**THE EFFECTIVENESS OF USING SERVICE LEARNING APPROACH
IN CONTEXTUAL TEACHING AND LEARNING TO TEACH WRITING**
(A Pre-Experimental Research at Eleventh Grade of SMA Negeri 10 Gowa)

A Thesis

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment
of the Requirement for the Degree of
Sarjana Pendidikan*

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2018**

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2018

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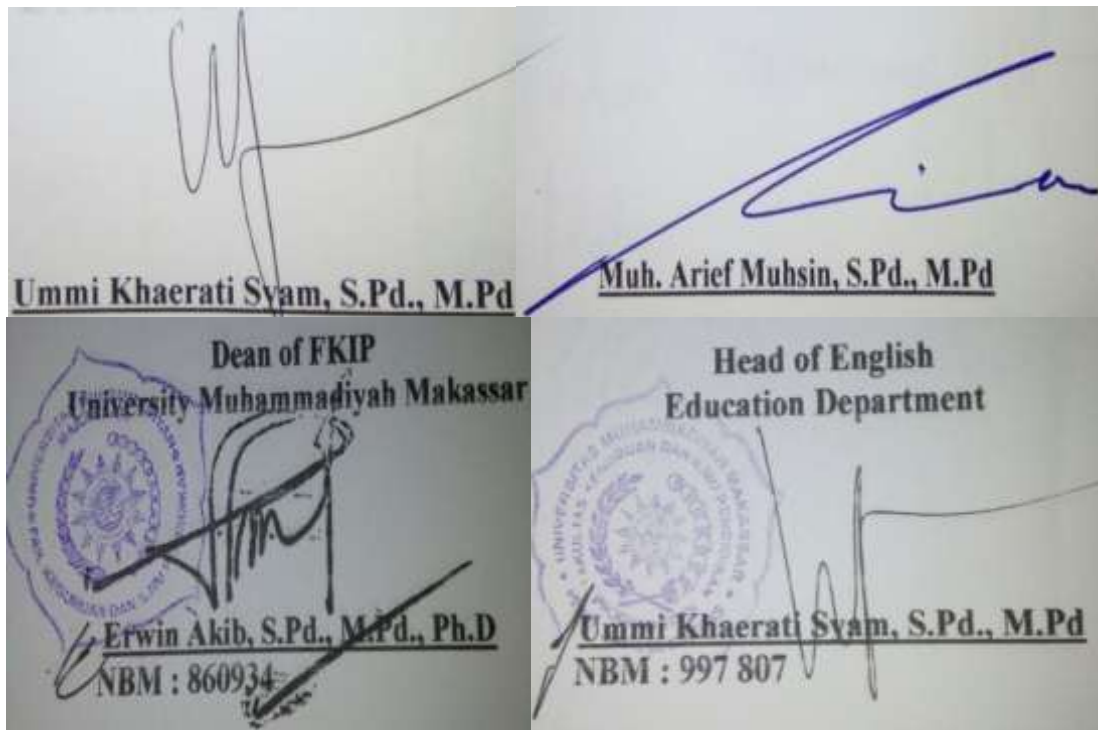
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		- Discussion and some supporting theory of your research	ᶴ

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SURAT PERNYATAAN

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(*A Pre-Experimental Research*)

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(*A Pre-Experimental Research*)

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Yang Membuat Perjanjian

Utiskah

MOTTO

"Be grateful, be alive"

"Listen to your deep heart"

"Learn to care without expectation"

* I dedicate to my beloved mom and dad,

who always keep and love me by their pray.

* I dedicate to my brother and sister,

who always be my first best friend ever.

ABSTRACT

Utiskah, 2018. *The Effectiveness of Using Service Learning Approach in Contextual Teaching and Learning to Teach Writing at Eleventh Grade of SMA Negeri 10 Gowa (A Pre-Experimental Research)*, under the thesis of English Education Department the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar, supervised by Ummi Khaerati Syam and Muh. Arief Muhsin.

This research aimed to find out the achievement of the students' writing dealing with content, organization, grammar, vocabulary and mechanics. To find out the achievement the researcher used pre-experimental research. The population of this research was the Eleventh Grade of SMA Negeri 10 Gowa, academic year 2017/2018. The sample was XII IPS taken by purposive sampling technique which consisted of 21 students.

It employed eight meetings (one meeting for pre-test six meetings for treatment and one meeting for post-test). It employed writing test as instrument in form of writing text. The research findings indicated that the application of Service Learning Approach was effective to teach writing in term of content, organization, grammar, vocabulary, and mechanics. It was proved by the value of the t-test in term of content, organization, grammar, vocabulary and mechanics which were higher than the value of t-table.

