

THE EFFECTIVENESS OF USING *COMPUTER ASSISTED LANGUAGE LEARNING (CALL)* AS A MEDIA IN WRITING ESSAY

(A Pre-Experimental Research at The Eleventh Grade Students of SMA 10
Gowa)



THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah
University in Part Fulfillment of the Requirement for the Degree of Education in English
Department*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**


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MOTTO

Man Jadda WaJada

“Barangsiapa yang bersungguh-
sungguh pasti akan mendapatkan hasil”

I dedicated this little work

To my beloved parents, my daughter and two little brothers

ABSTRACT

Ardhanariswari HR, 2018. English Education Department, Faculty of Teachers Training and Education University of Muhammadiyah Makassar. Thesis, "*The Effectiveness of Using Computer Assisted Language Learning (CALL) In Writing Essay*" Supervised by Syamsiarna Nappu and Amar Ma'ruf.

This study aimed at finding out whether or not the use of *Computer Assisted Language Learning (CALL)* as a media is effective to increase students' writing essay skill in terms of language use and vocabulary.

The research used a pre-experimental design, in which pre-test and post-test were distributed to the eleventh Grade Students of SMAN 10 Gowa Class IPA as the sample which was purposively chosen.

The findings of this research showed that the use of CALL media is effective to increase students writing skill in terms of language use at The Eleventh Grade Students of SMA 10 Gowa. It was proved by the students' improvement was 30.3% of the mean score 11.94 in pre- test to be 17.12 and it is also found on the students' writing skill in terms of Vocabulary was improved 36.9% of the mean score 11.82 in pre- test became 16.18 in the post test. Eventually, the researcher concluded that the use of CALL media was effective to increase the students' writing essay skill in terms of language used and vocabulary.

Keywords: Computer Assisted Language Learning (CALL), Writing Essay, Writing Skill

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In writing this thesis the writer find many difficulties, thus she realize that is thesis had a lot of mistakes and weakness. Therefore, any corrections, suggestion or comments are welcome.

Makassar, February 2018

The
writer

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CHAPTER I

INTRODUCTION

A. Background

In our country, English is a foreign language and most of schools applying English as the main subject and second language also. As foreign language, most of students still have difficulties to use English well in school. English as foreign language consist of four skills namely; listening, speaking, reading and writing. These four skills are usually considered as integrated system because they support each other.

As one of the skill in English, all of students must be mastered in writing skill. Even though this skill is the last skill which is understood by children after listening, speaking and reading, but this skill is important also. To most people, writing is the most difficult part in learning second language because in writing English we must be attention to vocabulary, language use (structure or grammatical) coherent and cohesion. According to Caldwell (2012) mention that some of students problem in writing are usually formatted incorrectly, contain grammatical and spelling errors.

Writing is one of the most important skills in teaching English because through writing people knows everything, through writing, people can express their ideas, especially their feeling to other people without being ashamed because people is not present in front of the writer to have face to face communication. By expressing ideas through writing, people can improve the way of delivering ideas

and opinions in more appropriate way and can revise the writing before being read by other people.

There are some factors that make students' writing ability low. It can be categorized into students' side and the teacher's side. Students do not write well because of the lack of vocabularies. In other word, the teacher was difficult to increase the students' writing skill because the students had the two main problems, those were vocabulary acquisition and the language use. Sometimes students do not know what they have to write, cause the lack of vocabulary. Also, some of students are still confused about language use or the structure in their writing.

SMAN 10 Gowa is on of the Senior High Schools in formal education in Gowa, but the learning process for students is not always going well. Based on the results of an interview with English teacher in that school, it is revealed the value of students writing skill is very low. It is proved by the students' result score for in English Skill. The students' achievement, mostly, got 5.5 which is classified as fair. The students are difficult to write in English because they lack of vocabularies and do not mastery in language use.

The learning media is the problem that found in this case. The learning media is one of an important thing that is used by teacher in teaching process. Sometimes teachers only use whiteboard, handbook, worksheet and etc. Whereas, we must be focus on "students center" in our learning process, not about "teachers center" that can be make students are bored. CALL or *Computer Assisted Language Learning* can be used as a learning media in teaching and learning process. With using *Computer Assisted Language Learning* (CALL) as a learning

media, we can focus on “students’ center”. We can make students more active than teachers. Students also can be use computer and internet as source of learning.

Based on the background mentioned previously, the researcher intended to use *Computer Assisted Language Learning (CALL)* as a learning media in teaching writing skills especially writing essay. It was be held in the Eleventh grade of SMAN 10 Gowa. The researcher has found some problems there related to writing skills faced by students. The students still lack of interest in learning writing because they are less of vocabulary and still confuse about language use. How the researcher knows about it, it was taken observed in the field.

One way to make the students’ interest in writing essay and increase their ability in vocabulary and language use is the teachers should apply *Computer Assisted Language Learning (CALL)* as a learning media. Therefore, the writer is interested in conducting the research entitled “*The Effectiveness of Using Computer Assisted Language Learning (CALL) in Writing Essay at the Eleventh Grade Students of SMAN 10 Gowa*” (*A Pre-Experimental Research*).

B. Problem Statements

In this research, the problem is formulated in the following research question:

1. Is the use of *Computer Assisted Language Learning (CALL)* Media effective to increase students’ writing skill in terms of Language use at the Eleventh Grade Students of SMAN 10 Gowa ?

2. Is the use of *Computer Assisted Language Learning (CALL)* Media effective to increase students' writing skill in terms of vocabulary at the Eleventh Grade Students of SMAN 10 Gowa?

C. Objective of the Study

In relation to the problem statement the objectives of the research are to find out whether or not:

1. The use of *Computer Assisted Language Learning (CALL)* Media is effective to increase students' writing skill in terms of language use at the Eleventh Grade Students of SMAN 10 Gowa
2. The use of *Computer Assisted Language Learning (CALL)* Media is effective to increase students' writing skill in terms of vocabulary at the Eleventh Grade Students of SMAN 10 Gowa.

D. Significance of the Study

The significance of the research are classified into two parts, theoretically and practically. Theoretically, this research is expected to provide information and suggestion which can be helpful in establishing the importance of mastery writing. Practically , this research is expected to help the students in improving this variant activity can enhance their thinking widely, because they will be given a new method in teaching writing.

E. Scope of the Study

This research is limited only to the implementation of *Computer Assisted Language Learning* (CALL) toward students' skill in writing essay at the Eleventh Grade Students of SMAN 10 Gowa. As we know that there are 5 components of writing namely content, organization, language use, vocabulary and mechanics but in this research will be focused on developing the vocabulary and the language use. The researcher focused on two elements of writing, namely vocabulary and language use. It was because the good writing must use right tenses and words. In order that people were easy to understand what students write.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Studies

Some researchers have done studies on the Effectiveness of *Computer Assisted Language Learning (CALL)* in learning skill and contribution in English teaching. The findings as follows;

1. Pirasteh, (2014) who conducted a research *The Effectiveness of Computer-assisted Language Learning (CALL) on Learning Grammar by Iranian EFL Learners* found that to prove the positive effectiveness of CALL in learning grammar by Iranian EFL learners.
2. Basoz and Cubukcu, (2013) in their research with title *Pre-service EFL teachers' attitudes towards Computer Assisted Language Learning (CALL)*, found that pre-service EFL teachers have positive attitudes towards CALL as they believe that CALL constitutes a more relaxed and stress-free atmosphere. They also think that CALL gives flexibility to language learning. As for the language skills, they believe that they can develop their vocabulary knowledge and listening skills with the help of the use of computers in language learning.
3. Salehi et al, (2013) who conducted a research entitled *The Use of Information and Communication Technology (ICT) in Teaching ESL Writing Skills*, found that using ICT had some advantages such as attracting students' attention, facilitating students' learning process,

helping to improve students' vocabulary and promoting meaningful learning.

Based on those research studies previously, it can be seen the similarity of this research and the previous research is about the process of teaching which is using technology as key of teaching process in order to improve the students' writing skill. The difference of this research with the previous research above is the indicator to measure the improvement of the students' writing skill which is this research measure the writing aspect .

B. Some Pertinent Ideas

1. Concept of Writing

The concept of writing there are:

A. Definition of Writing

Urquhart and McIver (2005: 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and. Urquhart and McIver, (2005: 5-6) . Discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well. Moreover,

Harmer (2004: 56) states that writing encourages students to focus on accurate language use.

Brown, (2001: 336) also claims that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow in Brown (2001: 338) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Lindholm (1983: 13) gives the definition of writing as a lesson to focus our mind on the important things, and learn about it. With this activity, one can find solutions to difficult problems, master reality even by writing; one can also communicate their thoughts that cannot be done through other means. We can say that writing is an act of expressing something through the application of a language system. So, when we write, there are two problematic areas of "what to write and how to write". It can then be understood that language skills are intended as the ability to manipulate conventional language rules, while additional linguistic systems or world knowledge refer to what the author knows about the subject to be written.

Graham and Perin (2007: 3) explain well writing is not just an option for young people - this is a necessity. Writing skills are predictors of academic success and basic requirements for citizenship life in the global economy, while writing simple language to do as this is a vast area to be involved. In producing a paper and extra linguistics are always involved. In fact it is not only a means of expression, but also an essential competence criterion in any field. This means writing is seeking expression or having something to say through the application of a linguistic system.

It can be concluded that teaching writing can be assumed as a one aspect that should be taught to the students. It is because writing gives the most available input because of the outcome, visible language and permanent record of thought and feeling. Writing is one of the way that can be used to showing people feeling and thought when people are shy to say it.

B. The Characteristic of Good Writing

Graham and Perin (2007: 87) mention that there are some characteristics of good writing those can be seen below:

- a. Good writing reflects the writing skill to organize the material into coherence whole so that it moves logically from a sentence, dominate idea, to the supporting and finally to consistent ending, conveying to the reason sense of a well thought put plan.

