XI/II (control group) |
| Allocation of Time | : 2 x 45 Minutes |
| Skill | : Writing skill |

A. Standard Competency

10. To express the meaning in short functional texts and simple essays in the form of narrative, spoof, and **hortatory exposition** in the daily life context.

B. Basic Competency

10.2 To express the meaning and the rhetorical steps of essays using variety of written expression accurately, fluently and acceptably in the daily life context in the form of hortatory exposition text.

C. Indicator

Students are able to:

24. identify the main idea of a hortatory exposition text
25. identify the supporting ideas of a hortatory exposition text
26. identify a paragraph which doesn't have enough supporting ideas
27. write a hortatory exposition text

D. Teaching objectives

By the end of the lesson, the students are expected to be able to:

6. identify the main idea of a hortatory exposition text
7. identify the supporting ideas of a hortatory exposition text
8. identify a paragraph which doesn't have enough supporting ideas
9. write a hortatory exposition text

E. Teaching Material

Hortatory exposition text

F. Teaching Method

Task-based approach

G. Teaching activity

1. Opening
 - The teacher greets the students
 - The teacher calls the roll

2. Main Activity

- The teacher asks students' opinion on stock of food and population.
- The students read a hortatory exposition text and answer some comprehension questions.
- The teacher explains about hortatory text, its organization, and language features.
- The students identify main idea and supporting ideas of a text.
- The students make some sentences to complete a paragraph which does not have enough supporting details.
- The students write a general statement and supporting ideas for a paragraph.

3. Closing

- The teacher gives a conclusion and reflection.
- The teacher says goodbye to the students.

H. Sources

BSE Interlanguage: English for Senior High School Students XI

I. Evaluation:

| Categories | Score |
|---|-------|
| Content | 1-24 |
| Organization | 1-20 |
| Discourse | 1-20 |
| Syntax | 1-12 |
| Vocabulary | 1-12 |
| Mechanics (capitalization, spelling, and punctuation) | 1-12 |
| Total | 100 |

Yogyakarta, 6 February 2010

Teacher

Heru A. Prasetyanta, S. Pd
NIP: 19650702 198903 1 007

Susanti
NIM: 05202241043

Task 1: read the text below to answer the following questions.

Agriculture



Nowadays, many people have realized that agriculture is much more important than as the supporting tools in economic development. In Indonesia, agriculture should be the priority of development because of some good reasons.

First of all, the agriculture's contribution in the beginning of the development is highest among the other sectors. At present, almost half of total Indonesian labors are working in agriculture sector, but the contribution of agriculture sector does not reach 30 percent.

Second, agriculture sector is expected to fulfill the need of food in a country. As the number of population increase in an alarming rate each year, food supply must also increase. But in developing countries, food production and agricultural production per capita never increase more than one percent each year, and in some extreme case, it even stagnant.

Last but not least, without agricultural development, the growth of industrial sector will be hampered because the growth that comes from industry will bring a wider gap into the internal economy in that country. In turn, this gap will create serious poverty problem, wider inequality of income distribution, and increase unemployment.

Based on the above discussion, it is obvious that the government should put agriculture as the priority of national development.

Adapted from BSE Interlanguage: English for Senior High School Students XI

5. What do Indonesian people do mostly?
6. What is the main idea of the second paragraph?
7. Why is it important to increase the agriculture sector in relation to food production?
8. What does the writer suggest that the government should do?

Task 2: read the text below and identify the main ideas and supporting details of each of the paragraph.

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other.

LESSON PLAN

Meeting 3

| | |
|--------------------|-------------------------|
| School | : SMA N 7 Yogyakarta |
| Subject | : BAHASA INGGRIS |
| Class/Semester | : XI/II (control group) |
| Allocation of Time | : 2 x 45 Minutes |
| Skill | : Writing skill |

A. Standard Competency

10. To express the meaning in short functional texts and simple essays in the form of narrative, spoof, and **hortatory exposition** in the daily life context.

B. Basic Competency

10.2 To express the meaning and the rhetorical steps of essays using variety of written expression accurately, fluently and acceptably in the daily life context in the form of hortatory exposition text.

C. Indicator

Students are able to:

28. identify the topic of a hortatory exposition text
29. identify the wh-questions in a hortatory exposition text
30. write a hortatory exposition text

D. Teaching objectives

By the end of the lesson, the students are expected to be able to:

8. identify the topic of a hortatory exposition text
9. identify the wh-questions in a hortatory exposition text
10. write a hortatory exposition text

E. Teaching Material

Hortatory exposition text

F. Teaching Method

Task-based approach

G. Teaching activity

1. Opening
 - The teacher greets the students.
 - The teacher calls the roll.
2. Main Activity
 - The teacher asks students' about their experience of debating formally or informally.
 - The students read a hortatory exposition.

- The students identify some wh-questions in the text they have read.
 - The students identify main idea and supporting ideas of a text.
 - The students write the argument and recommendation paragraphs of their previous writing
3. Closing
- The teacher gives a conclusion and reflection.
 - The teacher says goodbye to the students.

H. Sources

BSE Interlanguage: English for Senior High School Students XI

I. Evaluation:

| Categories | Score |
|---|-------|
| Content | 1-24 |
| Organization | 1-20 |
| Discourse | 1-20 |
| Syntax | 1-12 |
| Vocabulary | 1-12 |
| Mechanics (capitalization, spelling, and punctuation) | 1-12 |
| Total | 100 |

Yogyakarta, 13 February 2010

Teacher

Heru A. Prasetyanta, S. Pd
NIP: 19650702 198903 1 007

Susanti
NIM: 05202241043

Task 1: read the text below.

Organic Farming a Solution for Harmless Food

Organic farming is a form of agriculture which excludes the use of synthetic fertilizers and pesticides, plant growth regulators, livestock feed additives, and genetically modified organisms. It is believed that organic farming should replace conventional one for some reasons.

Firstly, as far as possible, organic farmers rely on crop rotation and integrated pest management. Moreover, they also rely on crop residue, compost and mechanical cultivation to maintain soil productivity and control pests.

Secondly, studies have shown that people who work with pesticides have an increased risk of developing Parkinson's disease. The pesticides examined in these two long-term studies, paraquat and dieldrin, are not allowed on organic farms. The herbicide paraquat and fungicide act together, but not alone, have been shown to cause brain damage in mice. Some organic farming standards do allow the use of natural methods of protection from pests such as those derived from plants. Organic activists state that natural pesticides are a last alternative, while growing healthier, disease resistant plants, using cover crops and crop rotation, and encouraging beneficial insects and birds are the primary methods of pest control.

Finally, a 2001 study demonstrated that children who are fed organic diets experienced significantly lower organophosphorus pesticide exposure than children fed conventional diets. A similar study in 2006 measured the levels of organophosphorus pesticide exposure in 23 preschool children before and after replacing their diet with organic food: levels of organophosphorus pesticide exposure dropped dramatically and immediately when the children switched to an organic diet. Although the researchers did not collect health outcome data in this study, they concluded "it assumes that children whose diets consist of organic food items would have a lower probability of neurologic health risks."

Therefore, organic farming should replace conventional one to reduce the using of pesticides which usually remain in farm production such as fruits and vegetables since there are a lot of research which prove that pesticides may be harmful for the consumers if people use pesticides improperly.

BSE Interlanguage: English for Senior High School

Students XI

Task 2: make five wh-questions from the text above.

Task 3: what is the wh-question that has not been answered in the text?

Task 4: write argument paragraphs and a suggestion paragraph to complete your previous work.

LESSON PLAN

Meeting 4

| | |
|--------------------|----------------------|
| School | : SMA N 7 Yogyakarta |
| Subject | : BAHASA INGGRIS |
| Class/Semester | : XI/II |
| Allocation of Time | : 2 x 45 Minutes |
| Skill | : Writing Skill |

A. Standard Competency

10. To express the meaning in short functional texts and simple essays of narrative, **spoof**, and hortatory exposition in the daily life context.

B. Basic Competency

10.2 To express the meaning and the rhetoric steps of essays using variety of written language accurately, fluently and acceptably in the daily life context in the form of spoof text.

C. Indicator

Students are able to:

31. identify what the story is about of a spoof text
32. identify the organization of the ideas of a spoof text
33. write a spoof text

D. Teaching objectives

By the end of the lesson, the students are expected to be able to:

5. identify what the story is about of a spoof text
6. identify the organization of the ideas of a spoof text
7. write a spoof text

E. Teaching Material

Spoof text

F. Teaching Method

Task-based approach

G. Teaching activity

1. Opening
 - The teacher greets the students
 - The teacher calls the roll
2. Main Activity
 - The teacher asks about students' embarrassing or funny experience.
 - The students read a spoof text.
 - The students answer the comprehension questions of the spoof text.

- The teacher explains to the student what a spoof text is, the organization of a spoof text and its language feature.
- The students rearrange jumbled paragraphs of a spoof text.
- The students identify the organization of a spoof text.
- The students write about their embarrassing or funny experience.

3. Closing

- The teacher gives a conclusion and reflection.
- The teacher says goodbye to the students.