This research finding indicated that (H_1) was accepted and (H_0) was rejected. It means that there was a significant difference of the students' writing before and after using Service Learning Approach.

Keywords: *Contextual, Teaching, Writing, and Service Learning.*

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ
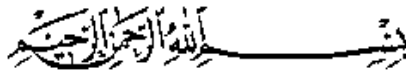
In the name of Allah, the most gracious and most merciful

Alhamdulillahi Rabbil Alamin, I would like to express my profound gratitude to the almighty God Allah SWT, the most compassionate and merciful, the cherisher and sustainer of the world. Praise to Him, Shalawat and Salam are addressed to the beloved and chosen messenger, the prophet Muhammad SAW, peace upon be him.

Many problems and difficulties had been encountered in finishing this thesis. I do realize that in conducting the research and writing this report, researcher got invaluable contribution and assistance from great number of people. Therefore, I would like to express my deep appreciation and sincere thanks to all of the particularly:

1. My highest appreciation and deepest thankful to my beloved parents, who always be my biggest motivators and also for my brother and sister for the attention, support and their love.

2. My highest appreciation for the Rector of Makassar Muhammadiyah University, Dr. H. Abd. Rahman Rahim, SE., MM.

3. The Dean of Faculty of Teacher Training and Education, Erwin Akib, M.Pd., Ph.D. The Head of English Education Department and also my first consultant, Ummi Khaerati Syam, S.Pd., M.Pd, for their guidance and aid. The entire lecturer, especially for English lecturers for supplying knowledge and lesson during the researcher's study.

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CHAPTER I
INTRODUCTION

A. Background

In language learning, English is taught starting from Elementary School to Senior High School level. Teaching English specially teaching writing skill is important because it is used to communicate with other people in society to express our feelings and opinions in form of written text.

According to the observation that the researcher had done before, writing seemed difficult to be mastered by the students because the result of the learning writing was un-satisfaction. Nunan (2003) stated that the most difficult task to do in language learning is to produce a coherent, fluent, extended a piece of writing, which even more challenging for second language learners. The students had low interest in learning writing and lack ability when write their ideas with the use of correct language use, vocabulary, and punctuation to compose English sentences into readable and acceptable text.

Base on the observation, there were many problems that may made the students unable to write a good writing. The students faced some difficulties to write a text. First, they had no sufficient idea to compose text, they copy and paste the writing from internet and did plagiarism. The students could not develop their ideas into paragraphs base on their own thought. Second, the students did not know how to express the ideas into sequence of sentences and organize them into chronological and coherent paragraph. They had less ability to use appropriate word and grammar mastery. The last difficulty was found that the students had problem to use correct spelling and punctuation. Some

problems before were supported by the classroom activity which the writing class was considered as a bored instruction because the learning only conducted in the classroom.

In instructional process, to solved the problems above, the reseacher applied an effective teaching and learning approach. Therefore, the researcher had chosen Service Learning approach in CTL. The researcher believed that Service Learning approach can solve the students' problem. Service Learning approach contains some activities that can gain the students to find ideas in their environment. Mikolchak (2006) said that service learning allowed the students to share with the class how they chose their topic and conducted research. It made the whole learning process more meaningful.

This research planned the students become a reporter to report all things they had observed and wrote it in form of readable and acceptable text. It allowed the students to analyze texts and learn grammar from other resources. They looked for reading to achieve more ideas and see the writing form on it. Service Learning made the students develop much more vocabulary, recognize much more mechanics of writing and arrange correct organization of text. They could create new experience through Service Learning activities then the instructional process can be varied and not bored anymore. Schwarzt (2011) viewed that service learning is a form of experiential education that offers students opportunities to experience real-world learning address genuine problems. Service Learning approach taught the students word processing,

speaking, listening, and writing skills, as well as how to organize, prioritize, and work together.

Those solutions were supported by the example from Johnson (2002) below. Forth graders in California school were studying writing. They learned that housebound 78-year-old Native American living in their rural coastal community told fascinating stories about growing up in that region. Commited to their project, these young people, working in small groups, composed interview questions that they shared with the class. The class then choose the questions they liked best, organized them in logical order, typed them on the computer, and sent a copy to the man who had agreed to be interviewed. When the day came to conduct the interview, the children visited the person's home, where he lived with his extended family. Two youngsters asked the questions, others wrote down answers, and one child tape-recorded his stories. When they returned to school after the interview, students wrote individual thank you notes in which they named the best things they had learned and prepared their information for the library. This project taught the children word processing, speaking, listening, and writing skills, as well as how to organize, prioritize, and work together. In addition it taught them compassion and respect for an elderly man.