- b. Good writing reflects the writer skill to write the interest readers in subject and demonstrate a thought sound understanding of it.
- c. Good writing reflects the writer skill to criticize the draft and revise it. Revision is the key of effectives writing.
- d. Good writing reflects the writer skill to use the approach vice suit the purpose and audience of the occasion.

C. Types of Writing

a. Narration

Oshima and Hogue (2007: 27) explain that Narration is story writing. In terms of a narrative paragraph or essay, write about events in the order that they happened. In other words, the writer use time order to organize a sentence. In the model essay, the writer uses time order to divide the essay into paragraphs. An outline of the essay narration would like this: *orientation, complication, and resolution*.

b. Recount

Recount is tells the reader about something that has happened in the past. It might have happened to the writer or to someone else. (Graham & Perin, 2007: 78).

The purpose of this text can be only to inform or even just to entertain. They identified three types of Recount text, namely Personal Recount, Factual Recount, and Imaginative Recount. Personal Recount exposes an event in which the writer or the author got involved or acted

in the event himself. Belong to this type among others are daily funny incidents, entries of a diary, etc. Factual Recount is a note of an event, such as scientific experiment report, police report, newspaper report, history explanation, etc. Imaginative Recount is an unreal event or story, like reading texts for language lesson, a story about a life of a slave, etc.

D. Components of Good Writing

Jacobs, et, al (2008: 22) points out five kinds of components in writing.

They are content, organization, language use, vocabulary, and mechanics.

a. Content

The content of writing should be clear for the readers, so that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing (Jacob, 2008: 23).

b. Organization

Organization of the writing is the writer focuses on how to arrange and organize the ideas chronologically. The writer should present their ideas based on the order which flow from the beginning to the end. There are many ways used to organized or arrange the writing. This organization is mainly recognized as order.

c. Language Use

Language use in writing description and other forms of writing involve correct usage and point of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, use modifier or adjective, adverbs, and participles in the writing, a modifier may other be a phrase. A single, well-chosen-modifier is often more effective than several used together. If it is difficult to describe with over used or warn-out modifier, find more interesting synonyms, in the dictionary.

d. Vocabulary

Vocabulary is one of the language aspects dealing the process of writing. The writers always think about putting words into the sentences and putting the sentences into the paragraph until they can create a piece of writing. It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabulary. Vocabulary as one of the important components of writing should take in to consideration by the English leaner and English teacher, because there is a doubt that learning the words of the language.

e. Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. These aspects are very important, it leads the readers to understand, to recognize immediately. The use of favorable

mechanic in writing will make readers easy to group the conveying ideas or the message to the written materials.

2. The Concept of *Computer Assisted Language Learning* (CALL)

A. *Computer Assisted Language Learning* (CALL)

Computer Assisted Language Learning (CALL) is the general term for the range of processes and activities that employ computers in the teaching and learning of a new language (Stevie, 2017). *Computer Assisted Language Learning* (CALL) involves the use of computer in language learning process.

The *Computer Assisted Language Learning* (CALL) field involves the use of computers in the language learning process. *Computer Assisted Language Learning* (CALL) program is aimed to teach some aspects of language learning process through computer media. The *Computer Assisted Language Learning* (CALL) program can be developed for many parts of the language learning process.

Computer Assisted Language Learning (CALL) based language teaching/learning offers quite a few benefits to the learner, such as interactive activities and multimedia applications, which are engaging. Computer technology has unique multifunctional and multiuse aspects, which brings to *Computer Assisted Language Learning* (CALL) several levels of intricacy and applications in L2 learning (Levy, 2009: 12).

B. *Computer Assisted Language Learning (CALL) Activities*

In general, teaching practice has been changed by the integration of technology in the classroom, technology will keep changing second language teaching as new technologies are being introduced faster than ever (Hoopingarner, 2009: 76). *Computer Assisted Language Learning (CALL)* technology and its uses are broad in the second language teaching; some technologies can be used with more than one language skill (Stockwell, 2007: 89).

Although the implementation of ridiculous spell-checker and grammar often occurs in this type of activity, a more sophisticated and interactive approach might be possible. Many L2 teachers, for example, are now asking their students to use computers to write essays on their LAN.

C. *Benefits of Computer Assisted Language Learning (CALL)*

The benefits of *Computer Assisted Language Learning (CALL)* are explained as follows:

1) Learner Autonomy

Naiman. (2012: 72) explicitly states, Autonomous Learners have been discussed With the *Computer Assisted Language Learning (CALL)* program; learners can work at their own pace. Learners can spend more time on topics that cause difficulties. Information can be reviewed and the tasks can be repeated until learners are happy to move on to new topics. Learners feel restrained, which usually increases the level of satisfaction

with the learning process. Successful language learners assume responsibility for their own learning

2) Motivation

Motivation is often a bigger determinant of learner effort and hence greater language performance when looking at motivation in language learning, consideration is given to the difference between learning a foreign language and a second language. Foreign language learning (FL) occurs when the language being studied is not used as a communication medium. Second language learning (SL) takes place in an environment where the language learned is used in everyday communication (eg learning English in Ireland). In the FL situation, learners should seek opportunities to engage in the target language.

3) Access to Information

Egbert and Smith (2000: 42) describe another benefit of *Computer Assisted Language Learning* (CALL) is control over access to information. The *Computer Assisted Language Learning* (CALL) program has the potential to provide more information to learners (via links to electronic dictionaries, more detailed screens and links to other sites), while otherwise, learners can avoid information overload if they feel overwhelmed. They can leave a program to allow themselves time to absorb new knowledge. In traditional classroom settings, students usually can not go if they feel overloaded. They have to wait until the class ends, may not pay attention to what the teacher says and lose the topic taught. With the *Computer Assisted Language Learning* (CALL) program, the

user can go when he wants it and return to where he stopped and start again. Thus, users have more control over the cognitive load they get during the lesson.

The weaknesses of *Computer Assisted Language Learning* (CALL) are explained as follows:

While the *Computer Assisted Language Learning* (CALL) program offers many potential benefits, there are also limitations to consider. This section describes some of the potential limitations of *Computer Assisted Language Learning* (CALL) and how these limitations can be avoided or at least minimized.

a. Limited Availability of Resources

Stockwell (2007: 78) explains that *Computer Assisted Language Learning* (CALL) is an emerging discipline. Research shows the many current and potential benefits of *Computer Assisted Language Learning* (CALL). However, in many learning institutions, the availability of *Computer Assisted Language Learning* (CALL) resources is limited. Limited resources include time and money for the development of *Computer Assisted Language Learning* (CALL) materials, finance to buy computers and lack of teacher knowledge. Sometimes there is a mismatch between the *Computer Assisted Language Learning* (CALL) program and the user and / or settings.

Often, teachers have only one computer and teachers should try to maximize the benefits of the *Computer Assisted Language Learning* (CALL) program for a group of students. User resources should also be considered. Does the program assume access to the speakers and

microphone? What if the installation does not have access to the internet? Obviously, if one tries to use a tandem learning program on a stand-alone PC with no connection to the Internet, it is impossible or extremely difficult to fully use the features of this program. In this case, the program should clarify user expectations. It should explain to the user what resources it needs and show its restrictions if these resources are not available. It should also try to provide an alternative way to interact with users. For example, if a program allows users to select an option through a microphone, but one is not available, the user must be able to interact with the computer via mouse or keyboard (Hoopingartner.2009: 90)

b. Anti-Social Behavior

The *Computer Assisted Language Learning* (CALL) program can promote anti-social behavior; Learners may get "wrapped" in the program and focus on learning the language separately. Except in certain situations (learning the language for reading purposes or for pure mental stimulation), the whole reason behind learning a language is being able to communicate with others. If one learns language for the purpose of interacting with other human beings in the same language, but he just "talks" to the computer, surely it does not understand the whole language. Although computers cannot force learners to speak to other speakers, they can advise learners that they practice with other speakers at various points during the program (Stockwell.2007: 14)

c. Learning Content

Morales (2014: 7) in his journal explains that Another possible problem with the *Computer Assisted Language Learning* (CALL) program is an explanation that is sometimes misleading and oversimplified. Not only will they waste student time, it will confuse them and will not meet their learning needs. Care should be taken to ensure this is avoided in the design process. One further issue to consider is the truth - it is important that linguistic elements of the language be reviewed with native speakers to verify the truth. This may be more difficult in CALL situations than when dealing with traditional learning media because content providers may be more widely removed from courseware production processes than those that occur in traditional production processes.

d. Limitations in the deployment of *Computer Assisted Language Learning* (CALL) materials

Morales (2014: 8) mentions that there are still some drawbacks that exist in terms of the deployment of *Computer Assisted Language Learning* (CALL) materials. These will have to be addressed and include:

1. slow access,
2. server complications,
3. end-user configuration unknown,
4. potential need for plug-ins,
5. technophobic students/teachers.

D. Effectiveness of *Computer Assisted Language Learning* (CALL)

The important question that should be answered in terms of the effectiveness of *Computer Assisted Language Learning* (CALL) in teaching and learning process, those are: Does its use really promote language learning and student development? Many books are explaining and evaluating *Computer Assisted Language Learning* (CALL), summarizing research to promote language learning. *Computer Assisted Language Learning* (CALL) in developing language skills and communicative competence in L2 students and improving autonomy, motivation, satisfaction, and confidence level of learners. For example, in the mid-1990s the number of *Computer Assisted Language Learning* (CALL) studies noted positive results from their use, suggesting that *Computer Assisted Language Learning* (CALL) allows students to control the pace of learning and its interactions with others, and encourages them to become better writers because they have audiences and writing goals.

Morales (2014: 8) The use of *Computer Assisted Language Learning* (CALL) and distance learning activities is aimed to create a classroom discourse community and encourage the students to participate more fully. Students also report that *Computer Assisted Language Learning* (CALL) activities help them develop their ideas and promote learning from their classmates. In addition, developing computer skills. Thus, *Computer Assisted Language Learning* (CALL) has been shown to produce a number of good learning outcomes.