H. Sources

BSE Interlanguage: English for Senior High School Students XI
<http://hikaridesu.multiply.com/journal>

I. Evaluation:

| Categories | Score |
|---|------------|
| Content | 1-24 |
| Organization | 1-20 |
| Discourse | 1-20 |
| Syntax | 1-12 |
| Vocabulary | 1-12 |
| Mechanics (capitalization, spelling, and punctuation) | 1-12 |
| Total | 100 |

Yogyakarta, 20 February 2010

Teacher

Heru A. Prasetyanta, S. Pd
 NIP: 19650702 198903 1 007

Susanti
 NIM: 05202241043

Task 1: read the following spoof text to answer the questions.

A man recently appointed general in the army was sitting in his new office when a new soldier walked in. Wishing to impress the new soldier, the general picked up the telephone and said, "Yes, Mr. President. I'm glad you like my suggestions. I'll come by and give you a more detailed report at the White House a little later this week." After hanging up the telephone the general asked, "Now, soldier, what can I do for you?"

"Nothing much, sir," said the soldier. I just came in to connect your telephone."

<http://hikaridesu.multiply.com/journal>

5. What does the story tell us about?
6. Where is the setting of the story?
7. What did the general do?
8. What was actually happened to the telephone?

Task 2: Rearrange the following jumbled paragraphs into a good funny story.

Scottish Student

- e. The one on the other side is always screaming away into the night!"
"Oh, Donald! How do you manage to put up with these awful noisy English neighbors?"
- f. "And how do you find the English students, Donald?" she asked.
"Mother," he replied, "They're such terrible noisy people! The one on that side keeps banging his head against the wall, and won't stop.
- g. A student at an English university, by name of Donald MacDonald from the Isle of Skye, was living in the hall of residence during his first year.
- h. "Mother, I do nothing, I just ignore them! I just stay here quietly playing my bagpipes!" After he had been there for a month, his mother came to visit, no doubt carrying reinforcements of oatmeal.

Task 3: identify the elements of the spoof text below?

Text 1

Once, there were two men walking home after a Halloween party. They decided to take a shortcut through the cemetery just for laughs. Right in the middle of the cemetery they were startled by a tap-tap-tapping noise coming from the misty shadows. Trembling with fear, they found an old man with a hammer and chisel, chipping away at one of the headstones.

“Holy cow, Mister,” one of them said after catching his breath, “You scared us half to death, we thought you were a ghost! What are you doing working here so late at night?”

Those fools!" the old man grumbled. "They misspelled my name!"

Adapted from BSE Interlanguage: English for Senior High School Students XI

Text 2

A vampire bat came flapping in from the night, face all covered in fresh blood and parked himself on the roof of the cave to get some sleep.

“OK, follow me,” he said and flew out of the cave with hundreds of bats behind him. Down through a valley they went, across a river and into a huge forest.

Pretty soon all the other bats smelt the blood and began to hassle him about where he got it. He told them to piss off and let him get some sleep, but they persisted until he finally gave in.

Finally he slowed down and all the other bats were excitedly around him with their tongues hanging out for blood.

Adapted from BSE Interlanguage: English for Senior High School Students XI

Task 4: which one is the better text of the texts above? Why?

Task 5: write your funny or embarrassing experience. If you don't have the experience you may retell a spoof text you've ever read or heard.

[illegible]

LESSON PLAN

Meeting 5

| | |
|--------------------|-------------------------|
| School | : SMA N 7 Yogyakarta |
| Subject | : BAHASA INGGRIS |
| Class/Semester | : XI/II (control group) |
| Allocation of Time | : 2 x 45 Minutes |
| Skill | : Writing skill |

A. Standard Competency

10. To express the meaning in short functional texts and simple essays in the form of narrative, spoof, and **hortatory exposition** in the daily life context.

B. Basic Competency

10.2 To express the meaning and the rhetorical steps of essays using variety of written expression accurately, fluently and acceptably in the daily life context in the form of hortatory exposition text.

C. Indicator

Students are able to:

- 34. identify the strength of a text
- 35. identify the weakness of a text

D. Teaching objectives

By the end of the lesson, the students are expected to be able to:

- 11. identify the strength of a text
- 12. identify the weakness of a text

E. Teaching Material

Hortatory exposition text

F. Teaching Method

Task-based approach

G. Teaching activity

1. Opening
 - The teacher greets the students.
 - The teacher calls the roll.
2. Main Activity
 - The teacher asks students' about what makes them interested in reading an article or a story.
 - The students read a hortatory exposition.
 - The students identify the strength of the text they have read.
 - The students identify the weakness of a text.

- The teacher explains the criteria of a good text.
 - The students revise a text they have read.
3. Closing
- The teacher gives a conclusion and reflection.
 - The teacher says goodbye to the students.

H. Sources

Developing English Competencies for SMA Grade XI of Natural and Social Science Program

I. Evaluation:

| Categories | Score |
|---|------------|
| Content | 1-24 |
| Organization | 1-20 |
| Discourse | 1-20 |
| Syntax | 1-12 |
| Vocabulary | 1-12 |
| Mechanics (capitalization, spelling, and punctuation) | 1-12 |
| Total | 100 |

Yogyakarta, 27 February 2010

Teacher

Heru A. Prasetyanta, S. Pd
NIP: 19650702 198903 1 007

Susanti
NIM: 05202241043

Task 1: read the text below.

There are many reasons why I like wearing a uniform to school. First of all, it saves time. Wearing a uniform also saves money. Most importantly, wearing a school uniform gives me a sense that I belong. It is cheaper to purchase a few uniforms than to go out and buy lots of school clothes. In addition, I don't have the pressure of keeping up with the latest styles. I don't have to spend time picking out my clothes every morning. I really think it adds to the feeling of school spirit and community. So, why should we be uncomfortable wearing it?

Adapted from BSE Developing English Competencies for SMA Grade XI of Natural and Social Science Program

Task 2: what is the greatest strength of the paragraph above? Choose one of these categories.

| Categories | Reason |
|--------------------------|--------|
| e. Content | |
| f. Organization of ideas | |
| g. Vocabulary | |
| h. Grammar | |

Task 3: revise the paragraph above into a good paragraph.**Task 4: reread your own writing (hortatory exposition text) on the previous meeting and analyze it based on the questions below.**

4. What is the greatest strength of my work?

5. What is the greatest weakness of my work?

6. Where is the organization confusing?

APPENDIX C

Normalitas Data NPar Tests

Descriptive Statistics

| | N | Mean | Std. Deviation | Minimum | Maximum |
|------------------------------|----|---------|----------------|---------|---------|
| Pre-test Experimental group | 31 | 75,7419 | 6,33623 | 63,00 | 88,50 |
| Post-test Experimental group | 31 | 84,6774 | 6,03676 | 70,50 | 94,50 |
| Pre-test Control group | 31 | 75,2097 | 6,44046 | 62,00 | 88,00 |
| Post-test Control Group | 31 | 79,0645 | 6,44947 | 61,00 | 92,50 |

Chi-Square Test Frequencies

Pre-test Experimental group

| | Observed N | Expected N | Residual |
|-------|------------|------------|----------|
| 63,00 | 1 | 1,2 | -,2 |
| 65,00 | 1 | 1,2 | -,2 |
| 66,00 | 1 | 1,2 | -,2 |
| 67,50 | 1 | 1,2 | -,2 |
| 68,50 | 1 | 1,2 | -,2 |
| 69,50 | 1 | 1,2 | -,2 |
| 70,00 | 1 | 1,2 | -,2 |
| 71,00 | 1 | 1,2 | -,2 |
| 72,50 | 1 | 1,2 | -,2 |
| 73,50 | 1 | 1,2 | -,2 |
| 74,00 | 1 | 1,2 | -,2 |
| 74,50 | 2 | 1,2 | ,8 |
| 75,00 | 2 | 1,2 | ,8 |
| 76,00 | 3 | 1,2 | 1,8 |
| 76,50 | 1 | 1,2 | -,2 |
| 78,00 | 2 | 1,2 | ,8 |
| 78,50 | 1 | 1,2 | -,2 |
| 79,50 | 1 | 1,2 | -,2 |
| 80,50 | 1 | 1,2 | -,2 |
| 81,50 | 1 | 1,2 | -,2 |
| 82,00 | 1 | 1,2 | -,2 |
| 83,00 | 1 | 1,2 | -,2 |
| 83,50 | 1 | 1,2 | -,2 |
| 85,00 | 1 | 1,2 | -,2 |
| 86,00 | 1 | 1,2 | -,2 |
| 88,50 | 1 | 1,2 | -,2 |
| Total | 31 | | |