Hence, this research would study about how effective was Service Learning approach to be used in teaching writing skill at Eleventh Grade of SMA Negeri 10 Gowa.

B. Research Problem

Base on the background above, the research problem was formulated as follow: Is service learning approach in contextual teaching and learning effective to teach writing?

C. Research Objective

This research has objectives to know whether service learning approach in contextual teaching and learning is effective to teach writing in all terms of writing production.

D. Significance of the Research

The results of this research were expected to give some benefits towards teaching and learning English in all of high school students, particularly to the second semester of SMA Negeri 10 Gowa. This research had significance as follows:

1. Theoritical Significance

This research is expected to provide a new study in terms of writing skill, learn how is writing activities integrated with Service Learning in CTL and how effective is Service Learning approach to be used in teaching writing, how to write a report text, and some steps to conduct a pre-experimental study.

2. Practical Significance

There are three practical significances that are expected by the researcher. Those are as follows:

a. For the teachers, this research can be a subject matter to create a new idea and develop it more about writing skill and service learning approach in CTL for achieving an effective teaching and learning.

b. For students, this research can be as one of some references material to conduct a new study about writing skill, specifically Service Learning approach in CTL. While as the students in the low level, it can help them to improve their writing skill and follow the steps to write through Service Learning approach.

c. For the other researchers, this research can be a basic reading for comparing and developing more about effective teaching and learning English method in term of writing.

E. Scope of the Research

This research limited to the effectiveness of using service learning to teach writing skill in term of content, organization, language use, vocabulary, and mechanics. The writing was about report text, the researcher would evaluate the students in term of: (1) content which refers to the idea written by the students; (2) organization which refers to coherence, order of important and chronological order; (3) language use which involves correct usage of grammar such as verbs and pronouns; (4) vocabulary which refers to the effective use of words; (5) mechanics which due to capitalization, punctuation, and spelling appropriately. This research was located in SMA Negeri 10 Gowa at Eleventh Grade of XI IPS 1.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Maphala (2012) studied about service learning as a teaching approach that integrates academic instruction with community service that engaged students in community responsibility, critical and creative thinking, and structured reflection.

Then the other study had done by Furco (2011) about service learning was shifting its focus to the connection between service learning and students' success. In other words, the students' outcomes resulting from service learning that have an impact upon students' success, such as positive gains in personal, social and critical thinking skill. The result of Furco's writing explained how and why service learning might be linked to greater students' success.

The study held by Warren (2012) used service learning approach to gain students for increasing their cognitive learning outcomes. The cognitive outcomes include application of learning, critical thinking, problem solving and analysis. It can help the students acquire a lot of ideas through service learning.

Pierce (2012) concerned the study about the effect of service learning on student writing and research. The findings suggested that service learning on affected student writing and research processes, including topic development and research method. In addition, service learning provided rich opportunities to enhance critical thinking and the consideration of multiple perspectives.

Service learning connects academic lessons to real world projects. Service learning is pedagogy grounded in the belief that students learn by doing (Chenarani, 2017). In writing, the students problems are they do not know how to start, how to develop their ideas or how to conclude the essay, they often repeated their ideas, made serious mistakes in grammar and punctuation, and included irrelevant information, and the most common problem is they do less practice to write (Younes & Albalawi, 2015). While service learning gain deeper understanding of disciplinary course objectives (Chenarani, 2017). Brail (2016) in his study concluded that service learning enables students to develop deeper understanding of discipline-specific knowledge.

According to the research findings above, the researcher wanted to apply service learning approach to teach writing because the researcher could conclude that most of the research findings that studied about service learning stated that service learning was effective approach in education no matter in what subject and school level they are. Service learning was applied to help students to solve the problem they faced both academic and social subject. Service learning provided effective method to teach writing at all high school students. It made the students can achieve not only skills, but also their personality.

B. Some Pertinent Ideas

1. The Concept of Writing

a. The Definition of Writing

Writing is a basic language skill, as important as speaking, listening, and reading (Harmer, 2004). Students need to know how to write essays, how to put written reports together and how the writing system operates (for example, in terms of conventions such as punctuation, paragraph construction) just as they need to know how to pronounce language appropriately.

According to Nordquist (2017) writing is a system of graphic symbols that can be used to convey meaning and writing is the act of composing text. Collins (2003) also said that writing is a generally a group of letters or symbols written or marked on a surface as means of communication. Writing is the activity of producing a piece of written language which designed to be read. Writing is more than producing graphic symbols, it has to be arranged in the form of sentences and has meaning.