C. Conceptual Framework

The theoretical framework underlying the research is given in the following diagram:

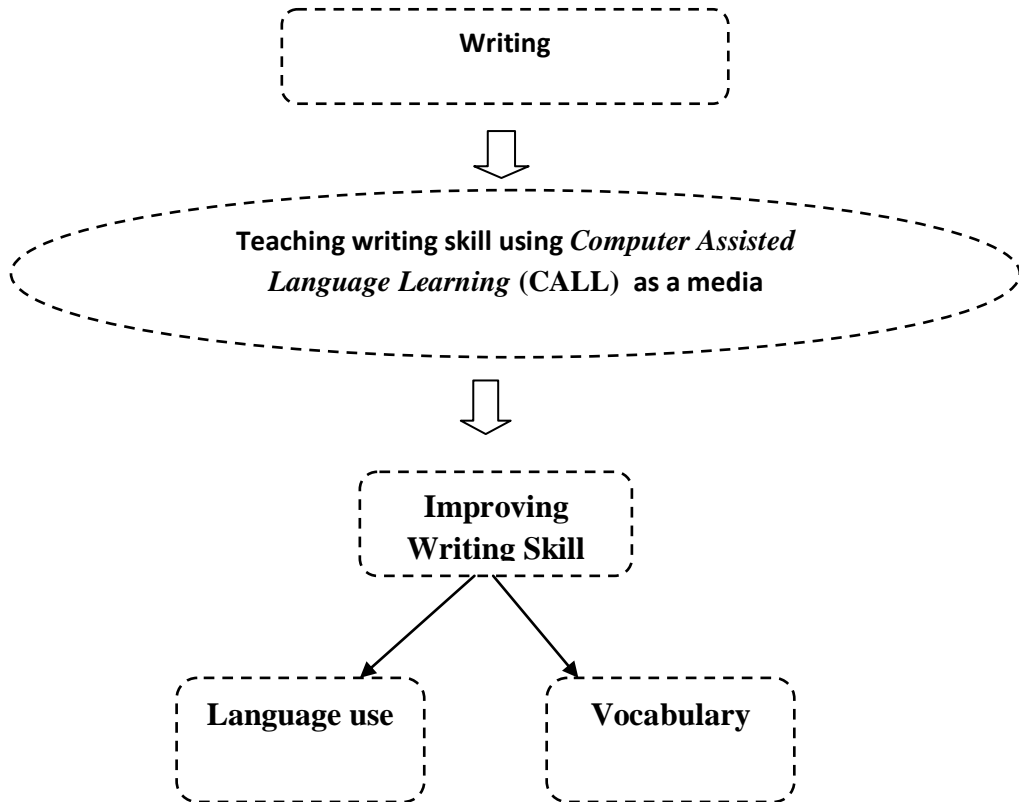


Figure 2.1: Conceptual Framework

D. Hypothesis

There are two kinds of hypothesis that are used to predict the result of this research; they are:

- 1) H_1 : using *Computer Assisted Language Learning* (CALL) media is effective to increase students' skill in writing essay in terms of language use and vocabulary
- 2) H_0 : using *Computer Assisted Language Learning* (CALL) media is not effective to increase students' skill in writing essay in terms of language use and vocabulary

Note :

H_1 : Alternative Hypothesis

H_0 : Null Hypothesis

CHAPTER III

RESEARCH METHOD

This chapter presents design of the research, population and sample, instrument of the research, procedures of the research, and techniques of data analysis.

A. Research Design

In this research, the researcher used A Pre-Experimental Method. The design of the research was one group pre-test posttest design. In this research, sample was given Pretest (O1) Treatment (X) and Posttest (O2). The design was illustrated as follows:

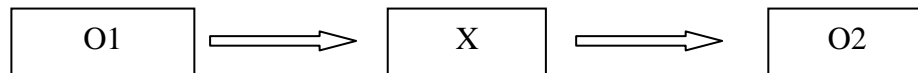


Figure 3.1 Research Design

Notes:

O1 = Pre-test

X = Treatment

O2 = Post-test

(Gay, 2006: 252)

B. Population and Sample

1. Population

The population of this research was the eleventh grade student of SMAN 10 Gowa of Academic Years 2017/2018 which consisted of four classes namely IPA Class, IPS Class and Bahasa class. Each class had 15-32 students. There were 4 classes for IPA class, so the population in this research was 100 students.

2. Sample

This research employed Purposive sampling technique in which one of the four classes, namely IPA class was taken as the sample. This class was taken because had homogenous ability of each students with the assumption, it was easier for researcher to analyze the students ability in writing. The researcher took one class as the sample. The class consisted of 17 students. Therefore, the sample of this study consisted of 17 students.

C. Variable of the Research

There were two variables in this research, namely:

- a. Independent variable, that was the *Computer Assisted Language Learning* as learning media
- b. Dependent variable that was the student's writing skill in terms of language use and vocabulary

D. Research Instrument

The instrument of this research was writing test where the researcher gave the test as pre-test and post-test. The pre-test was intended to find out the students' basic and prior knowledge and their ability in writing, while the post-test was aimed to find out the students' ability in writing after the treatment was given. The indicator chosen was based the observation result which had been done by the researcher who found two problem faced (Language use and Vocabulary) in teaching and learning process.

E. Technique of Data Collection

The procedure of collecting data consisted of three, those were:

1. Pre-Test

In the pre-test, the students were given titles to make essay text namely: Social media, Sport and Drugs. The students chose one of three titles and then made an essay text.

2. The researcher did the treatment. Teacher explained about *Computer Assisted Language Learning (CALL)* as media, writing essay using computer, the benefit of *Computer Assisted Language Learning (CALL)*, and teaching vocabulary and language use using *Computer Assisted Language Learning (CALL)*.

3. Post-Test

In the post-test, the students were given test. The test was same as the test in the pre-test, in which the students was given four titles of essay text namely: Teenagers in relationship, online vehicles, and entertainment

and World disasters. The students chose one of four titles offered and they made an essay text.

F. Technique of Data Analysis

To analyze the data, the researcher used statistical analysis to know the Use of *Computer Assisted Language learning* to improve the students' writing, analyzing the data the researcher did same following stages:

1. Scoring the students' correct answer of pre-test and post-test

Classifying the students' answers in the following measurement:

a. Language Use

Table 3.1. Rubric for writing skill in terms of language use (Simple Present Tense).

No	classification	Score	Criteria
1	Excellent to very good	25-22	Effective complex construction
2	Good to average	21-19	Effective but simple construction
3	Fair to poor	17-11	Major problems in simple/complex construction
4	Very poor	10-5	Virtually no mastery of sentences construction rules

(Heaton, 1988: 140)

b. Vocabulary

Table 3.2. Rubric for writing skill in terms of Vocabulary.

Score Level		Indicator
Excellent	18-20	Sophisticated Range: Effective word choice and usages word from mastery.
Good	14-17	Adequate Range: Occasional errors of word/idiom form: choice, usage but meaning not obscured.
Fair	10-13	Limited range: Frequent errors of word form, choice, usage. Meaning confused or obscured.
Poor	7-9	Essentially range: Little knowledge of English evaluate.

(Heaton, 1988: 146)

2. Calculating the mean score of students' pre-test and post-test using this formula:

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

Where: X = Mean

$\sum x$ = The sum of all score

N = Total number of subject

(Gay, 1981: 343)

3. The percentage of the students' writing skill was identified by using the formula as follow :

$$P = \frac{X2 - X1}{X1} \times 100 \%$$

Where : % = the percentage of the students' improvement

X1 = the mean score of pretest

X2 = the mean score of posttest

(Gay, 1981: 369)

4. Finding the significant difference between the mean score of pre-test and post-test by calculating the value of t-test using the following formula.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

where, $\bar{D} = \frac{\sum D}{N}$

Where:

t	=	Test of significance
\bar{D}	=	The mean of different score
$\sum D$	=	the sum of total score of significance
$\sum D^2$	=	the square of the sum for difference
N	=	the total number of subject

(Gay, 1981: 366)



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The effectiveness of Student Writing Skill in Terms of Language use

To answer the research question in the previous chapter, the researcher administered a test, which is given twice to the students. Firstly, pre-test is given before the treatment. Secondly, post- test is given after the treatment. The result of the students' writing skill in Language use whose indicators Tenses Simple Present on pre-test and post-test were presented in the Tabel 4.1

Tabel 4.1 Language use (Simple Present)

No	Indicators	Pre-test	Post-test	Improvement
1	Language Use	11.94	17.12	30.3%

Table 4.1 shows that the score of Language use was improved 30.3 % from the mean score 11.94 in pre- test to be 17.12. The It means that the use of Computer Assisted Language Learning (CALL) as media can mprove Language use (Simple Present) in writing. it is more clearly shown in the Figure 4.1