Post-test Experimental group

| | Observed N | Expected N | Residual |
|-------|------------|------------|----------|
| 70,50 | 1 | 1,5 | -,5 |
| 73,00 | 1 | 1,5 | -,5 |
| 73,50 | 1 | 1,5 | -,5 |
| 76,00 | 1 | 1,5 | -,5 |
| 77,00 | 1 | 1,5 | -,5 |
| 79,00 | 1 | 1,5 | -,5 |
| 80,50 | 1 | 1,5 | -,5 |
| 82,00 | 2 | 1,5 | ,5 |
| 82,50 | 1 | 1,5 | -,5 |
| 83,00 | 2 | 1,5 | ,5 |
| 84,00 | 1 | 1,5 | -,5 |
| 85,00 | 1 | 1,5 | -,5 |
| 86,00 | 1 | 1,5 | -,5 |
| 87,00 | 3 | 1,5 | 1,5 |
| 87,50 | 3 | 1,5 | 1,5 |
| 88,50 | 2 | 1,5 | ,5 |
| 89,00 | 2 | 1,5 | ,5 |
| 89,50 | 2 | 1,5 | ,5 |
| 90,50 | 1 | 1,5 | -,5 |
| 91,00 | 1 | 1,5 | -,5 |
| 94,50 | 2 | 1,5 | ,5 |
| Total | 31 | | |

Pre-test Control group

| | Observed N | Expected N | Residual |
|-------|------------|------------|----------|
| 62,00 | 1 | 1,3 | -,3 |
| 63,00 | 1 | 1,3 | -,3 |
| 65,00 | 1 | 1,3 | -,3 |
| 67,00 | 1 | 1,3 | -,3 |
| 68,50 | 2 | 1,3 | ,7 |
| 70,00 | 1 | 1,3 | -,3 |
| 70,50 | 2 | 1,3 | ,7 |
| 73,00 | 2 | 1,3 | ,7 |
| 73,50 | 1 | 1,3 | -,3 |
| 74,50 | 2 | 1,3 | ,7 |
| 75,00 | 1 | 1,3 | -,3 |
| 76,00 | 1 | 1,3 | -,3 |
| 76,50 | 2 | 1,3 | ,7 |
| 77,00 | 2 | 1,3 | ,7 |
| 78,00 | 1 | 1,3 | -,3 |
| 78,50 | 1 | 1,3 | -,3 |
| 79,50 | 1 | 1,3 | -,3 |
| 80,50 | 2 | 1,3 | ,7 |
| 81,50 | 1 | 1,3 | -,3 |
| 83,00 | 2 | 1,3 | ,7 |
| 83,50 | 1 | 1,3 | -,3 |
| 84,00 | 1 | 1,3 | -,3 |
| 88,00 | 1 | 1,3 | -,3 |
| Total | 31 | | |

Post-test Control Group

| | Observed N | Expected N | Residual |
|-------|------------|------------|----------|
| 61,00 | 1 | 1,4 | -,4 |
| 68,00 | 1 | 1,4 | -,4 |
| 69,50 | 1 | 1,4 | -,4 |
| 72,00 | 1 | 1,4 | -,4 |
| 72,50 | 1 | 1,4 | -,4 |
| 74,00 | 1 | 1,4 | -,4 |
| 75,50 | 4 | 1,4 | 2,6 |
| 76,50 | 1 | 1,4 | -,4 |
| 77,00 | 1 | 1,4 | -,4 |
| 78,50 | 2 | 1,4 | ,6 |
| 79,00 | 1 | 1,4 | -,4 |
| 79,50 | 1 | 1,4 | -,4 |
| 80,00 | 1 | 1,4 | -,4 |
| 81,00 | 1 | 1,4 | -,4 |
| 81,50 | 1 | 1,4 | -,4 |
| 82,00 | 1 | 1,4 | -,4 |
| 83,00 | 2 | 1,4 | ,6 |
| 83,50 | 3 | 1,4 | 1,6 |
| 84,50 | 1 | 1,4 | -,4 |
| 86,00 | 3 | 1,4 | 1,6 |
| 87,00 | 1 | 1,4 | -,4 |
| 92,50 | 1 | 1,4 | -,4 |
| Total | 31 | | |

Test Statistics

| | Pre-test Experimental group | Post-test Experimental group | Pre-test Control group | Post-test Control Group |
|-------------------------------|-----------------------------------|------------------------------------|---------------------------|----------------------------|
| Chi-Square ^{a,b,c,d} | 5,065 | 6,258 | 3,871 | 10,871 |
| df | 25 | 20 | 22 | 21 |
| Asymp. Sig. | 1,000 | ,999 | 1,000 | ,965 |

- a. 26 cells (100,0%) have expected frequencies less than 5. The minimum expected cell frequency is 1,2.
- b. 21 cells (100,0%) have expected frequencies less than 5. The minimum expected cell frequency is 1,5.
- c. 23 cells (100,0%) have expected frequencies less than 5. The minimum expected cell frequency is 1,3.
- d. 22 cells (100,0%) have expected frequencies less than 5. The minimum expected cell frequency is 1,4.

Uji Antar Rater T-Test

Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|-------------------------------------|-------|----|----------------|-----------------|
| Pair 1 | Ratar-1 Pre-Test Experimental Class | 75,81 | 31 | 6,231 | 1,119 |
| | Ratar-2 Pre-Test Experimental Class | 75,68 | 31 | 6,544 | 1,175 |

Paired Samples Correlations

| | | N | Correlation | Sig. |
|--------|---|----|-------------|------|
| Pair 1 | Ratar-1 Pre-Test Experimental Class & Ratar-2 Pre-Test Experimental Class | 31 | ,968 | ,000 |

Paired Samples Test

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|--------|---|--------------------|----------------|-----------------|---|-------|------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Ratar-1 Pre-Test Experimental Class - Ratar-2 Pre-Test Experimental Class | ,129 | 1,648 | ,296 | -,475 | ,734 | ,436 | 30 | ,666 |

Uji Normalitas Data NPar Tests

Descriptive Statistics

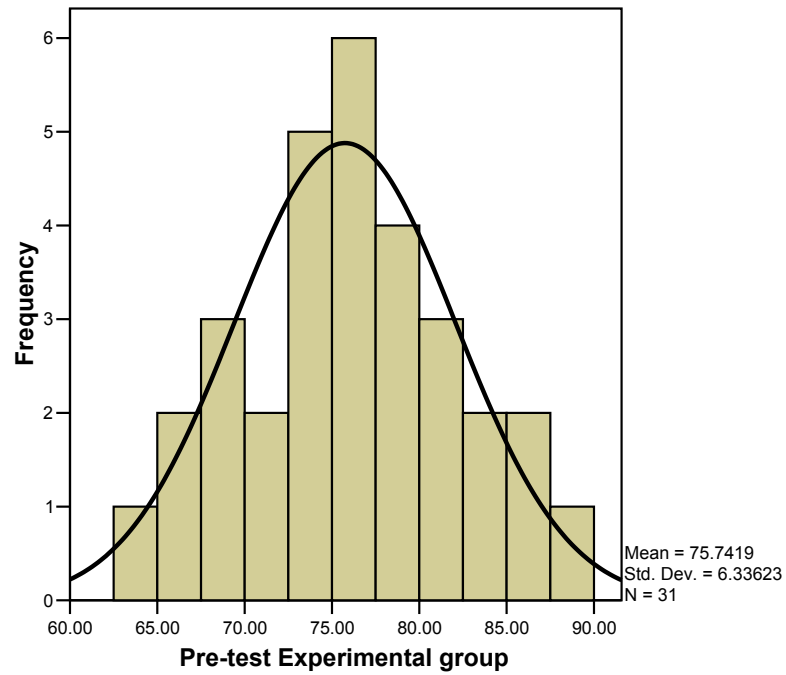
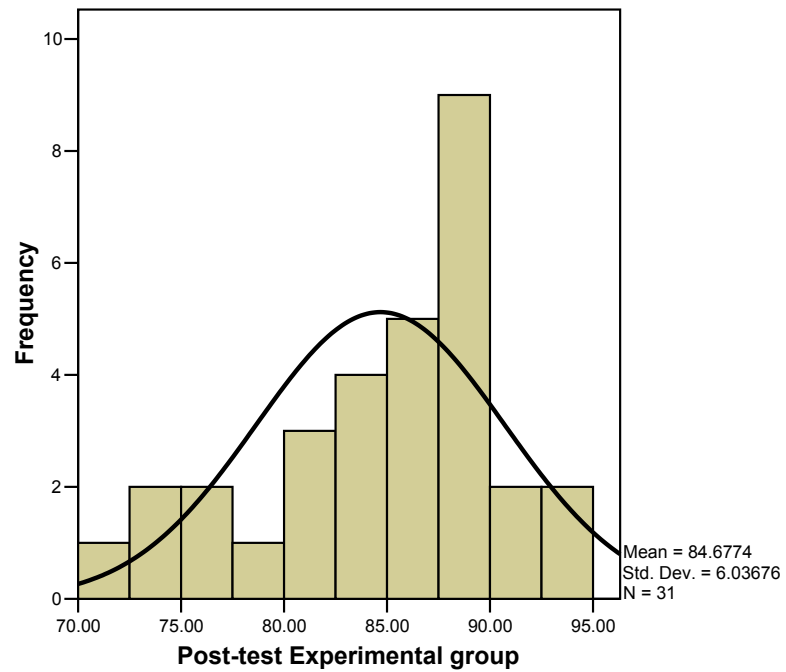
| | N | Mean | Std. Deviation | Minimum | Maximum |
|------------------------------|----|---------|----------------|---------|---------|
| Pre-test Experimental group | 31 | 75,7419 | 6,33623 | 63,00 | 88,50 |
| Post-test Experimental group | 31 | 84,6774 | 6,03676 | 70,50 | 94,50 |
| Pre-test Control group | 31 | 75,2097 | 6,44046 | 62,00 | 88,00 |
| Post-test Control Group | 31 | 79,0645 | 6,44947 | 61,00 | 92,50 |