Birnie (2015) stated that writing is sometimes a gathering skill when it helps us discover what we know or "collect our thoughts," it is primarily a sharing skill. Writing is conveying idea through a written text so that the reader can know the writer's message as well as in oral form.

Nunan (2003) said that writing is physical and mental act. Its about discovering ideas, thinking about how to: communicate - develop them

into statements and paragraphs that will be comprehensible to a reader. Writing has dual purpose: to express and impress. Writing is also as a process and a product. The writer imagines, organizes, draft, edit, and rereads.

Ghaith (2002) said that writing is a complex process that allows writers to explore thoughts and ideas and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added, rearranged and changed.

Based on the definition above, the researcher can conclude that writing is group of symbols and sentences that has meaning, used to inform, communicate, express ideas, opinion or comments, conveyed in the written text.

b. Components of Writing

According to Shehadeh (2011), the writing components define as below:

1) Content

The content of writing should be clear to the readers so that the reader can understand the message that is conveyed and gained from the content of the information itself. The writing is regarded to have unity and completeness, which become the characteristics of good writing.

2) Organization

In writing, the advantage of organization is to help the reader to believe what you are saying, and to willingly follow your lead. Starkey (2004) stated by following (an organized method of writing), you will guide your reader from your first to last sentence.

3) Vocabulary

One of the requirements of good writing always depends on the effective use of words. In such description, the word rich in the association is more effective than those mainly transmit information.

4) Language Use

Language use in writing involves correct language and point of grammar such as verbs and pronouns. There are many opportunities for errors in the use of verb, and mistakes in the noun and pronoun are very common.

5) Mechanics

The use of mechanics is due to capitalization, punctuation and spelling appropriately. They are important because it lead the reader to understand or recognize immediately what the writer means to express definitely.

In assessing the students' writing after implementing service learning approach, the researcher used the scoring rubric of the five components of writing above.

c. Process of Writing

Birnie (2015) stated that the writing process involves several stages. *Prewriting* is the getting-ready-to-write stage. The traditional notion that the writers have thought out their topic completely is ridiculous. If writers wait for the ideas to be fully developed, they may wait forever. Instead, writers begin tentatively talking, reading, and writing to see what they know and direction they want to go. Prewriting has probably been the most neglected stage in the writing process; however, it is as crucial to writers as a warm up is to athletes. During the prewriting stage, the activities are: (1) choosing a topic, (2) considering purpose, form, and audience, and (3) generating and organizing ideas of writing.

Drafting. In the process approach to writing, students write and refine their compositions through a series of drafts. During the drafting stage, students focus on getting their ideas down on paper. Because writers do not begin writing with their composition already composed in their minds, they begin with tentative ideas developed through prewriting activities. The drafting stage is the time to pour out ideas, with little concern about spelling, punctuation, and other mechanical errors. The activities in this stage are: (1) writing a rough draft, (2) writing leads, and (3) emphasizing content, not mechanics.

Revising. During the revising stage, writers correct their ideas in their compositions. Often students terminate the writing process as soon

as they complete a rough draft, believing that once their ideas are jotted down the writing task is complete. Experienced writers, however, know they must turn to others for reactions and revise on the basis of these comments. Revising is not just polishing writing; it is meeting the needs of readers by adding, substituting, deleting, and rearranging material. The word revision means "seeing again", and in this stage writers see their compositions again with their classmates and the teacher helping them. Revising is the examination of the graft to find mistakes, deficiencies or irrelevant points and after that improving the text. Revising should be better done after the completion of the first draft, so that it will not interrupt the flow of writing. The activities in the revising stage are: (1) rereading the rough draft, (2) sharing the rough draft in writing group, and (3) revising on the basis of feedback received from the writing group.

Editing. Editing is putting the piece of writing into its final form. Until this stage, the focus has been primarily on the content of students' writing. Once the focus, changes to mechanics, students polish their writing by correcting spelling and other mechanical errors. The goal is to make writing "optimally readable".

Publishing. In the final stage of the writing process, students publish their writing and share it with an appropriate audience. As they share their writing with real audiences of their classmates, other students, parents, and community, students come to think of themselves as authors. The ways to share writing are students read their writing to their

classmates or share it with larger audiences through hardcover that are placed in the class or school library, class anthologies, letters, newspaper, articles, plays, filmstrips and videotapes, or puppet shows.

Each stage can not be separated because it works connectly. Each stage in the process of writing will work in line to help the students in composing the text.

2. The Concept of Report Text

According to Astuti (2010), report text is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment. Its purpose is to present information about something.