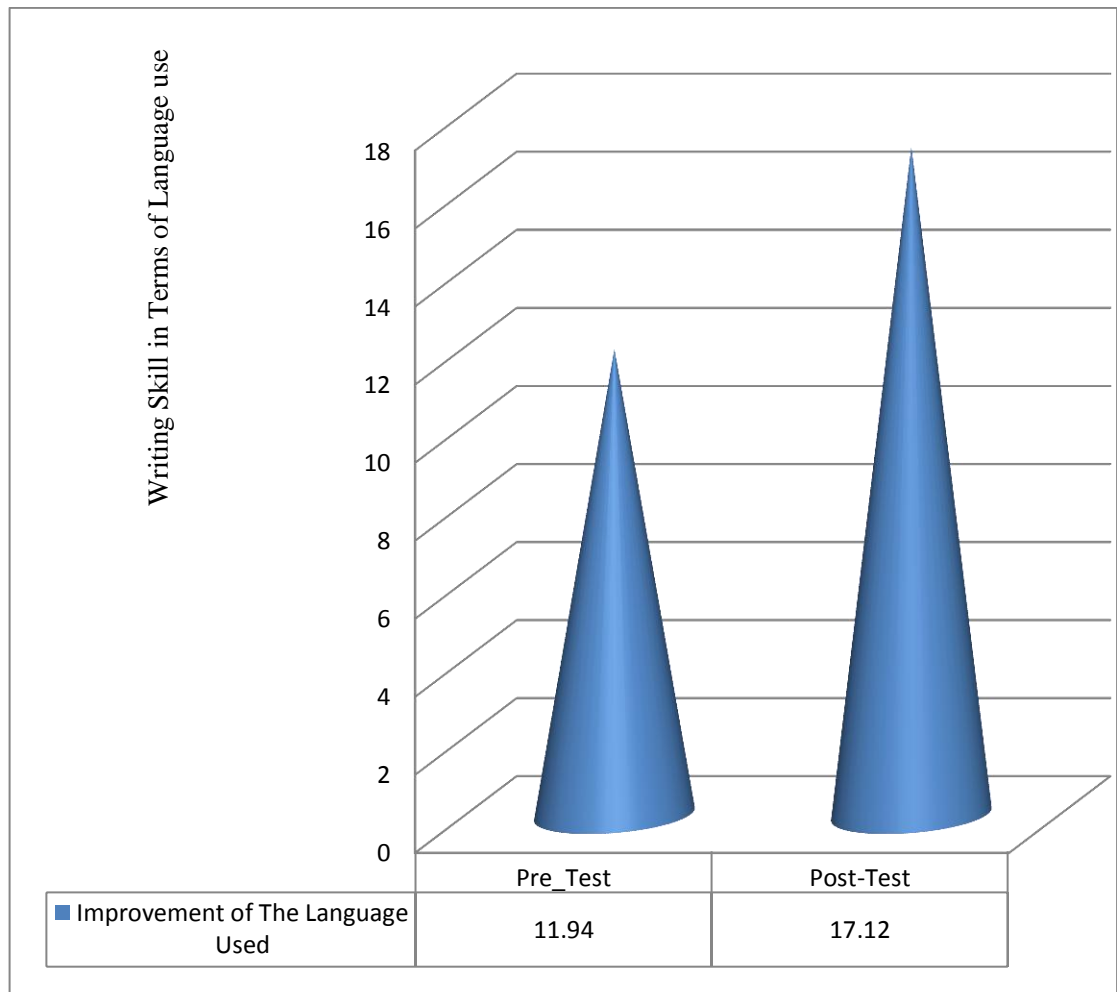


Figure 4.1: Students' Mean Score of the Language use

2. The Improvement of Student Writing Skill in Terms of Vocabulary.

To answer the research question in the previous chapter, the writer administered a test, which is given twice to the students. Firstly, pre-test is given before the treatment. Secondly, post- test is given after the treatment. The result of the students' skill in Vocabulary on pre-test and post-test were presented in Table 4.2

Table 4.2 Students' Vocabulary

No	Indicators	Pre-test	Post-test	Improvement
2.	Vocabulary	11.82	16.18	36.9%

Table 4.2 shows that the score of Vocabulary was improved 36.9 % from the mean score 11.82 in pre- test to be 16.18. It means that the use of Computer Assisted Language learning can improve the vocabulary in writing

it is more clearly shown in Figure 4.2:

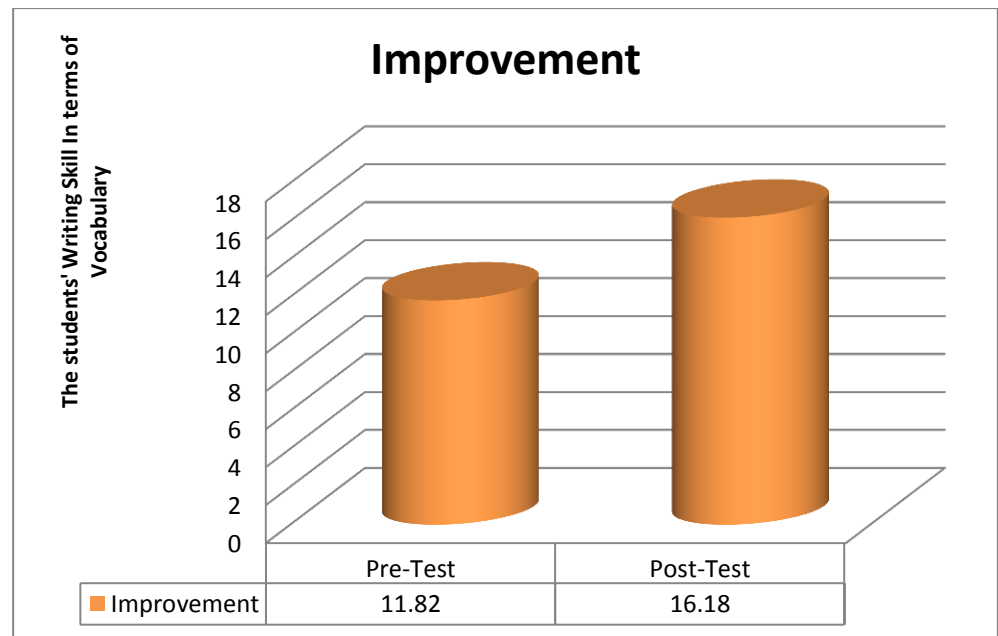


Figure 4.2: Students' Mean Score improvement of Vocabulary

After explaining the students' improvement in terms of vocabulary and language use the researcher also explained the T-Test Result (Testing Significant Improvements). If the T-Test value was higher than T-Table at the level of significance 0,05 and degree freedom 17 , thus the alternative hypothesis (H1) will be accepted and null hypothesis (HO) will be rejected. In contrary, if the

value was lower than T-Table at the level of significance 0,05 and the degree freedom 17, thus the alternative hypothesis would be rejected and null hypothesis will accepted.

The hypothesis testing above was then supported by the result of the data analysis t-test of the student's language use and Vocabulary in writing by using CALL as a Media is show by table below

Table 4.3 : T-test Value of The Students' Language use And Vocabulary in Writing by CALL as Media.

Variables	t-test	t-table	Comparison	Classification
Language use	5.8	1,746	t-test>t-table	Significance
Vocabulary	11	1,746	t-test>t-table	Significance

Table 4.3 shows that the value of the test is higher than the value of T-Table. It was indicated that there is a significance difference between, the result of the students' Language use and Vocabulary in writing by using CALL after treatment.

B. Discussions

The description of data collected from the test as explained in the previous section showed that the students' skill in Language use and Vocabulary in writing was improved. It was supported by the frequency and rate percentage of the result of the students pretest and posttest. Based on the finding above in applying *Computer Assisted Language Learning (CALL)* as a Media in the class, the data is collected through the test to explain in the previous finding section shows that the improvement students 's writing skill interms of Language use and Vocabulary are significantly. Improvement the students' writing skill score after giving *Computer Assisted Language Learning (CALL)* as a Media is better than before the treatment given to the students.

Before giving treatment, the students' writing skill in Language use and Vocabulary was categorized Fair. After giving the treatment, their skill was significance improved.

1. The Improvement of Students' Writing Skill in Terms of Language use

Based on the finding above in applying *Computer Assisted Language Learning (CALL)* as a Media in the class, the data was collected through the test as explained in the previous finding section shows that the students' writing skill in terms Language use is significantly improvement.

The description of the data collected using Writing test which has explained in the previous section showed that the student's the Students' writing skill was developed. it supported by the students' scores in pretest and post test from the indicators.which has developed between before and after giving treatment.

The development of students in writing skill also showed by the comparison between T-test and T-table values of indicator. The Students T-Test in Language use 5.8 is greater than T-Table 1,746 ($5.8 > 1,746$). It means that students' writing skill has significant development after the student treated by using *Computer Assisted Language Learning (CALL)* as a media in teaching writing skill. The research result is relevant with Stevie (2017) where She states that *Computer Assisted Language Learning (CALL)* is the general term for the range of processes and activities that employ computers in the teaching and learning of a new language. *Computer Assisted Language Learning (CALL)* involves the use of computer in language learning process. The *Computer Assisted Language Learning (CALL)* field involves the use of computers in the language learning process. *Computer Assisted Language Learning (CALL)* program is aimed to teach some aspects of language learning process through computer media. The *Computer Assisted Language Learning (CALL)* program can be developed for many parts of the language learning process.

After calculating the students' score of the indicator of writing skill in pre-test and post-test also explain the classification of students' development of the Students' writing skill. In pre-test there are 8 (47.1 %) students got average, 2 (11.8%) students got Poor and 7(41.2) got very poor classification, After doing the treatment, the students' score classification in post-test are changed 2 (11.8%) students got Good and very good, 6 (35.3%) students got average classification and 7 (41 %) students got fair classification and 1 (5.9 %) got very poor classification .

The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, *Computer Assisted Language Learning* (CALL) as Media can improve the students' writing skill in terms of Language use.

2. The Improvement of Students Writing Skills in Terms of Vocabulary

Based on the finding above in applying *Computer Assisted Language Learning* (CALL) as a Media in the class, the data was collected through the test as explained in the previous finding section shows that the students' writing skill in terms of Vocabulary is significantly improved. The data on table 4.2 showed that the score of Vocabulary improved 36.9%. It was supported by the mean score post-test of students' writing skill in terms of Vocabulary is higher than pre-test.

Computer Assisted Language Learning (CALL) can improve the student's writing skill in terms of Vocabulary. It is also supported by the result of the data analysis on table 4.3, which shows that from the level of significance ($p = 0,05$) and degree of freedom ($df = 16$) which got from the formula $df = N - 1$ with t -table 1.746, the value of t -test of meaning of words is higher than t -table ($11 > 1.746$). Thus, organization through *Computer Assisted Language Learning* is significant. This means that *Computer Assisted Language Learning* (CALL) can improve the students' writing skills in terms of Vocabulary. This research is relevant with Morales (2014: 8) the use of *Computer Assisted Language Learning* (CALL) and distance learning activities is aimed to create a classroom discourse community and encourage the students to participate more fully in the writing process. The improvement can be reached because in the teaching and learning process, the researcher did some ways which allow the students to explore their ability in

writing process, for instance: asking the students to find many references related to the topic given and guide and attract the students to arrange their one by one sentence that's why by implementing this media could help them develop their ideas and promote packing from their classmates. In addition, developing computer skills. Thus, *Computer Assisted Language Learning* (CALL) has been shown to produce a number of good learning outcomes. the statement above is in line with what Salehi et al, (2013) who found that using ICT had some advantages such as attracting students' attention, facilitating students' learning process, helping to improve students' vocabulary and promoting meaningful learning.