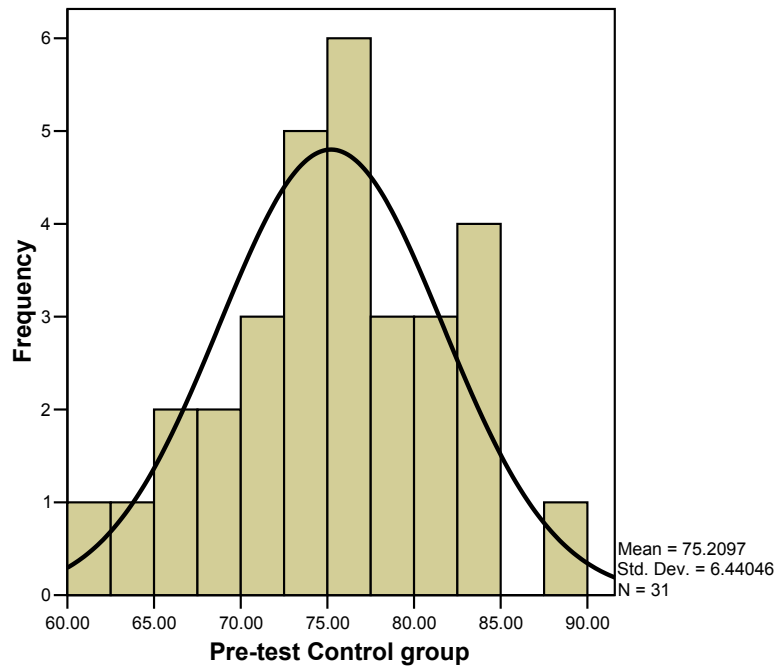
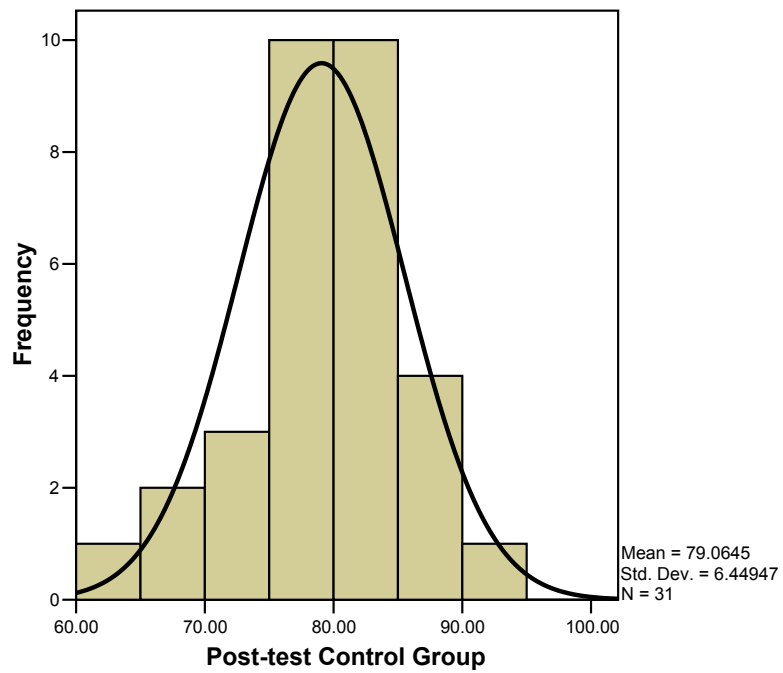
One-Sample Kolmogorov-Smirnov Test

| | | Pre-test Experimental group | Post-test Experimental group | Pre-test Control group | Post-test Control Group |
|----------------------------------|----------------|-----------------------------------|------------------------------------|---------------------------|----------------------------|
| N | | 31 | 31 | 31 | 31 |
| Normal Parameters ^{a,b} | Mean | 75,7419 | 84,6774 | 75,2097 | 79,0645 |
| | Std. Deviation | 6,33623 | 6,03676 | 6,44046 | 6,44947 |
| Most Extreme Differences | Absolute | ,071 | ,166 | ,075 | ,097 |
| | Positive | ,065 | ,083 | ,058 | ,077 |
| | Negative | -,071 | -,166 | -,075 | -,097 |
| Kolmogorov-Smirnov Z | | ,398 | ,924 | ,420 | ,538 |
| Asymp. Sig. (2-tailed) | | ,997 | ,361 | ,995 | ,934 |

a. Test distribution is Normal.

b. Calculated from data.

Pre-test Experimental group**Post-test Experimental group**

Pre-test Control group**Post-test Control Group**

Uji Homogenitas

Pre-test Experimental group - Pre-test Control group

Oneway

Descriptives

Skill

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|-----------------------------|----|---------|----------------|------------|----------------------------------|-------------|---------|---------|
| | | | | | Lower Bound | Upper Bound | | |
| Pre-test Experimental group | 31 | 75,7419 | 6,33623 | 1,13802 | 73,4178 | 78,0661 | 63,00 | 88,50 |
| Pre-test Control group | 31 | 75,2097 | 6,44046 | 1,15674 | 72,8473 | 77,5721 | 62,00 | 88,00 |
| Total | 62 | 75,4758 | 6,34166 | ,80539 | 73,8653 | 77,0863 | 62,00 | 88,50 |

Test of Homogeneity of Variances

Skill

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| ,040 | 1 | 60 | ,841 |

ANOVA

Skill

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|------|------|
| Between Groups | 4,391 | 1 | 4,391 | ,108 | ,744 |
| Within Groups | 2448,823 | 60 | 40,814 | | |
| Total | 2453,214 | 61 | | | |

Uji Homogenitas

Post-test Experimental group - Post-test Control group

Oneway

Descriptives

Skill

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|------------------------------|----|---------|----------------|------------|----------------------------------|-------------|---------|---------|
| | | | | | Lower Bound | Upper Bound | | |
| Post-test Experimental Group | 31 | 84,6774 | 6,03676 | 1,08423 | 82,4631 | 86,8917 | 70,50 | 94,50 |
| Post-test Control group | 31 | 79,0645 | 6,44947 | 1,15836 | 76,6988 | 81,4302 | 61,00 | 92,50 |
| Total | 62 | 81,8710 | 6,81063 | ,86495 | 80,1414 | 83,6005 | 61,00 | 94,50 |

Test of Homogeneity of Variances

Skill

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| ,032 | 1 | 60 | ,858 |

ANOVA

Skill

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|--------|------|
| Between Groups | 488,323 | 1 | 488,323 | 12,515 | ,001 |
| Within Groups | 2341,145 | 60 | 39,019 | | |
| Total | 2829,468 | 61 | | | |

Uji Homogenitas

Pre-test Experimental group - Post-test Experimental group

Oneway

Descriptives

Skill

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|------------------------------|----|---------|----------------|------------|----------------------------------|-------------|---------|---------|
| | | | | | Lower Bound | Upper Bound | | |
| Pre-test Experimental group | 31 | 75,7419 | 6,33623 | 1,13802 | 73,4178 | 78,0661 | 63,00 | 88,50 |
| Post-test Experimental group | 31 | 84,6774 | 6,03676 | 1,08423 | 82,4631 | 86,8917 | 70,50 | 94,50 |
| Total | 62 | 80,2097 | 7,61284 | ,96683 | 78,2764 | 82,1430 | 63,00 | 94,50 |

Test of Homogeneity of Variances

Skill

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| ,016 | 1 | 60 | ,901 |

ANOVA

Skill

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|--------|------|
| Between Groups | 1237,565 | 1 | 1237,565 | 32,316 | ,000 |
| Within Groups | 2297,710 | 60 | 38,295 | | |
| Total | 3535,274 | 61 | | | |

Uji Homogenitas

Pre-test Control group - Post-test Control group

Oneway

Descriptives

Skill

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Minimum | Maximum |
|-------------------------|----|---------|----------------|------------|----------------------------------|-------------|---------|---------|
| | | | | | Lower Bound | Upper Bound | | |
| Pre-test Control group | 31 | 75,2097 | 6,44046 | 1,15674 | 72,8473 | 77,5721 | 62,00 | 88,00 |
| Post-test Control group | 31 | 79,0645 | 6,44947 | 1,15836 | 76,6988 | 81,4302 | 61,00 | 92,50 |
| Total | 62 | 77,1371 | 6,68076 | ,84846 | 75,4405 | 78,8337 | 61,00 | 92,50 |

Test of Homogeneity of Variances

Skill

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| ,020 | 1 | 60 | ,887 |

ANOVA

Skill

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 230,327 | 1 | 230,327 | 5,545 | ,022 |
| Within Groups | 2492,258 | 60 | 41,538 | | |
| Total | 2722,585 | 61 | | | |