Report text has generic structure as follow:

a. General Classification

General opening statement that intoduce the subject of the report, it can include a short description and definition.

b. Description

A series of paragraph to describes the subject. Each new paragraph describes one feature of the subject and begins with a topic sentence followed by detail sentences.

c. A conclusion makes the text clearly in the end of the text. But, generally, report text only explains general classification and description.

Language features of report text are:

a. Using Simple Present Tense.

b. Using descriptive language. (Descrptive text describes things specifically, while report text describes things generally).

c. Using action verbs and linking verbs.

In conclusion, report text is a text that describe about something generally. Report text tell the readers about fact of the things.

3. The Concept of Contextual Teaching and Learning (CTL)

Contextual Teaching and Learning (CTL) is defined as a way to introduce content using a variety of active-learning techniques designed to help the students connect what they already know to what they are expected to learn (Hudson and Whisler, 2007).

Mazzeo (2008) defined CTL as pedagogical style that: seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student. CTL is a teaching and learning practice in which teachers relate subject matter content to real world situations. CTL features are teacher assume collaborative role, learners do reflection, and multiple practice.

According to Johnson (2002), CTL is a learning process that aims to help the students to see the meaning within the field that they are learning by connecting academic subjects and the real contexts in their everyday lives, which are the context of their private, social, and cultural condition. To achieve these aims, the system encompasses the following eight components: making meaningful connections, doing significant work, self-

regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, using authentic assessment.

a. Making meaningful connections (relating). The students can arrange their own selves and develop their skill individually or group. The students are who can learn by doing.

b. Making meaningful learning (experiencing). The students make school connection and another context in real-life as a community.

c. Learning by their own selves. The students make the real result or product.

d. Collaborating. The teacher helps the students how to make the students can communicate each other in their group.

e. Critic and creative thinking, those are: analysis, making conclusion, problem solving, making decision, and use logic and facts.

f. Develop individual potential (transferring). Motivating their own selves.

g. Achieve high standards. The teacher's role is to show the students how to achieve the aim of the learning.

h. Using academic knowledge in context of real-world situation for a meaningful learning.

Muslich (2007) said that contextual learning is a learning concept that helps the practitioners to connect between learning materials and the students' real worlds situation and encourage them to make the connection between their own knowledge and its application in their daily lives. It is

connected with seven components of effective learning, those are: constructivism, questioning, inquiry, service learning, modeling, reflection and authentic assessment.

In conclusion, CTL is a learning concepts that connects teaching materials and their application in the students' daily life. The students should find and develop their own knowledge and their skills due to their own knowledge before. Therefore, the students will comprehend more and can interpret the knowledge.

The aims of CTL (Sugiyanto, 2007):

a. Motivated the students to understand the meaning of learning material that is taught with connects the material to the context of their daily life, so the students have knowledge reflectively can be applied from one problem to other.

b. The learning process should not only memorize the material but it should understand the meaning of learning material.

c. It concerns to the developing of the students' experience.

d. Train the students to be creative thinking and have skill to process the knowledge and can find and create something useful for their selves and others.

e. Make the learning process more productive and has meaning.

f. Guide the students to the activity that connects the academic material to the context daily circumstances.

g. The students individually able to find and transfer the complex information and make it as their own.

Base on the descriptions above the researcher can conclude that CTL can encourage the students' role in learning process and fulfil the requirements as effective teaching and learning approach, CTL is not only able to motivate the students to connects their knowledge in their daily life but also able to apply the knowledge to solve their own problem or their circumstances' problem. The learning is more meaningful as their need or as a member of community.

4. The Concept of Service Learning

According to Johnson (2002), it was necessary to address two possible misunderstanding about service learning in teaching. First, service learning is not synonymous with community service. The primary aim of community service is to benefit others; any academic learning that may occur is coincidental. The primary aim of service learning is to gain specific academic knowledge while helping others. Academic lessons are carefully planned. Second, service learning is not a program. But, it is CTL method appropriate for teachers of all subject. Service learning is pedagogy grounded in the belief that students learn by doing. As teaching strategy, it builds on experiential learning theory (Chenarani, 2017).

To develop a service learning project, the following process has proved to be effective teaching approach by Johnson (2002).

A Process for Developing a Service-Learning Project:

1. Teach your students what service learning is and why it matters.

2. Identify academic objectives being met in your class. Decide which objectives might best be taught through service learning.

3. Select a project. You may choose one project for the entire class. Or you may divide students into groups and let each group choose a service learning project. Selecting an appropriate project often involves contacting partners in the community to learn what needs to be done.

4. Get ready. In advance give students any basic skills that might help them. For istance, training on problem solving, team work, interviewing techniques, and critical thinking might help students.

5. Present results. Results of service learning projects are authentic evidence of what students know and can do.

6. Encourage students to reflect about their project throughout the process and meet with them often to get their feedback.