Based on the result, hypothesis test showed that H_0 was reject and H_1 was accepted. So, the writer concludes that there was significant improvement of the improving the students' writing skills by using *Computer Assisted Language Learning* (CALL).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the finding and discussion in the previous chapter, the researcher concludes follows:

1. The Use of *Computer Assisted Language Learning* (CALL) media was effective to increase the students' writing skills in terms of language use. It was proved by the student's writing skill in terms Language use that covers Simple Present was improved 30.3 % from the mean score 11.94 on pre-test to be 17.12 on post – test.
2. The Use of *Computer Assisted Language Learning* (CALL) media was effective to increase improve the students' writing skill in terms of vocabulary. It was proved by the student's writing skill in terms of Vocabulary was improved 36.9% from the mean score 11.82 on pre-test to be 16.18 on post – test.

B. Suggestion

Based on the conclusion above, the researcher presents some suggestions as follows:

1. It is recommended for the teachers of english at the eleventh grade students of SMAN 10 Gowa to Implementing *Computer Assisted Language Learning* (CALL) as a Media in teaching writing skill because it can bring a positive improvement for students.
2. The students are expected to improve their English in terms of Language use by *Computer Assisted Language Learning* (CALL).
3. The result of this research also can be used as an additional reference or further research with different discussion for the next teacher.
4. Related to the suggestion above, for the next researchers are suggested to explore *Computer Assisted Language Learning* (CALL) in engaging the students' interest and helping the students' learning achievement in learning English.

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APPENDIX A.1

The students' row scores of language use

Respon dents	Writing Skill	
	Language Use	
	Pre-Test	Post-Test
1.	12	16
2.	19	21
3.	12	17
4.	19	15
5.	11	9
6.	15	19
7.	10	15
8.	15	19
9.	13	19
10.	10	17
11.	13	21
12.	12	19
13.	6	17
14.	12	17
15.	6	14
16.	12	19
17.	6	17
X	203	291

APPENDIX A.2

The students' row scores of vocabulary

Respon dents	Writing Skill	
	Vocabulary	
	Pre-Test	Pre-Test
1.	9	14
2.	14	17
3.	10	13
4.	14	17
5.	10	13
6.	14	17
7.	9	14
8.	14	18
9.	13	17
10.	10	17
11.	14	18
12.	14	18
13.	10	17
14.	10	14
15.	13	17
16.	13	17
17.	10	17
X	201	275

APPENDIX A.3

Table of students language use achievement

Respondents	language use			
	Pre-test	Post-test	D (x2-x1)	D
S-1	12	16	4	16
S-2	19	21	2	4
S-3	12	17	5	25
S-4	19	15	-4	-16
S-5	11	9	-2	-4
S-6	15	19	4	16
S-7	10	15	5	25
S-8	15	19	4	16
S-9	13	19	6	36
S-10	10	17	7	49
S-11	13	21	8	64
S-12	12	19	7	49
S-13	6	17	11	121
S-14	12	17	5	25
S-15	6	14	8	64
S-16	12	19	7	49
S-17	6	17	11	121
Total		$\sum x=291$	$\sum D=88$	$\sum D^2=700$

APENDIX A.4

Calculating the t-test values of language Use .

a. Calculating the t-test analysis.

$$\bar{D} = \frac{\Sigma D}{N}$$

$$= \frac{88}{17}$$

$$= 5.2$$

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{5.2}{\sqrt{\frac{700 - \frac{(88)^2}{17}}{17(17-1)}}$$

$$t = \frac{5.2}{\sqrt{\frac{700 - \frac{7744}{17}}{17(16)}}$$

$$t = \frac{5.2}{\sqrt{\frac{700 - 455.5}{772}}$$

$$t = \frac{5.2}{\sqrt{\frac{244.5}{272}}}$$

$$t = \frac{5.2}{\sqrt{0.9}}$$

$$t = \frac{5.2}{0.9}$$

$$t = 5.8$$

Table of students vocabulary achievement

Respondents	vocabulary			
	Pre-test	Post-test	D (x2-x1)	D
S-1	9	14	5	25
S-2	14	17	3	9
S-3	10	13	3	9
S-4	14	17	3	9
S-5	10	13	3	9
S-6	14	17	3	9
S-7	9	14	5	25
S-8	14	18	4	16
S-9	13	17	4	16
S-10	10	17	7	49
S-11	14	18	4	16
S-12	14	18	4	16
S-13	10	17	7	49
S-14	10	14	4	16
S-15	13	17	4	16
S-16	13	17	4	16
S-17	10	17	7	49
Total		∑ x=249	∑ D 74	∑ D ² =354

Calculating the t-test values of language Vocabulary.

a. Calculating the T-Test analysis.

$$\bar{D} = \frac{\Sigma D}{N}$$

$$= \frac{74}{17}$$

$$= 4.4$$

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{4.4}{\sqrt{\frac{354 - \frac{(74)^2}{17}}{17(17-1)}}$$

$$t = \frac{4.4}{\sqrt{\frac{354 - \frac{5476}{17}}{17(16)}}$$

$$t = \frac{4.4}{\sqrt{\frac{354 - 322.1}{272}}$$

$$t = \frac{4.4}{\sqrt{\frac{31.9}{272}}}$$

$$t = \frac{4.4}{0.4}$$

$$t = 11$$

APPENDIX A.5

The students' mean score

Paired Samples Statistics

	Mean	N
Pair 1	prelanguageuse	11.94
	postlanguageuse	17.12
Pair 2	prevocab	11.82
	postvocab	16.18

Appendix A.6

The percentage of the students' development in terms of the Students' language use.

$$P = \frac{X_2 - X_1}{X_1} \times 100 \%$$

$$P = \frac{17.12 - 11.94}{11.94} \times 100\%$$

$$P = 30.3\%$$

The percentage of the students' development in terms of the Students' Vocabulary.

$$P = \frac{X_2 - X_1}{X_1} \times 100 \%$$

$$P = \frac{16.18 - 11.82}{11.82} \times 100\%$$

$$P = \frac{4.24}{11.82} \times 100\%$$

$$P = 36.9\%$$

Appendix A.7

A. Classification of students' scores in terms of the Students' Language Use

Respondents	Pre-test	classification	Post test	classification
S-1	12	Poor	16	Fair
S-2	19	Average	21	Very Good
S-3	12	Fair	17	Good
S-4	19	Average	15	Fair
S-5	11	Poor	9	Very Poor
S-6	15	Fair	19	Average
S-7	10	Very Poor	15	Fair
S-8	15	Fair	19	Average
S-9	13	Fair	19	Average
S-10	10	Very Poor	17	Average
S-11	13	Fair	21	Good
S-12	12	Fair	19	Average
S-13	6	Very Poor	17	Fair
S-14	12	Fair	17	Fair
S-15	6	Very Poor	14	Fair
S-16	12	Fair	19	Average
S-17	6	Very Poor	17	Fair

B. Classification of students' scores in terms of the Students' Vocabulary

Respondents	Students' Scores in terms of the Students' Vocabulary			
	Pre-test	classification	Post test	classification
S-1	9	Poor	14	Good
S-2	14	Good	17	Good
S-3	10	Fair	13	Fair
S-4	14	Good	17	Good
S-5	10	Poor	13	Fair
S-6	14	Good	17	Good
S-7	9	Poor	14	Good
S-8	14	Fair	18	Excellent
S-9	13	Poor	17	Good
S-10	10	Fair	17	Good
S-11	14	Good	18	Excellent
S-12	14	Good	18	Excellent
S-13	10	Fair	17	Good
S-14	10	Fair	14	Good
S-15	13	Fair	17	Good
S-16	13	Fair	17	Good
S-17	10	Fair	17	Good

APPENDIX A.8

TABLE DISTRIBUTION OF T-VALUE

α (For two groups sample)						
df	0, 50	0, 20	0, 10	0, 05	0, 02	0, 1
	α (For one group sample)					
	0, 25	0, 10	0, 05	0, 02	0, 01	0, 005
1.	1,000	3,078	6,314	12,706	31,821	63,657
2.	0,816	1,886	2,920	4,303	6,965	9,925
3.	0,765	1,638	2,353	3,182	4,541	5,841
4.	0,741	1,533	2,132	2,766	3,747	4,604
5.	0,727	1,476	2,015	2,571	3,365	4,032
6.	0,718	1,440	1,943	2,447	3,143	3,707
7.	0,711	1,415	1,895	2,365	2,998	3,499
8.	0,706	1,397	1,860	2,306	2,896	3,355
9.	0,703	1,383	1,833	2,262	2,821	3,250
10.	0,700	1,372	1,812	2,228	2,764	3,169
11.	0,697	1,363	1,796	2,201	2,718	3,106
12.	0,695	1,356	1,782	2,178	2,681	3,055
13.	0,694	1,350	1,771	2,160	2,650	3,012
14.	0,692	1,345	1,761	2,145	2,624	2,977
15.	0,691	1,341	1,753	2,132	2,623	2,947
16.	0,690	1,337	1,746	2,120	2,583	2,921
17.	0,689	1,333	1,740	2,110	2,567	2,898
18.	0,688	1,330	1,734	2,101	2,552	2,878
19.	0,688	1,328	1,729	2,093	2,539	2,861
20.	0,687	1,325	1,725	2,086	2,528	2,845
21.	0,66	1,323	1,721	2,080	2,518	2,831
22.	0,686	1,321	1,717	2,074	2,508	2,819
23.	0,685	1,319	1,714	2,069	2,500	2,807
24.	0,685	1,318	1,711	2,064	2,492	2,797
25.	0,684	1,316	1,708	2,060	2,485	2,787
26.	0,684	1,315	1,706	2,056	2,479	2,779
27.	0,684	1,314	1,703	2,052	2,473	2,771
28.	0,683	1,313	1,701	2,048	2,467	2,763
29.	0,683	1,311	1,699	2,045	2,462	2,756
30.	0,683	1,310	1,697	2,042	2,457	2,750
40.	0,681	1,303	1,684	2,021	2,423	2,704
60.	0,679	1,296	1,671	2,000	2,390	2,660
120.	0,677	1,289	1,658	1,980	2,358	2,617
	0,674	1,282	1,645	1,960	2,326	2,676