T-Test

Pre-test (Experimental group - Control group)

Group Statistics

| Group | | N | Mean | Std. Deviation | Std. Error Mean |
|-------|-----------------------------|----|---------|----------------|-----------------|
| Skill | Pre-test Experimental group | 31 | 75,7419 | 6,33623 | 1,13802 |
| | Pre-test Control group | 31 | 75,2097 | 6,44046 | 1,15674 |

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Skill | Equal variances assumed | ,040 | ,841 | ,328 | 60 | ,744 | ,53226 | 1,62270 | -2,71362 | 3,77813 |
| | Equal variances not assumed | | | ,328 | 59,984 | ,744 | ,53226 | 1,62270 | -2,71364 | 3,77815 |

T-Test

Post-test (Experimental group - Control group)

Group Statistics

| Group | | N | Mean | Std. Deviation | Std. Error Mean |
|-------|------------------------------|----|---------|----------------|-----------------|
| Skill | Post-test Experimental Group | 31 | 84,6774 | 6,03676 | 1,08423 |
| | Post-test Control group | 31 | 79,0645 | 6,44947 | 1,15836 |

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Skill | Equal variances assumed | ,032 | ,858 | 3,538 | 60 | ,001 | 5,61290 | 1,58662 | 2,43919 | 8,78661 |
| | Equal variances not assumed | | | 3,538 | 59,740 | ,001 | 5,61290 | 1,58662 | 2,43891 | 8,78690 |

T-Test

Experimental group (Pre-test - Post-test)

Group Statistics

| Group | | N | Mean | Std. Deviation | Std. Error Mean |
|-------|------------------------------|----|---------|----------------|-----------------|
| Skill | Pre-test Experimental group | 31 | 75,7419 | 6,33623 | 1,13802 |
| | Post-test Experimental group | 31 | 84,6774 | 6,03676 | 1,08423 |

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|----------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Skill | Equal variances assumed | ,016 | ,901 | -5,685 | 60 | ,000 | -8,93548 | 1,57183 | -12,07962 | -5,79135 |
| | Equal variances not assumed | | | -5,685 | 59,860 | ,000 | -8,93548 | 1,57183 | -12,07977 | -5,79120 |

T-Test

Control group (Pre-test - Post-test)

Group Statistics

| Group | | N | Mean | Std. Deviation | Std. Error Mean |
|-------|-------------------------|----|---------|----------------|-----------------|
| Skill | Pre-test Control group | 31 | 75,2097 | 6,44046 | 1,15674 |
| | Post-test Control group | 31 | 79,0645 | 6,44947 | 1,15836 |

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Skill | Equal variances assumed | ,020 | ,887 | -2,355 | 60 | ,022 | -3,85484 | 1,63702 | -7,12937 | -,58030 |
| | Equal variances not assumed | | | -2,355 | 60,000 | ,022 | -3,85484 | 1,63702 | -7,12937 | -,58030 |

Frequencies

Statistics

| | | Pre-test Experimental group | Post-test Experimental group | Pre-test Control group | Post-test Control Group |
|----------------|---------|-----------------------------------|------------------------------------|---------------------------|----------------------------|
| N | Valid | 31 | 31 | 31 | 31 |
| | Missing | 0 | 0 | 0 | 0 |
| Mean | | 75,7419 | 84,6774 | 75,2097 | 79,0645 |
| Median | | 76,0000 | 87,0000 | 76,0000 | 79,5000 |
| Std. Deviation | | 6,33623 | 6,03676 | 6,44046 | 6,44947 |
| Minimum | | 63,00 | 70,50 | 62,00 | 61,00 |
| Maximum | | 88,50 | 94,50 | 88,00 | 92,50 |
| Sum | | 2348,00 | 2625,00 | 2331,50 | 2451,00 |

Frequency Table

Pre-test Experimental group

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 63,00 | 1 | 3,2 | 3,2 | 3,2 |
| | 65,00 | 1 | 3,2 | 3,2 | 6,5 |
| | 66,00 | 1 | 3,2 | 3,2 | 9,7 |
| | 67,50 | 1 | 3,2 | 3,2 | 12,9 |
| | 68,50 | 1 | 3,2 | 3,2 | 16,1 |
| | 69,50 | 1 | 3,2 | 3,2 | 19,4 |
| | 70,00 | 1 | 3,2 | 3,2 | 22,6 |
| | 71,00 | 1 | 3,2 | 3,2 | 25,8 |
| | 72,50 | 1 | 3,2 | 3,2 | 29,0 |
| | 73,50 | 1 | 3,2 | 3,2 | 32,3 |
| | 74,00 | 1 | 3,2 | 3,2 | 35,5 |
| | 74,50 | 2 | 6,5 | 6,5 | 41,9 |
| | 75,00 | 2 | 6,5 | 6,5 | 48,4 |
| | 76,00 | 3 | 9,7 | 9,7 | 58,1 |
| | 76,50 | 1 | 3,2 | 3,2 | 61,3 |
| | 78,00 | 2 | 6,5 | 6,5 | 67,7 |
| | 78,50 | 1 | 3,2 | 3,2 | 71,0 |
| | 79,50 | 1 | 3,2 | 3,2 | 74,2 |
| | 80,50 | 1 | 3,2 | 3,2 | 77,4 |
| | 81,50 | 1 | 3,2 | 3,2 | 80,6 |
| | 82,00 | 1 | 3,2 | 3,2 | 83,9 |
| | 83,00 | 1 | 3,2 | 3,2 | 87,1 |
| | 83,50 | 1 | 3,2 | 3,2 | 90,3 |
| | 85,00 | 1 | 3,2 | 3,2 | 93,5 |
| | 86,00 | 1 | 3,2 | 3,2 | 96,8 |
| | 88,50 | 1 | 3,2 | 3,2 | 100,0 |
| Total | | 31 | 100,0 | 100,0 | |

Post-test Experimental group

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 70,50 | 1 | 3,2 | 3,2 | 3,2 |
| | 73,00 | 1 | 3,2 | 3,2 | 6,5 |
| | 73,50 | 1 | 3,2 | 3,2 | 9,7 |
| | 76,00 | 1 | 3,2 | 3,2 | 12,9 |
| | 77,00 | 1 | 3,2 | 3,2 | 16,1 |
| | 79,00 | 1 | 3,2 | 3,2 | 19,4 |
| | 80,50 | 1 | 3,2 | 3,2 | 22,6 |
| | 82,00 | 2 | 6,5 | 6,5 | 29,0 |
| | 82,50 | 1 | 3,2 | 3,2 | 32,3 |
| | 83,00 | 2 | 6,5 | 6,5 | 38,7 |
| | 84,00 | 1 | 3,2 | 3,2 | 41,9 |
| | 85,00 | 1 | 3,2 | 3,2 | 45,2 |
| | 86,00 | 1 | 3,2 | 3,2 | 48,4 |
| | 87,00 | 3 | 9,7 | 9,7 | 58,1 |
| | 87,50 | 3 | 9,7 | 9,7 | 67,7 |
| | 88,50 | 2 | 6,5 | 6,5 | 74,2 |
| | 89,00 | 2 | 6,5 | 6,5 | 80,6 |
| | 89,50 | 2 | 6,5 | 6,5 | 87,1 |
| | 90,50 | 1 | 3,2 | 3,2 | 90,3 |
| | 91,00 | 1 | 3,2 | 3,2 | 93,5 |
| | 94,50 | 2 | 6,5 | 6,5 | 100,0 |
| | Total | 31 | 100,0 | 100,0 | |

Pre-test Control group

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 62,00 | 1 | 3,2 | 3,2 | 3,2 |
| | 63,00 | 1 | 3,2 | 3,2 | 6,5 |
| | 65,00 | 1 | 3,2 | 3,2 | 9,7 |
| | 67,00 | 1 | 3,2 | 3,2 | 12,9 |
| | 68,50 | 2 | 6,5 | 6,5 | 19,4 |
| | 70,00 | 1 | 3,2 | 3,2 | 22,6 |
| | 70,50 | 2 | 6,5 | 6,5 | 29,0 |
| | 73,00 | 2 | 6,5 | 6,5 | 35,5 |
| | 73,50 | 1 | 3,2 | 3,2 | 38,7 |
| | 74,50 | 2 | 6,5 | 6,5 | 45,2 |
| | 75,00 | 1 | 3,2 | 3,2 | 48,4 |
| | 76,00 | 1 | 3,2 | 3,2 | 51,6 |
| | 76,50 | 2 | 6,5 | 6,5 | 58,1 |
| | 77,00 | 2 | 6,5 | 6,5 | 64,5 |
| | 78,00 | 1 | 3,2 | 3,2 | 67,7 |
| | 78,50 | 1 | 3,2 | 3,2 | 71,0 |
| | 79,50 | 1 | 3,2 | 3,2 | 74,2 |
| | 80,50 | 2 | 6,5 | 6,5 | 80,6 |
| | 81,50 | 1 | 3,2 | 3,2 | 83,9 |
| | 83,00 | 2 | 6,5 | 6,5 | 90,3 |
| | 83,50 | 1 | 3,2 | 3,2 | 93,5 |
| | 84,00 | 1 | 3,2 | 3,2 | 96,8 |
| | 88,00 | 1 | 3,2 | 3,2 | 100,0 |
| | Total | 31 | 100,0 | 100,0 | |