Those process allowed the students to create a good experience. It made the whole learning process more meaningful. Participation in the service learning project remarkably increased students' interest in the topic discussed in the class and their understanding of the learning material (Mikolchak, 2006).

In conclusion, service learning connects academic lessons to real-world projects. Service learning gives students experiential opportunities to learn in real world context and develop their skill in social environment.

C. The Role of Teacher in Writing

The teacher's performance in helping the students to learn writing is the main key to make them success to produce a piece of writing. Teaching writing is a kind of challenge for most English teachers. Maxom (2009) suggested that for a writing subject to be successful, the teacher need to set the writing task up so that students are clear about what they have to do. In the process of teaching writing, the teacher has to help the students to understand and learn how to write effectively, give clear explanations and instructions, and guide them in each step of writing process.

Harmer (2007) said that when the teacher asks students to write, they play three roles, those are:

1. Motivator

    Teachers' role in motivating the students to write is by creating the nice learning atmosphere, persuading them of usefulness activities or encouraging them to create as much as efforts to achieve the optimal result.

2. Resource

    As a resource, the teacher must be ready to supply information and language needed by the students. The teacher should make sure the students that she/he always be there to give them advice and suggestion.

3. Feedback Provider

To be a feedback provider, a teacher should respond positively to the content of the students' writing. As a teacher, she/he needs to offer corrections and suggestion based on the students' need at particular level of their studies.

As conclusion, teachers hold importance roles toward the students' success in learning writing so they have to be responsible in guiding and facilitating the students' writing. Teacher has to control everything that occurs in the class.

D. Teaching Writing in Senior High School

Base on the regulation of ministry of national education, the standard of competence and basic competence for Senior High School students grade XI in the second semester is as shown in table below.

Table 2.1. Standard of Competence and Basic Competence of Writing Skill for Senior High School Students at Eleventh Grade in the Second Semester

Standard of Competence	Basic Competence
3. *Memahami, menerapkan, menganalis 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 procedural 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 efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.*	3.9 *Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual* (factual report) *dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.* 4.13 *Menangkap makna dalam teks ilmiah faktual* (factual report), *lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.*

Syllabus K13, 2013

The table above shows that the second semester students of Grade XI will learn about factual report. So, the teaching of writing focused on the report text. The researcher chooses it base on the standard of competence and basic competence of Eleventh Grade in the second semester. The teaching writing also focused on the psychological conditions of the students because the students' age range is known as puberty who are in the age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Teachers have to teach them with appropriate learning strategy and techniques. This will make the teaching of writing more effective.

E. Conceptual Framework

In this research, the researcher measured writing skill. Writing is one of the four English skills that play important roles in the students' language learning mastery and also contribute to their future professional careers. The goal of the teaching writing and the learning process emphasized at helping the students to be able to develop their writing competence.

The students faced some problems to compose their writing in the observation before. The problems include the difficulties in term of content, organization, language use, vocabulary and mechanics.

Then, the researcher decided to use service learning approach in CTL as one of the best solutions to solve the problems. As the result of applying service learning approach in CTL, the students were able to write a piece of good writing. It means that the students' writing skill improved. So, the

conclusion is there significant achievement on students' writing skill after being taught by using service learning approach.

Figure 1. Conceptual Framework
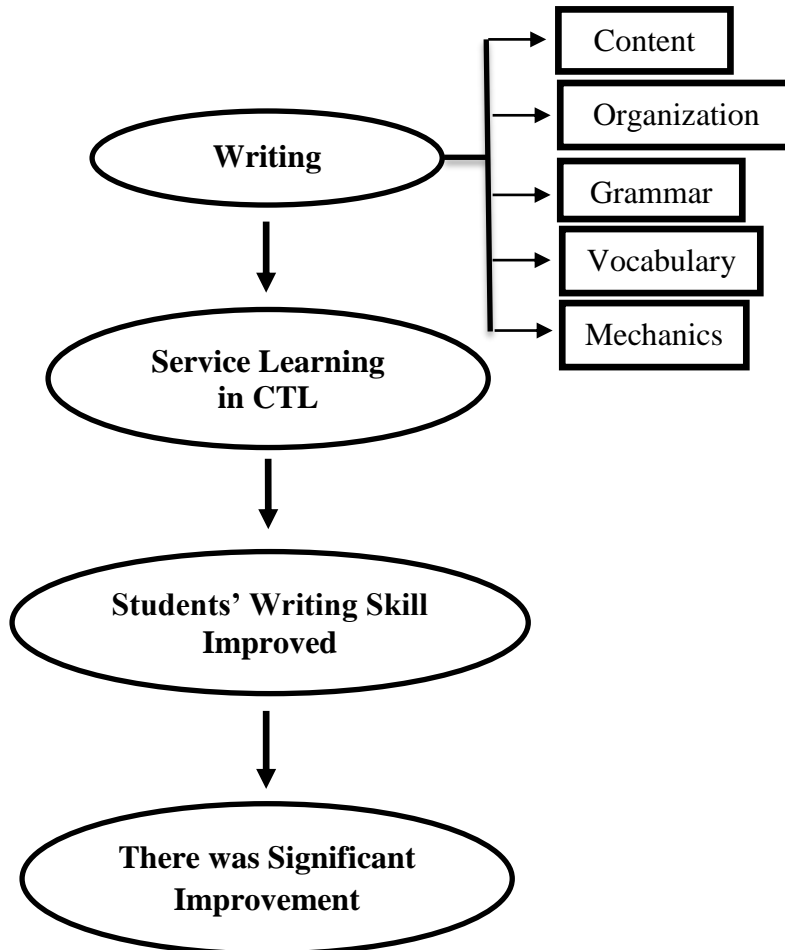
F. Hypothesis