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMA Negeri 10 GOWA
Mata Pelajaran	: Bahasa Inggris/Wajib
Kelas/Semester	: XI/1
Materi Pokok	: Teks eksposisi analitis
Pertemuan ke	: 1 - 6
Alokasi Waktu	: 12 x 45 JP (6 x pertemuan)

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

A. Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.14 Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

B. Indikator :

(Sikap Spiritual)

- 1.1.1. Menunjukkan semangat mengikuti pembelajaran (A5)
- 1.1.2. Menunjukkan keseriusan mengikuti pembelajaran (A5)

(Sikap Sosial)

- 2.1.1. Menunjukkan perilaku **santun** dalam berkomunikasi interpersonal dengan guru dan teman (A5)

- 2.1.2. Menunjukkan perilaku **peduli** dalam berkomunikasi interpersonal dengan guru dan teman (A5)

(Pengetahuan)

- 3.3.1. Mengidentifikasi ungkapan teks eksposisi analitis(K1)
- 3.3.2. Mengidentifikasi fungsi sosial, struktur teks, dan bentuk kebahasaan serta format penyampaian atau penulisannya (K1)
- 3.3.3. Menirukan mendengarkan, membaca, dan membacakan teks eksposisi analitis yang digunakan. (K1)
- 3.3.4. Membandingkan berbagai jenis teks eksposisi analitis dari berbagai sumber (K2)
- 3.3.5. Mengidentifikasi gagasan utama, informasi rinci, dan informasi tertentu yang menggunakan ungkapan teks eksposisi analitis(K2)
- 3.3.6. Menemukan berbagai macam teks eksposisi analitis dari berbagai sumber dalam konteks yang berbeda-beda (K3)
- 3.3.7 Mengelompokkan struktur, fungsi sosial, dan unsur kebahasaan tesk berdasarkan penggunaannya (K4)

(Penerapan)

- 4.4.1. Membuat laporan hasil membaca teks eksposisi analitis.
- 4.4.2. Mempresentasikan hasil laporan membaca teks eksposisi analitis.

C. Tujuan Pembelajaran :

(Sikap Spiritual)

- 1.1.3. Siswa dapat menunjukkan semangat mengikuti pembelajaran.
- 1.1.4. Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.

(Sikap Sosial)

- 2.1.1. Siswa dapat menunjukan perilaku **santun** dalam berkomunikasi interpersonal dengan guru dan teman.
- 2.1.2. Siswa dapat menunjukkan **perilaku** peduli dalam berkomunikasi interpersonal dengan guru dan teman.

(Pengetahuan)

- 3.3.1. Siswa dapat mengidentifikasi ungkapan teks eksposisi analitis(K1)
- 3.3.2. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan bentuk kebahasaan serta format penyampaian atau penulisannya (K1)
- 3.3.3. Siswa dapat menirukan mendengarkan, membaca, dan membacakan teks eksposisi analitis yang digunakan. (K1)
- 3.3.4. Siswa dapat membandingkan berbagai jenis teks eksposisi analitis dari berbagai sumber (K2)
- 3.3.5. Siswa dapat mengidentifikasi gagasan utama, informasi rinci, dan informasi tertentu yang menggunakan ungkapan teks eksposisi analitis(K2)
- 3.3.6. Siswa dapat menemukan berbagai macam teks eksposisi analitis dari berbagai sumber dalam konteks yang berbeda-beda (K3)
- 3.3.7 Siswa dapat mengelompokkan struktur, fungsi sosial, dan unsur kebahasaan tesk berdasarkan penggunaannya (K4)

(Penerapan)

4.4.1. Siswa dapat membuat laporan hasil membaca teks eksposisi analitis.

4.4.2. Siswa dapat mempresentasikan hasil laporan membaca teks eksposisi analitis.

D. Materi :

- Teks eksposisi analitis
- Fungsi Sosial: Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab
- Struktur teks:
 - a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan
 - b. Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung
 - c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut
- Unsur Kebahasaan: Kalimat *Simple Present tense*

E. Metode :

ceramah

F. Media :

Laptop, Computer, books, sheets

G. Sumber :

- teks berbahasa Inggris
- buku cetak
- internet

H. Langkah-langkah Pembelajaran :

Pertemuan 1

Kegiatan Pendahuluan

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	10'
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya dengan berkata, "I am here or present"	

Kegiatan Inti

Guru	Siswa	Waktu
a. Mengamati (Observing)		
- mengkondisikan siswa untuk siap mengikuti pelajaran dengan memperkenalkan CALL sebagai suatu media pembelajaran, menjelaskan tentang teks eksposisi analitis	- mendengarkan menjelaskan penjelasan singkat guru tentang apa itu CALL dan teks eksposisi analitis	15'
- meminta siswa untuk menjelaskan pengetahuan awal mereka tentang apa itu CALL dan teks eksposisi analitis	- menjawab pertanyaan yang di ajukan guru yang berhubungan dengan CALL dan teks eksposisi analitis	
- meminta siswa untuk membaca sebuah artikel yang menjelaskan tentang pentingnya CALL dalam proses belajar mengajar dan penjelasan tentang teks eksposisi analitis	- membaca artikel dan mendengarkan penjelasan guru tentang CALL dan teks eksposisi analitis	
b. Mempertanyakan (Questioning)		
- menanyakan kepada siswa tentang keunggulan dari penggunaan CALL dalam Proses belajar Mengajar dan tujuan dari teks eksposisi analitis	- Menjawab pertanyaan yang di ajukan oleh guru yang berhubungan dengan CALL dalam proses belajar mengajar dan tujuan dari teks eksposisi analitis	15'
- menanyakan kepada siswa tentang kekurangan dari penggunaan CALL dalam Proses belajar Mengajar dan ciri-ciri teks eksposisi analitis	- Menjawab pertanyaan guru Tentang CALL dan ciri-ciri teks eksposisi analitis	
- Memperkenalkan kepada siswa Beberapa contoh proses belajar mengajar dengan Media CALL	- Mendengarkan Penjelasan guru tentang apa yang di jelaskan	
c. Mengeksplorasi (Exploring)		
- Meminta siswa untuk membaca beberapa artikel bacaan tentang penggunaan CALL sebagai media	- membaca beberapa artikel bacaan tentang penggunaan CALL sebagai media.	20'
- Meminta siswa untuk membaca beberapa artikel bacaan tentang teks eksposisi analitis	- membaca beberapa artikel bacaan tentang penjelasan teks eksposisi analitis	
d. Mengasosiasi (Associating)		
- meminta siswa unruk menjelaskan apa yang mereka telah ketahui tentang CALL dan teks eksposisi analitis	- menjelaskan apa yang siswa telah ketahui tentang CALL dan teks eksposisi analitis	
- meminta siswa untuk saling bertanya satu sama lain seputar CALL sebagai media pembelajatron dan teks eksposisi analitis	- Tanya jawab seputar penggunaan CALL sebagai media dalam belajar dan teks eksposisi analitis	
e. Mengkomunikasikan (Communicating)		
- menugaskan siswa untuk membuat ringkasan	- membuat ringkasan dari apa yang telah di	10'

dari hasil diskusi tentang CALL dan teks eksposisi analitis	diskusikan	
- meminta siswa lain saling memberikan komentar /masukkan tentang ringkasan yang telah dibuat	- saling memberikan komentar /masukkan tentang ringkasan yang telah di buat	
- meminta siswa menuliskan permasalahan dalam menulis teks bahasa Inggris dan menggunakan komputer	- menuliskan permasalahan dalam menulis teks bahasa Inggris dan menggunakan komputer	

Kegiatan Penutup

Guru	Siswa	Waktu
- memberi panduan menyimpulkan hasil pembelajaran	- dengan panduan guru menyimpulkan hasil pembelajaran	10'
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	
- memberikan penugasan terstruktur individu dengan membaca pelajaran berikutnya	- membaca pelajaran berikutnya	
- menyampaikan rencana kegiatan pertemuan berikutnya	- mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	

Pertemuan 2

Kegiatan Pendahuluan

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	10'
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya dengan berkata, "I am here."	
Mereview pelajaran tentang CALL teks eksposisi analitis yang di pelajari di pertemuan I	- Menjawab dan merespon pertanyaan tentang CALL dan teks eksposisi analitis yang diberikan oleh guru	