Post-test Control Group

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 61,00 | 1 | 3,2 | 3,2 | 3,2 |
| | 68,00 | 1 | 3,2 | 3,2 | 6,5 |
| | 69,50 | 1 | 3,2 | 3,2 | 9,7 |
| | 72,00 | 1 | 3,2 | 3,2 | 12,9 |
| | 72,50 | 1 | 3,2 | 3,2 | 16,1 |
| | 74,00 | 1 | 3,2 | 3,2 | 19,4 |
| | 75,50 | 4 | 12,9 | 12,9 | 32,3 |
| | 76,50 | 1 | 3,2 | 3,2 | 35,5 |
| | 77,00 | 1 | 3,2 | 3,2 | 38,7 |
| | 78,50 | 2 | 6,5 | 6,5 | 45,2 |
| | 79,00 | 1 | 3,2 | 3,2 | 48,4 |
| | 79,50 | 1 | 3,2 | 3,2 | 51,6 |
| | 80,00 | 1 | 3,2 | 3,2 | 54,8 |
| | 81,00 | 1 | 3,2 | 3,2 | 58,1 |
| | 81,50 | 1 | 3,2 | 3,2 | 61,3 |
| | 82,00 | 1 | 3,2 | 3,2 | 64,5 |
| | 83,00 | 2 | 6,5 | 6,5 | 71,0 |
| | 83,50 | 3 | 9,7 | 9,7 | 80,6 |
| | 84,50 | 1 | 3,2 | 3,2 | 83,9 |
| | 86,00 | 3 | 9,7 | 9,7 | 93,5 |
| | 87,00 | 1 | 3,2 | 3,2 | 96,8 |
| | 92,50 | 1 | 3,2 | 3,2 | 100,0 |
| | Total | 31 | 100,0 | 100,0 | |

Tests of Between-Subjects Effects

Dependent Variable: postes

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-----------------|-------------------------|----|-------------|---------|------|
| Corrected Model | 2426.341 ^a | 2 | 1213.170 | 177.555 | .000 |
| Intercept | 92.589 | 1 | 92.589 | 13.551 | .001 |
| pretes | 1938.018 | 1 | 1938.018 | 283.640 | .000 |
| metode | 408.675 | 1 | 408.675 | 59.812 | .000 |
| Error | 403.127 | 59 | 6.833 | | |
| Total | 418406.500 | 62 | | | |
| Corrected Total | 2829.468 | 61 | | | |

a. R Squared = .858 (Adjusted R Squared = .853)

Appendix D

POSTEST

Class: XI IA1

Name:.. Little by little

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

The disaster such as landslide and flood I think is caused by human. Because human always throw the rubbish everywhere and always cut many trees. Because of that landslide and flood always happen in every year.

The disaster such as earthquake, storm, and tsunami isn't caused by human. It's caused by extreme weather. So we can't reduce it. But we can reduce the victims of that disasters. We can build house with metal in pondation, every corner, and roof. So that will be house with metal skeleton. That house will ~~not be broken~~ not easy to broken.

~~The most important things to do is~~ But the most important things to do is always praying to God for our safety when the disasters come. And when the disasters happen we mustn't carry our money or our things. Just go to the safety place. Because our live is the most important things.

| | Rater I | II |
|--------------|---------|----|
| Content | = 20 | 22 |
| Organization | = 15 | 15 |
| Discourse | = 14 | 15 |
| Syntax | = 9 | 10 |
| Vocab | = 9 | 9 |
| Mechanics | = 9 + | 9 |
| | 76 | 81 |

POSTEST

XIIA I

Class: **VOICES 2011**

Name:

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

My opinion for save the world are ^{with} plant the trees in everywhere, decrease using fossil fuel oil, don't throw the rubbish at everywhere, decrease the industrial, decrease the vandalisme, decrease for meat food.

If we plant the trees in everywhere, place for us live can be cool and comfortable, if we decrease using fossil fuel oil, place for us live the world not feel hot, if we ~~don't~~ throw the rubbish in the ~~can~~ rubbish, we can't feel any nature disaster. And decrease the industrial, decrease the vandalisme, and decrease for meat food that to can be feel cool for this world.

| | Rater I | II |
|--------------|---------|----|
| Content | = 17 | 20 |
| Organization | = 16 | 16 |
| Discourse | = 16 | 16 |
| Syntax | = 6 | 7 |
| Vocab | = 7 | 7 |
| Mechanics | = 7 | 7 |
| | 69 | 73 |

POSTEST

Class: XI IPA 1

Name: ARIEF NUR HIDAYAT

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

My opinion, lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. I will do something to save the world. With = throw the rubbish in the basket, healthy life, plant the tree, save energy, save water, reduce pollution.

The examples for disasters is = flood, earthquake, wind, its happen because of human. So, we must save our world with these own way. so, world will be green and convert for our children and grandchildren.

~~We~~ must keep the world for our future.

| | Partner's | I |
|--------------|-----------|----|
| Content | = 18 | 20 |
| Organization | = 15 | 16 |
| Discourse | = 15 | 15 |
| Syntax | = 7 | 8 |
| Vocab | = 7 | 8 |
| Mechanics | = 8 | 8 |
| | 70 | 76 |

POSTEST

Class: XI-IPA-1

Name: VOC'S 0966

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

First, when that problems will happen I will live so clearly and carefully. I will make go green to all my environment. I think that problems is cause by ourself. because of that we have to protect and realize why we still throw rubbish ~~anyware~~ anywhere?? We must do ~~some~~ something for our world!!

Second, I will speech to all people if I can about go green. After that I will held reboisasion in all ~~a~~ forest and big city. the one ~~to~~ important is, we have to decrease the pollutant from car, motorcycle and etc.

The last, most importantly we have to increase our love to our world, because of that we will do the best so that these disasters ~~for~~ cannot happend in our ~~want~~ beautiful earth.

| | Rater I | II |
|--------------|---------|----|
| Content | = 20 | 22 |
| Organization | = 16 | 17 |
| Discourse | = 15 | 17 |
| Syntax | = 7 | 7 |
| Vocab | = 7 | 7 |
| Mechanics | = 8 + | 8 |
| | 73 | 78 |

POSTEST

Class: XI IAI

Name:

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

There are 3 kinds of living things in this earth. There are human, animal, and plant. We must share the source of the earth to each other. But, in fact human is most greedy, because we have brain so we can use the source and ~~make~~ make that source more useful.

May be that is good, but when our action to use the source is uncontrolled and we not regulating source it make our world going bad.

At the time, we will face the cause of what we did. And every living thing like animal and plant also will face too.

| | Rater I | II |
|-----------|-----------|-----------|
| Content | = 20 | 22 |
| Org | = 16 | 18 |
| Discourse | = 15 | 14 |
| Syntax | = 8 | 6 |
| Vocab | = 8 | 7 |
| Mech | = 8 | 7 |
| | <u>75</u> | <u>74</u> |

kelas: XI IPA 1

Nama: Radhite Aqmal A.....

Pretest

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

Lately many disasters happen in this world. These disasters are caused by the extreme weather, climate change, and environmental damage. As we all know extreme weather and climate change already make this world has high temperature (global warming). Like in Indonesia, almost every year Indonesia had disasters.

Like flood, landslide, earthquake, etc. Because that, we must prevent that disasters. The example like, for prevent flood we must keep clean the river and canal and don't littering. After that we can not cut tree. Because if we do that, we have make a stupid act.

Because from one tree we can prevent many disaster. Beside that, ~~the~~ one tree can produce for many people. So we must keep our environmet and ~~aff~~ do some legality about one man one tree.

| | | | |
|--------------|---|----|----|
| Content | = | 21 | 22 |
| Discourse | = | 18 | 18 |
| Organization | = | 15 | 15 |
| Syntax | = | 6 | 6 |
| Vocab | = | 7 | 6 |
| Mechanics | = | 9 | 10 |
| | | 76 | 77 |

Pretest

Kelas: XI IPA 01

Nama: Mahendra K. W. (31)

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

Don't throw rubbish anywhere, because many rubbish can blocked gutter. In fact, rubbish can blocked river to, until river sully rubbish. If river many rubbish, water not free flow, because blocked by rubbish.

Plastic rubbish can dirty soil, because plastic rubbish can't apart by bacteria in soil. But different with compost rubbish. Compost rubbish can apart by bacteria in soil, for example worm can eating the compost rubbish, and feces from worm can be fertilizer to plant.

Metal rubbish same as Plastic rubbish. They can't apart by bacteria in soil. If Metal can apart, but the apart can be many-many year, even can milion years.