1. Alternative Hypothesis

There was significant achievement on students' writing skill after being taught by using service learning approach.

2. Null Hypothesis

There was no significant achievement on students' writing skill after being taught by using service learning approach.

CHAPTER III
RESEARCH METHOD

A. Research Design

This research was about a pre-experimental design. The use of this design could be seen when a reasearcher wants to evaluate the effectiveness of a new technique for teaching. At the beginning, the students were given a standardized test (pretest) that appears to be a good measure of the achievement of the objectives. The researcher then introduced the new teaching technique and at the end, the same standardized test (posttest), comparing students' scores from pretest and posttest in order to the new teaching technique made any difference. The design could be seen as below:

Table 3.1 A Pre-experimental Design

Pretest	Treatment	Posttest
O_1	X	O_2

(Gay, 2006)

1. Pre-test

   The pre-test was conducted to measure the writing skill of the sample. First, teacher came to the class and explained what they are going to do. Then, students tried to write a report text base on their knowledge before.

   a. The researcher gave a brief explanation about report text and the way to compose it.

   b. The researcher asked the students to compose a report text based on their personal experiences.

c. Then the researcher were going to measure the students' writing.

2. Treatments

After the pre-test, the researcher treated the students for 8 meetings. In each of the meeting, Service Learning was used to teach writing. Generally, the teaching and learning process was same as in the first meeting until the last meeting. Teaching and learning process were follows:

a. The researcher applied the service learning approach.

The steps of the service learning approach were:

1) Taught the students what service learning is and why it matters.

2) Identified academic objectives that are going to be taught through service learning.

3) Selected a writing project. The researcher divided the students into groups and let each group do their project base on what they want to write.

4) Got ready. The students gave any basic skill that might help them to do their project, such as team work, interviewing technique, critical thinking, and the important things are knowledges to write grammatically and thoughfully.

5) Presented the results in front of the class. Then, the students' writing would be applied in wall magazine of the school. Therefore, to make other students can read and achieve new informations and knowledges. It can benefit the students' environment.

6) Encouraged the students to reflect about their project throughout the process and meet with them often to get their feedback.

b. In a small group (2 or 3 students per group), students would do a writing project. The writing project was made base on the service learning approach to achieve significant result of students' writing.

c. The researcher, in every meeting explained and guide the students to achieve a good result.

3. Post-test

Administering a posttest, again to measuring the students writing. The researcher asked the students to compose a writing about report text base on what they had done before.

B. Research Variables

There were two variables in this research, those were independent variable and dependent variable. Independent variable was Service Learning Approach and dependent variable was Students' Writing Skill.

C. Population and Sample

1. Population

This research conducted at Eleventh Grade of SMA Negeri 10 Gowa in academic year 2017-2018.

2. Sample

The researcher chose 1 class as a sample. It was eleventh grade of XI IPS 1. The class consists of 21 students. The sample was chosen within purposive sampling.

D. Research Instrument

The instrument for collecting data was written test. The written test came from pretest and posttest. The students was asked to write a report text with the topic "phenomena in our environment" both in pretest and posttest. This test conducted individually. This test measured the achievement of the students' writing. This test could show how effective the service learning approach was used in teaching writing.