Kegiatan Inti

Guru	Siswa	Waktu
a. Mengamati (Observing)		
- Meminta siswa membaca berbagai jenis teks eksposisi analitis yang telah dibagikan oleh guru	- membaca jenis teks eksposisi analitis yang telah di siapkan dan dibagikan oleh guru	15'
- Menugaskan siswa menemukan ciri-ciri teks eksposisi analitis pada setiap paragraf serta mencatat kata-kata yang tidak diketahui artinya	- Mencari ciri-ciri teks eksposisi analitis pada setiap paragraf yang telah dibaca dan diamati serta mencatat kata-kata yang tidak diketahui artinya	
- Meminta siswa melaporkan hasil temuan dan menuliskan di papan tulis	- melaporkan hasil temuan dan menuliskannya di papan tulis	
b. Mempertanyakan (Questioning)		
- memberikan kesempatan siswa untuk menganalisa kalimat yang ada dalam teks eksposisi analitis.	- menganalisa kalimat yang ada dalam teks eksposisi analitis	15'
- memberikan siswa kesempatan untuk menganalisa paragraph yang ada dalam teks eksposisi analitis	- menganalisa paragraph yang ada dalam teks eksposisi analitis	
- memberikan kesempatan untuk siswa mengajukan pertanyaan tentang teks eksposisi analitis dan penggunaan kalimat yang ada dalam teks	- mengajukan pertanyaan tentang teks eksposisi analitis dan penggunaan kalimat yang ada dalam teks	
c. Mengeksplorasi (Exploring)		
- memberi kesempatan siswa untuk mencari arti dari setiap kata yang ada dalam teks dan memahami teks secara keseluruhan	- memahami arti dari teks eksposisi analitis	10'
- memberi kesempatan siswa untuk mempelajari cara menulis kalimat dalam teks eksposisi analitis	- mempelajari cara menulis kalimat dalam setiap teks eksposisi analitis	
d. Mengasosiasi		
- memberi kesempatan siswa untuk mempelajari penggunaan simple present tense dalam teks eksposisi analitis	- mempelajari penggunaan simple present tense dalam teks eksposisi analitis	10'
- memberi kesempatan siswa untuk berlatih menggunakan simple present tense dalam teks eksposisi analitis	- berlatih menggunakan simple present tense dan dalam teks eksposisi analitis	
e. Mengkomunikasikan		
- Meminta siswa secara berpasangan menganalisa setiap kalimat yang ada dalam teks eksposisi analitis	- Menganalisa kalimat yang ada dalam teks eksposisi analitis	20'
- meminta siswa membuat analisa per kata dalam kalimat yang ada dalam teks eksposisi analitis	- membuat analisa per kata dalam kalimat teks eksposisi analitis	

- memberi masukan baik dari aspek fungsi sosial, struktur teks, bentuk kata atau bahasa maupun format penulisannya.	- mencatat semua masukan guru baik dari aspek fungsi sosial, struktur teks, bentuk kata atau bahasa maupun format penulisannya.	
- meminta siswa mengungkapkan permasalahan dalam menggunakan bahasa Inggris mengenai teks eksposisi analitis .	- mengungkapkan permasalahan dalam menggunakan bahasa Inggris mengenai teks eksposisi analitis.	

Kegiatan Penutup

Guru	Siswa	Waktu
- memberi panduan menyimpulkan hasil pembelajaran	- dengan panduan guru menyimpulkan hasil pembelajaran	10'
- memberi tugas terstruktur pada tiap siswa untuk mencari contoh teks eksposisi analitis lainnya	- menyiapkan contoh teks eksposisi analitis	
- meminta siswa menyampaikan kesimpulan hasil pembelajaran pertemuan kali ini	- menyampaikan kesimpulan pembelajaran hari ini	
- menyampaikan rencana kegiatan pertemuan berikutnya (memberitahukan bahwa pertemuan selanjutnya mereka akan membuat teks eksposisi analitis di computer) menganjurkan untuk membawa laptop masing-masing jika ada (apabila lab computer tidak bisa digunakan)	- mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	

Pertemuan ke III

Kegiatan Pendahuluan

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	10'
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya dengan berkata, "I am here."	
- Mereview pelajaran tentang teks eksposisi analitis yang di pelajari di pertemuan 2	- Menjawab dan merespon pertanyaan tentang teks eksposisi analitis yang diberikan oleh guru	

Kegiatan Inti

Guru	Siswa	Waktu
a. Mengamati (Observing)		
- Meminta siswa menunjukkan jenis teks eksposisi analitis yang ditugaskan pada pertemuan sebelumnya	- Memperlihatkan jenis teks eksposisi yang telah didapat dari berbagai sumber	10'
- Menugaskan siswa saling menukar jenis teks dengan temannya	- Menukar teks eksposisi analitis dengan teman sebangkunya	
- Meminta siswa membaca teks eksposisi analitis yang didapat oleh temannya	- Membaca teks eksposisi analitis teman sebangkunya	
b. Mempertanyakan (Questioning)		
- memberikan kesempatan untuk menganalisa berbagai kalimat yang memberikan informasi yang ada dalam teks eksposisi analitis.	- menganalisa berbagai kalimat yang memberikan informasi yang ada dalam teks eksposisi analitis	15'
- memberikan kesempatan untuk membandingkan setiap paragraph dalam teks eksposisi analitis	- membandingkan setiap paragraph yang ada dalam teks eksposisi analitis	
- memberikan kesempatan kepada siswa mengajukan pertanyaan tentang teks eksposisi analitis dan hasil analisa dari setiap paragraph yang telah dibaca	- mengajukan pertanyaan tentang teks eksposisi analitis dan hasil analisa setiap paragraph berdasarkan ciri-ciri teks eksposisi analitis yang telah dijelaskan pada pertemuan sebelumnya	
c. Mengeksplorasi (Exploring)		
- meminta siswa menuliskan topik untuk membuat teks eksposisi analitis	- menuliskan beberapa topic untuk dibuat teks eksposisi analitis	20'
- memberi kesempatan siswa membuat kerangka teks eksposisi analitis	- membuat kerangka teks eksposisi analitis	
- memberi kesempatan siswa membuat paragraph pertama teks eksposisi analitis (paragraph orientasi) di computer dengan tema yang mereka inginkan	- membuat paragraph pertama teks eksposisi analitis (paragraph orientasi) di computer dengan tema yang mereka inginkan	
d. Mengasosiasi		
- memberi kesempatan siswa untuk menggunakan simple present tense dalam membuat paragraph pertama teks eksposisi analitis (paragraph orientasi)	- menggunakan simple present tense dalam membuat paragraph 1 teks eksposisi analitis (paragraph orientasi)	5'
e. Mengkomunikasikan		
- meminta siswa untuk memperhatikan penulisan kata dan penggunaan simple present tense pada teks eksposisi analitis yang telah mereka buat	- merevisi penulisan kata-kata dan kalimat teks eksposisi analitis yang telah mereka buat	
- meminta siswa saling bertukar hasil kerja/memperlihatkan hasil kerja kepada teman	- saling bertukar hasil kerja dengan teman disampingnya/sekelompoknya	

disampingnya		
- memberi masukan berupa perbaikan penulisan kata yang tepat dan struktur kalimat yang sesuai terhadap hasil kerja temannya	- mencatat semua masukan guru dan teman mengenai penulisan kata dan struktur kalimat	
- meminta siswa menuliskan permasalahan dalam menggunakan bahasa Inggris mengenai teks eksposisi analitis .	- menuliskan permasalahan dalam menggunakan bahasa Inggris mengenai teks eksposisi analitis.	

Kegiatan Penutup

Guru	Siswa	Waktu
- Memberi simpulan hasil pembelajaran	- Mendengarkan dan mencatat simpulan hasil pembelajaran	10'
- memberi tugas terstruktur pada tiap siswa untuk mempelajari contoh-contoh teks eksposisi analitis dengan berbagai tema yang telah dibagikan oleh guru	- menyiapkan teks eksposisi analitis sesuai tema yang disampaikan oleh guru	
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	
- menyampaikan rencana kegiatan pertemuan berikutnya (memberitahukan bahwa pertemuan selanjutnya mereka akan membuat teks eksposisi analitis di computer) menganjurkan untuk membawa laptop masing-masing jika ada (apabila lab computer tidak bisa digunakan)	- mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	

Pertemuan ke IV

Kegiatan Pendahuluan

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	10'
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya dengan berkata, "I am here."	
Mereview pelajaran tentang teks eksposisi analitis yang di pelajari di pertemuan 3	- Menjawab dan merespon pertanyaan tentang teks eksposisi analitis yang diberikan oleh guru	

Kegiatan Inti

Guru	Siswa	Waktu
a. Mengamati (Observing)		
- Meminta siswa menunjukkan jenis teks eksposisi analitis yang ditugaskan pada pertemuan sebelumnya	- Memperlihatkan jenis teks eksposisi yang telah didapat dari berbagai sumber	10'
- Menugaskan siswa saling menukar jenis teks dengan temannya	- Menukar teks eksposisi analitis dengan teman sebangkunya	
- Meminta siswa membaca teks eksposisi analitis yang didapat oleh temannya	- Membaca teks eksposisi analitis teman sebangkunya	
b. Mempertanyakan (Questioning)		
- memberikan kesempatan untuk menganalisa berbagai kalimat yang memberikan informasi yang ada dalam teks eksposisi analitis.	- menganalisa berbagai kalimat yang memberikan informasi yang ada dalam teks eksposisi analitis	10'
- memberikan kesempatan kepada siswa mengajukan pertanyaan tentang teks eksposisi analitis dan hasil analisa dari paragraph yang telah dibaca	- mengajukan pertanyaan tentang teks eksposisi analitis dan hasil analisa setiap paragraph berdasarkan ciri-ciri teks eksposisi analitis yang telah dijelaskan pada pertemuan sebelumnya	
c. Mengeksplorasi (Exploring)		
- memberi kesempatan siswa membuat paragraph kedua atau lanjutan dari teks eksposisi analitis yang telah mereka buat pada pertemuan sebelumnya (paragraph argumentasi yang berisi informasi) di computer dengan tema yang mereka inginkan	- membuat paragraph kedua/lanjutan teks eksposisi analitis (paragraph argumentasi/informasi) yang telah mereka buat pada pertemuan sebelumnya di computer	
d. Mengasosiasi		
- memberi kesempatan siswa untuk menggunakan simple present tense dalam membuat teks eksposisi analitis	- menggunakan simple present tense dalam membuat teks eksposisi analitis	5'
e. Mengkomunikasikan		
- meminta siswa untuk memperhatikan penulisan kata dan penggunaan simple present tense pada teks eksposisi analitis yang telah mereka buat	- merevisi penulisan kata-kata dan kalimat teks eksposisi analitis yang telah mereka buat	
- meminta siswa lain saling memberikan komentar /masukkan atas teks yang telah dibuat oleh temannya	- saling memberikan komentar /masukkan atas teks yang telah dibuat temannya	
- meminta siswa untuk merevisi bagian-bagian yang masih kurang dalam teks eksposisi analitis tersebut	- merevisi bagian-bagian yang masih kurang baik dalam teks eksposisi analitistersebut	