To solve this, we must use tools make from nature, for example wood, soil, leave, etc for the long time world. And then we must use tools can be recycle. Don't remember don't throw the rubbish anywhere.

| | | | |
|--------------|---|----|----|
| Content | = | 21 | 22 |
| Organization | = | 15 | 15 |
| Discourse | = | 14 | 15 |
| Syntax | = | 6 | 6 |
| Vocab | = | 6 | 6 |
| Mechanics | = | 10 | 10 |
| | | 72 | 79 |

Pre test

Kelas: XI-1A-1

Nama: @inanyar...B.M.Tri.....

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

If we want to save this world, we ~~must~~ should plant many ~~the~~ trees for every bald jungle in around this world. Because tree has much function, for example: If the pollution in capital city is too bad we could plant many trees, because tree can make the air fresh again. And if our home are close with river, ~~we must~~ we could plant many trees along the river because it can prevent flood disaster.

The other way is not use fuel that can make air pollution. We should use fuel that good for environment. And we must not use something that could make CFC, because CFC could make hole in ozone.

We must change our habit throw rubbish to the river. Because it can make the river flood. And we must start this from now.

| | | |
|--------------|--------|----|
| Content | = 20 | 20 |
| Organization | = 14 | 15 |
| Discourse | = 14 | 15 |
| Syntax | = 7 | 8 |
| Vocab | = 7 | 6 |
| Mechanics | = 10 + | 6 |
| | 70 | 74 |

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

FLOOD

Flood is a kind of disasters occurred in this world. Flood often attacks at Indonesia, especially in Jakarta. Jakarta is area which most often flood.

Every rain comes so flood will inundate in street.

Flood occurred because people do not keep the clean. People often throw the rubbish in river and they do not realize about the rubbish can make flood in Jakarta. They do not realize about that all can be endangered of lived.

~~Flood can~~ They can restrain flood come with some manner : 1. We can keep clean in the surroundly. 2. we can throw the rubbish in the garbage 3. we can plant some tree to absorb the water. 4. Government re-organize drainpipe

Content = 19 20

Organization = 17 18

Discourse = 15 15

Syntax = 7 8

Vocab = 7 8

Mechanics = 10 10

75 79

Pretest

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

Should be better we must decrease using a fossil oil fuel because fossil oil fuel is limited, and pollution produce of oil fuel is so dangerous, the effect can make people have a cancer and broken huge, and also the pollution can make the glass house effect that can make the earth more hot.

Another way to make a green earth is not easy because: too many forest and tree has cutting down by people. We must solving that problem if we not prevent again, the earth can more worst than now.

Beside that, we must decrease of using something that have a CFC and dangerous chemical. Because the CFC can make Ozone leak, even ozone is very important shield for protect the earth from Ultra violet light. the effect of ultra violet if touch of skin can make skin cancer and destroy living creature in earth.

| | Rater 1 | II |
|--------------|---------|----|
| Content | = 21 | 22 |
| Organization | = 14 | 15 |
| Discourse | = 14 | 15 |
| Syntax | = 6 | 6 |
| Vocab | = 6 | 6 |
| Mechanics | = 6 | 6 |
| | 67 | 70 |

POSTEST

Class: XI IA 2 /23

Name: Wahida Shintaradita

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. Flood is one of natural disasters in Indonesia, why can occurred? There are many causes of flood.

Firstly, there are many illegal logging. It make the forest can not absorb the water. And it can make flood. Many people also throw the rubbish in the river. In rainy season, the river can overflow. So, it can make flood.

We can avoid flood with recycle the rubbish.

| | Rater I | II |
|--------------|---------|----|
| Content | 21 | 22 |
| Organization | 16 | 16 |
| Discourse | 15 | 14 |
| Syntax | 9 | 8 |
| Vocab | 3 | 3 |
| Mechanics | 8 + | 8 |
| | 77 | 78 |

POSTEST

Class: XI 1A2

Name: Adnan Rachmawan

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

~~There are many disasters occurred in this world. Natural disasters is one of them. One of natural disasters is global warming. Global warming is a kind of natural disasters caused by warming from too much CO₂ in this world. The CO₂ is produced by motor vehicle used by people in the world.~~

There are many disasters occurred in this world. Natural disasters is one of them. One of natural disasters is global warming. Global warming is a kind of natural disasters caused by warming from too much CO₂ in this world. The CO₂ is produced by motor vehicle used by people in the world.

Global warming can make the ice in north and south polar melt. If that happen, the capacity of the seawater become higher, and can make flood happen around the beach. Not only that, Global warming can also make the temperature of this world increase. It will make people don't want to live again.

In my opinion, I think we should prevent it by reducing our using of motor vehicle that can produce CO₂.

| | Rating I | II |
|--------------|-----------|-----------|
| Content | = 22 | 22 |
| Organization | = 18 | 17 |
| Discourse | = 17 | 18 |
| Syntax | = 10 | 10 |
| Vocab | = 11 | 11 |
| Mechanics | = 11 | 11 |
| | <u>89</u> | <u>89</u> |

POSTEST

Class: X11A2 /19

Name: Secendry Ramartin Anton-S

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

Natural disaster is a kind of disaster that happen in our nature. There are many kind of natural disaster like a landslide, flood, volcanoes explode, etc. But the biggest problem is earthquake. It is the most terrible disaster. These disasters are caused by the natural change, but human made it worse. For example, Japan, flood had already become more serious. Flood is caused by melting ice, but human made it worse. The world is full of disaster. But we can prevent it. However, we are disabled by the natural disaster. We can prevent it by not digging, or not building because of that. We can prevent it by not digging, or not building because of that. We can prevent it by not digging, or not building because of that.

1. The first step is to identify the problem. In this case, the problem is that the car is not starting.

Because of the great need to strengthen the national health care system, much African health care is delivered by nurses. Today, in many African countries, nurses are the most numerous health care workers. In the United States, the number of nurses per patient is much smaller, say, one nurse for every 100 patients in a hospital.

| | Rater I | II |
|----------------|---------|----|
| Content = | 23 | 24 |
| Organization = | 19 | 18 |
| DisCourse = | 19 | 19 |
| Syntax = | 10 | 10 |
| vocab = | 11 | 11 |
| Mechanics = | 11 | 11 |
| | 94 | 92 |

POSTEST

Class: XI. 1A2

Name: Hasan Al As Ari

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

In Indonesia, there are many disasters. For example is flood. Flood is disaster that happen because rain. So the water come to the city. In the past, flood that happened in Jakarta is caused by rubbish.

People in Jakarta always throw their rubbish into the river. So, the rubbish close the water way. Finally, the water can't flow partly, and the water come up to the city. This can be worse if the rain not stop. The flood can happen until 2 weeks or more if the rain still fall.

~~If the flood was~~

If the flood was happen, there are many problems can happen. The problems are like disease, there is not clean water, etc. The disease are like dengue fever, diare, etc.

The flood can be prevented with repairing the ~~ing~~ water ways, and socialitation about throw rubbish in the dustbin. If people ~~was~~ awared about cleaning, never happen the flood again.

| | Rating | |
|--------------|--------|----|
| Content | = 22 | 22 |
| Organization | = 18 | 18 |
| Discourse | = 18 | 18 |
| Syntax | = 9 | 10 |
| Vocab | = 9 | 10 |
| Mechanics | = 11 | 11 |
| | 87 | 90 |

POSTEST

Class: XI 1A 2

Name: Sellyta N

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

Natural disasters are occurred in this world. Expecially is Flood. Flood is disaster that be caused by water and extreme weather. Not only be caused by water and extreme weather, but it also be caused by posiore of society who to rubbish not in the dushbind.

Flood can be previnted through we don't rubbish in the river because if we do it, make the river will to overflow. If the river to overflow, can be cawed the water up to the land. Not only it, but if we to rubbish not in the dushbind, it also be cawed flood and we must for don't rubbish not in the dushbind.

So, we must to keep the domain. We must to rubbish in the dushbind not in the river. Not only it, but we must to make absorsing of water.

| | Rater I | II |
|--------------|---------|----|
| Content | = 20 | 21 |
| Organization | = 17 | 17 |
| Discourse | = 17 | 17 |
| Syntax | = 8 | 8 |
| Vocab | = 9 | 9 |
| Mechanics | = 10 | 10 |
| | 81 | 82 |

POSTEST

Class: XI IA 2

Name: Wahyu Noviantari

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

Flood must be prevented because flood can cause any disease. Flood caused by rain, rubbish, and others. So, people should be preventing their environment from rubbish. There are many reasons why we should keep their environment.

Firstly, people don't throw rubbish anywhere because it can cause flood. If we throw the rubbish in river, it can make the river polluted. When flood comes, it causes many diseases such as diarrhea. People have diarrhea if flood comes, because they consume water which is polluted.

So, people shouldn't throw rubbish anywhere especially in river, because it can pollute the water. We must keep our environment from any disasters.

| | Rater I | II |
|--------------|---------|----|
| Content | = 21 | 20 |
| Organization | = 18 | 17 |
| Discourse | = 16 | 17 |
| Vocab | = 10 | 11 |
| Syntax | = 10 | 10 |
| Mechanics | = 10 | 11 |
| | 85 | 86 |

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

In my opinion the natural disasters ^{often} happened in this period. There are = flood, land slide, etc. I am as the human who have the mind and instinct; must be aware to ~~stay~~ prevent those natural disasters.

The way to prevent the natural disasters; can be begun from the simple thing such as = take the rubbish out in the basket or dashbin. The purpose of it is = to prevent the flood disaster. The other ways to prevent those disasters are = tariffy the using of electric in my house; Always walking when get to school and go home to minimize the quantity of pollution in my environment; planting the tree to in every where especially in the forest to re-planting the many trees that have been cutted by the irresponsible person before.

So from this second, we have to be aware and care to our environment; in order to prevent all of the natural disasters. But, all the disasters are handled and be organized by the having of this world, Allah SWT. In conclusion, besides we always try to prevent those disasters with many ways; ~~we~~ we have to always pray to the God in order to always be protected by Him.

| | Rater 1 | u |
|--------------|-----------|-----------|
| Content | = 19 | 20 |
| Organization | = 15 | 15 |
| Discourse | = 14 | 15 |
| Syntax | = 8 | 10 |
| Vocab | = 10 | 10 |
| Mechanic | = 10 | 10 |
| | <u>76</u> | <u>80</u> |

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

To save this world, maybe we can use recycle things. Or maybe, we ~~can~~ not throw rubbish anywhere. So we can decrease a float damage and illness.

I think so, we can maybe make a new machine, so pollution in this world can be decrease. If we can do it, ~~global warming~~ may be we can save from global warming. And we can prevent ice in the polar smetting.

We can ride the by bicycle, so pollution in this world can reduce. Except that, ride the ~~big~~ bicycle can make our body health.

| | Rater 1 | u |
|--------------|-----------|-----------|
| Content | = 18 | 20 |
| Organization | = 15 | 15 |
| Discourse | = 15 | 15 |
| Syntax | = 7 | 8 |
| Vocabulary | = 8 | 8 |
| Mechanics | = 10 | 10 |
| | <u>73</u> | <u>76</u> |

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

To save this world I think we can do some activities such as throw the rubbish in the dustbin. If we throw the rubbish in anywhere, it can make polluted the environment. We can make things which have benefits from the rubbish. In social environment it can increase their income.

Now, global warming make environmental damage. The temperature in this world increased. because global warming. The prevention about this situation need participation from people. We can do some ways to decrease global warming, such as usage of paper, tissue, cars, motor must be decreased. Cars can produce CO_2 , CO_2 can make pollute.

Plant some trees can make our environment fresh. With plant some trees we can to decrease flood. Landslide can prevent by plant some trees. Poster can make people do activities to keep their environment. So with this way we can decrease some environmental damage.

| | Rating | 71 |
|--------------|-----------|-----------|
| Content | = 19 | 20 |
| Organization | = 15 | 15 |
| Discourse | = 15 | 15 |
| Syntax | = 9 | 10 |
| Vocab | = 9 | 10 |
| Mechanics | = 10 | 10 |
| | <u>77</u> | <u>80</u> |

Kelas: XI IAS

Nama: Rizky Kartika Sari

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

Now, the earth have damage. That caused by the climate change, extreme weather, and environmental damage. Global warming is well known in every country. We must awake if global warming is danger. Global warming make to change situation. The earth was high temperature, melting ice on the polar make small islands sink.

So we must do it something for prevented global warming.

We can do :

1. Dont throw the rubbish anywhere
2. Save energy
3. Recycle
4. Save the earth

| | Partner I | II |
|----------------|-----------|----|
| Content : | 15 | 15 |
| Organization : | 14 | 15 |
| Discourse : | 14 | 15 |
| Syntax : | 6 | 6 |
| Vocab : | 6 | 6 |
| Mechanics : | 7 | 8 |
| | 62 | 65 |

Kelas: XI 1A 2 / 5

Nama: Warasri Laksmi

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

Flood include a disaster that often happen in this country, Indonesia. Flood is happened by the rubbish that cork the river's circulation, or because of the bad drainage in the soil. If the rain fall, water in the river will overflow the continent, because its circulation had been corked by the rubbish.

To decrease the impact of flood, there are some way. The first way, don't throw the rubbish in the river, because it can cork the river's circulation. The second way, don't pollute the river with the chemical material like detergent, feces, etc., because that will kill the biodegradable bacterial. The third step, plant some trees in your village and critical area. It can repair the drainage.

Although the government have been tried to decrease the flood, but their way haven't been do smoothly.

| | Rating | Σ |
|--------------|--------|----|
| Content | = 19 | 20 |
| Organization | = 15 | 15 |
| Discourse | = 15 | 15 |
| Syntax | = 6 | 6 |
| Vocabulary | = 7 | 8 |
| Mechanics | = 8 | 8 |
| | 70 | 72 |

Pretest

Kelas: XI IA 2

Nama: Atika Perwita S

Lately, there are natural disasters occurred in this world. These disasters are caused by the climate change, extreme weather, and environmental damage. What would you do to save this world? Express your opinion and suggestions in three paragraphs.

I think the disasters may caused by human too. Because the human is one of the causes of natural disasters. Climate change, extreme weather, and environmental damage happen because of global warming. Global warming is the main case in this world. The life of human that damaging the environment make our environment change into worst.

To save our world, we can start from ourselves. ~~we have to~~ We have to change our bad habit into good habit. We have to stop throw the rubbish anywhere. Stop using AC. Stop global warming. Stop cut down the trees in the forest. And stop anything ~~that~~ that make our world worst. In fact, It is not easy to do because it is the new society. ~~that is not easy to do~~.

Let's make green our world. We may planting the new plants. We have to give an example to do the good things. But, if the natural wants to changing, like eruption and landslide we could not stop it. So, we have to save our world to save our children. Let's do it & start now.

| | Rating | u |
|--------------|--------|----|
| Content | = 22 | 23 |
| Organization | = 16 | 15 |
| Discourse | = 15 | 15 |
| Syntax | = 9 | 10 |
| Vocab | = 9 | 10 |
| Mechanics | = 10 | 10 |
| | 81 | 83 |

Appendix

E



PEMERINTAH KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 562682

EMAIL : perizinan@jogja.go.id EMAIL INTRANET : perizinan@intra.jogja.go.id

SURAT IZIN


NOMOR : 070/0131
0366/34

- Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta
Nomor : 070/0403 Tanggal : 23/01/2010
- Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
3. Peraturan Walikota Yogyakarta Nomor 33 Tahun 2008 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
5. Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor: 38/I.2/2004 tentang Pemberian izin/Rekomendasi Penelitian/Pendataan/Survei/KKN/PKL di Daerah Istimewa Yogyakarta.

Dijijinkan Kepada : Nama : SUSANTI NO MHS / NIM : 052202241043
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta
Penanggungjawab : Bambang Sugeng, Ph. D
Keperluan : Melakukan Penelitian dengan judul Proposal : THE EFFECTIVENES OF SELF-RESPONSE IN IMPROVING THE WRITING SKILL OF GRADE XI STUDENTS OF SMA N 7 YOGYAKARTA

- Lokasi/Responden : Kota Yogyakarta
Waktu : 23/01/2010 Sampai 23/04/2010
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan
Pemegang Izin


SUSANTI

Dikeluarkan di : Yogyakarta
pada Tanggal 25-01-2010



Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Biro Administrasi Pembangunan Setda Prop. DIY
3. Ka. Dinas Pendidikan Kota Yogyakarta
4. Kepala SMA N 7 Yogyakarta
5. Ybs.



PEMERINTAH KOTA YOGYAKARTA
DINAS PENDIDIKAN

SMA NEGERI 7 YOGYAKARTA

Jalan M.T.Haryono 47, Yogyakarta 55141, Telepon 377740, Fax.(0274) 378333

E-mail : info@seveners.com Website : <http://seveners.com>

SURAT KETERANGAN

Nomor : 070/155

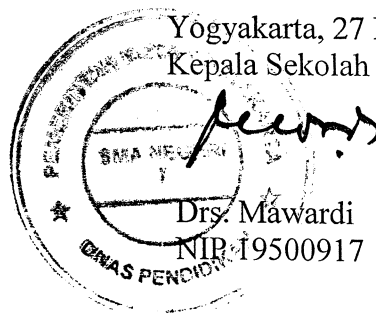
Yang bertanda tangan di bawah ini Kepala SMA Negeri 7 Yogyakarta menerangkan bahwa:

Nama : SUSANTI
Pekerjaan : Mahasiswa UNY
NIM : 052202241043
Fakultas : Bahasa dan Seni
Alamat : Kampus, Karangmalang, Yogyakarta

Telah mengadakan penelitian di SMA Negeri 7 Yogyakarta pada tanggal 2 s.d. 27 Februari 2010 dengan judul : THE EFFECTIVENES OF SELF-RESPONSE IN IMPROVING THE WRITING SKILL OF GRADE XI STUDENTS OF SMA N 7 YOGYAKARTA “

Demikian Surat Keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 27 Februari 2010
Kepala Sekolah



Drs. Mawardi

NIP. 19500917 198011 1 001