- memberi masukan berupa perbaikan penulisan kata yang tepat dan struktur kalimat yang sesuai terhadap hasil kerja temannya	- mencatat semua masukan guru dan teman mengenai penulisan kata dan struktur kalimat	
- meminta siswa mengungkapkan permasalahan dalam menggunakan bahasa Inggris mengenai simple present tense	- mengungkapkan permasalahan dalam menggunakan bahasa Inggris mengenai simple present tense	

Kegiatan Penutup

Guru	Siswa	Waktu
- Memberi simpulan hasil pembelajaran	- Mendengarkan dan mencatat simpulan hasil pembelajaran	10'
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	
- menyampaikan rencana kegiatan pertemuan berikutnya (memberitahukan bahwa pertemuan selanjutnya mereka akan membuat teks eksposisi analitis di computer) menganjurkan untuk membawa laptop masing-masing jika ada (apabila lab computer tidak bisa digunakan)	- mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	

Pertemuan ke V

Kegiatan Pendahuluan

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	10'
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya dengan berkata, "I am here."	
Mereview pelajaran tentang teks eksposisi analitis yang di pelajari di pertemuan 4	- Menjawab dan merespon pertanyaan tentang teks eksposisi analitis yang diberikan oleh guru	

Kegiatan Inti

Guru	Siswa	Waktu
a. Mengamati (Observing)		
- Meminta siswa menunjukkan jenis teks eksposisi analitis yang telah dibuat pada pertemuan keempat	- Memperlihatkan jenis teks eksposisi yang telah dibuat pada pertemuan keempat	10'
- Menugaskan siswa mengamati paragraph orientasi dan argumentasi yang telah dibuat (paragraph 1 dan 2) apakah sudah sesuai dengan structure teks eksposisi analitis	- Mengamati teks eksposisi analitis yang telah dibuat	
b. Mempertanyakan (Questioning)		
- memberikan kesempatan untuk siswa mengajukan pertanyaan tentang teks eksposisi analitis yang telah mereka buat (paragraph 1 dan 2)	- mengajukan pertanyaan tentang teks eksposisi analitis yang telah mereka buat apakah sudah sesuai struktur teks eksposisi analitis, struktur kebahasaan dan penggunaan kata-kata	5'
c. Mengeksplorasi (Exploring)		
- memberi kesempatan siswa membuat paragraph ketiga/lanjutan teks eksposisi analitis (paragraph kesimpulan) yang telah mereka buat pada pertemuan selanjutnya di komputer	- membuat paragraph ketiga/lanjutan teks eksposisi analitis (paragraph kesimpulan) di komputer	25'
d. Mengasosiasi		
- memberi kesempatan siswa untuk menggunakan simple present tense dalam membuat teks eksposisi analitis	- menggunakan simple present tense dalam membuat teks eksposisi analitis	5'
e. Mengkomunikasikan		
- meminta siswa untuk memperhatikan penulisan kata dan penggunaan simple present tense pada teks eksposisi analitis yang telah mereka buat	- merevisi penulisan kata-kata dan kalimat teks eksposisi analitis yang telah mereka buat	
- memberi masukan berupa perbaikan penulisan kata yang tepat dan struktur kalimat yang sesuai terhadap paragraph yang telah dibuat oleh siswa	- mencatat semua masukan guru dan teman mengenai penulisan kata dan struktur kalimat lalu mengecek juga hasil tulisannya sendiri	

Kegiatan Penutup

Guru	Siswa	Waktu
- Memberi simpulan hasil pembelajaran	- Mendengarkan dan mencatat simpulan hasil pembelajaran	10'
- meminta siswa menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	- menyampaikan pendapat atau perasaan atas pembelajaran yang dilakukan	
- menyampaikan rencana kegiatan pertemuan berikutnya (memberitahukan bahwa pertemuan selanjutnya mereka akan membuat teks eksposisi analitis di computer) menganjurkan untuk membawa laptop masing-masing jika ada (apabila lab computer tidak bisa digunakan)	- mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	

Pertemuan ke VI

Kegiatan Pendahuluan

Guru	Siswa	Waktu
- memberi salam kepada siswa	- membalas salam guru	10'
- mengajak siswa berdoa	- berdoa bersama dengan guru	
- mengecek kehadiran siswa	- menyatakan kehadirannya dengan berkata, "I am here."	
Mereview pelajaran tentang teks eksposisi analitis yang di pelajari di pertemuan 5	- Menjawab dan merespon pertanyaan tentang teks eksposisi analitis yang diberikan oleh guru	

Kegiatan Inti

Guru	Siswa	Waktu
a. Mengamati (Observing)		
- Meminta siswa menunjukkan jenis teks eksposisi analitis yang telah dibuat pada pertemuan kelima	- Memperlihatkan jenis teks eksposisi yang telah dibuat pada pertemuan kelima	10'
- Menugaskan siswa mengamati paragraph orientasi dan argumentasi yang telah dibuat apakah sudah sesuai dengan structure teks eksposisi analitis	- Mengamati teks eksposisi analitis yang telah dibuat	

b. Mempertanyakan (Questioning)		
- memberikan kesempatan untuk siswa mengajukan pertanyaan tentang teks eksposisi analitis yang telah mereka buat	- mengajukan pertanyaan tentang teks eksposisi analitis yang telah mereka buat apakah sudah sesuai struktur teks eksposisi analitis, struktur kebahasaan dan penggunaan kata-kata	10'
c. Mengeksplorasi (Exploring)		
- memberi kesempatan siswa membuat paragraph lengkap teks eksposisi analitis di computer dengan tema yang mereka inginkan	- membuat teks eksposisi yang lengkap dengan memperhatikan struktur kalimat dan kata-kata dengan menggunakan computer sebagai media pembelajaran	30'
d. Mengasosiasi		
- memberi kesempatan siswa untuk menggunakan simple present tense dalam membuat teks eksposisi analitis serta memperhatikan penulisan kata-katanya	- menggunakan simple present tense dalam membuat teks eksposisi analitis dan memperhatikan struktur kalimat dan kata-kata dengan menggunakan teknologi yang ada pada computer sebagai media pembelajaran	5'
e. Mengkomunikasikan		
- meminta siswa untuk memperhatikan penulisan kata dan penggunaan simple present tense pada teks eksposisi analitis yang dibuatnya dengan memanfaatkan teknologi computer sebagai media pembelajaran	- merevisi penulisan kata-kata dan kalimat teks eksposisi analitis yang telah dibuat dengan memanfaatkan teknologi computer sebagai media pembelajaran	15'
- memberi masukan berupa perbaikan penulisan kata yang tepat dan struktur kalimat yang sesuai terhadap pekerjaan siswa	- bertanya kepada guru dan mencatat semua masukan guru dan teman mengenai penulisan kata dan struktur kalimat lalu mengecek juga hasil tulisannya sendiri	

Kegiatan Penutup

Guru	Siswa	Waktu
- memberi panduan menyimpulkan hasil pembelajaran	- dengan panduan guru menyimpulkan hasil pembelajaran	10'
- menyampaikan apresiasi kepada siswa karena telah mengikuti kelas penelitian dengan baik	- membalas apresiasi guru dengan menyampaikan juga pesan dan kesannya selama kelas penelitian dilaksanakan	

I. Penilaian :

- 1) Penilaian sikap spiritual dan sosial
 - a. Instrumen penilaian sikap spiritual (lembar pengamatan terlampir)
 - b. Instrumen penilaian sikap sosial (lembar pengamatan terlampir)
- 2) Penilaian pengetahuan dilakukan dengan : Tes Tertulis (soal terlampir)
- 3) Penilaian penerapan dilakukan dengan penilaian rubrik (lembar rubrik terlampir)

Romang Polong, Oktober 2017

Mengetahui

Kepala Sekolah,

Guru Mata Pelajaran,

Dra. Fauziah, M.M

NIP. 19660422 199803 2 005

Ardhanariswari HR

NIM.10535 5634 13

2	Siswa menunjukkan perilaku santun dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.															
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Kriteria penilaian perilaku santun :

- 3 = telah menunjukkan perilaku santun (mengatakan " tolong" dan " terima kasih" , menghargai dan menghormati orang lain tanpa membeda-bedakan golongan, memandang orang yang diajak bicara, menggunakan bahasa yang tidak menyinggung perasaan orang lain)dalam dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.
- 2 = mulai menampakan perilaku santun mengatakan " tolong" dan " terima kasih" , menghargai dan menghormati orang lain tanpa membeda-bedakan golongan, memandang orang yang diajak bicara, menggunakan bahasa yang tidak menyinggung perasaan orang lain)dalam dalam melaksanakan Komunikasi interpersonal dengan guru dan teman, namun belum memakai kaidah-kaidah kesantunan (misalnya, *please, thank you, Can I...?.*)
- 1= belum menampakan perilaku santun mengatakan " tolong" dan " terima kasih" , menghargai dan menghormati orang lain tanpa membeda-bedakan golongan, memandang orang yang diajak bicara, menggunakan bahasa yang tidak menyinggung perasaan orang lain) sama sekali dalam dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.

Kriteria penilaian perilaku peduli :

- 3 = telah menunjukkan perilaku peduli (menawarkan bantuan pada teman dan tidak egois) dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.
- 2 = mulai menampakan perilaku peduli(menawarkan bantuan pada teman dan tidak egois) dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.
- 1= belum menampakan perilaku peduli(menawarkan bantuan pada teman dan tidak egois) sama sekali dalam dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.

Dokumentasi



CURRICULUM VITAE



Ardhanariswari HR, was born September 16th, 1995 in Sungguminasa, Gowa. She is the first child from three brothers who are two brothers and no sister from the marriage of her parents Ramja and Hapsah. In 2001 the researcher registered as student elementary school SD Inpres Pa'bangiang, Gowa. She graduated in 2007. The next in the same year the researcher registered as a student in SMP Negeri 4 Sungguminasa, Gowa and graduated in 2010. Then the researcher registered in senior high school SMA Negeri 1 Sungguminasa, Gowa and graduated in 2013. In 2013, She preceded her study and accepted as a student in English Department, Faculty of Teacher and Training Education, University of Muhammadiyah Makassar. She finished her study in 2018.