E. Data Collection Procedure

The data was collected from pre-test and post-test. The researcher used the following procedures:

1. The researcher gave pre-test to the students.

2. The researcher applied the treatment for six times by service learning approach.

3. After giving treatment, the researcher gave post-test to the students.

4. The students' writing was individually.

5. The teacher analyzed and scored the data by using some criteria.

6. Scoring and classifying the students' writing by using the following criteria below:

Table 3.2. Scoring Criteria of Writing Production

There was a widely used paragraph rating scale that first proposed by Jacob et. al in 1981. This scale determines the differences in students' writing.

According to Shehadeh (2011) the scale defines the following five component areas on 0 – 100 points scales:

SCORE	LEVEL	CRITERIA
Content	4	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic
	3	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	2	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of ideas
	1	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	4	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated, well-organized, logical sequencing, cohesive
	3	GOOD TO AVERAGE: loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	2	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	1	VERY POOR: does not communicative, no organization, not enough to evaluate
Language Use	4	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition
	3	GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	2	FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, runons, deletions, meaning confused or obscured.
	1	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
Vocabulary	4	EXCELLENT TO VERY GOOD: sophisticated range, effective word choice, word from mastery
	3	GOOD TO AVERAGE: adequate range, sometimes errors of word choice, usage but meaning not obscured
	2	FAIR TO POOR: limited range, frequent errors of word choice, usage but meaning confused or obscured
	1	VERY POOR: essentially translation, little knowledge of English vocabulary, not enough to evaluate
Mechanics	4	EXCELLENT TO VERY GOOD: few errors of spelling, punctuation, capitalization, and paragraphing
	3	GOOD TO AVERAGE: occasional errors of spelling, puntuation, capitalization, and paragraphing
	2	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, and paragraphing
	1	VERY POOR: dominated by errors

The table above was used to analyzed the data. Pre-test and post-test compared to achieve significanse result to show how effective was Service Learning to be used in teaching writing base on the score classification table below:

Table 3.3 Score Classification of the Students

No.	Classification	Score
1.	Very Good	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	40-55
5.	Very Poor	≤ 39

(Arikunto, 2015)

F. Technique of Data Analysis

The researcher counted the individual score of the students by applying the formula was proposed by Arikunto (2006):

$$\Sigma = \frac{x}{N} \times 100$$

Where:

Σ = gained score

x = sum of excellent writing

N = maximum score

100 = fixed score

Second, the researcher computed the students' mean score by using formula as recommended by Arikunto (2006):

$$M = \frac{\Sigma \times}{N}$$

Where:

M = mean score

Σx = total score

N = number of students

Third, the researcher found the improvement's percentage of students' writing achievement after using service learning approach. The formula as follows:

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

Where:

P = the percentage of the students' improvement

X_1= the mean score of pre-test

X_2= the mean score of post-test

(Arikunto, 2015)

To know the percentage of the students' writing in pre-test and post-test by using the following formula:

$$\% = \frac{F}{N} \times 100$$

Where:

% = the percentage of students' writing

F = the frequency of students

N = total number of students

(Sudjana, 2017)

To find out the significance difference of the pre-test and post-test, the researcher calculated the value of the test by using the following formula:

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

Where:

t = test of significance

$\overline{D}$ = mean from pre-test and post-test

$(\sum D)^2$ = the square of the sum score for difference

$\sum D$ = the sum of total score for difference

N = the number of students

(Gay, 2006)

The formula explained about the significance difference between pre-test and post-test by calculating the value of the t-test. The aim of the formula was to know the teaching approach effective or not in achieving the students' writing skill at Eleventh Grade of SMA Negeri 10 Gowa.

After the students' significance scores (value of t) had gotten, it was compared with the value of t-table. When the value of t-test was equal or greater than the value of t-table, it means that Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_1) was accepted because there was significance difference between pre-test and post-test after taught writing by using service learning approach. The criteria for the hypothesis testing as follows:

Table 3.4 Criteria of the Hypothesis Testing

Testing	Hypothesis	
	H_0	H_1
t-test > t-table	Rejected	Accepted
t-test < t-table	Accepted	Rejected

(Sugiyono, 2014)

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

After conducting the research, the researcher obtained two kinds of data; the score of pre-test and the score of post-test. Pre-test was given before the treatment and post-test was given after the treatment. The results presented as follows:

1. **The Students' Mean Score of Content, Organization, Language Use, Vocabulary, and Mechanics in Pre-test and Post-test**

To find out the answer of the research question in the previous chapter, the researcher used a writing test. A pre-test was administrated before the treatment which aimed to know whether there was a significant difference of the students' writing skill before and after the treatments were given to the students.

After calculating the result of the students' score, the mean score of both the pre-test and post-test could be presented in the following table:

Table 4.1. The Students' Mean Score of Writing Text in Pre-test and Post-test

Variables	Mean Score		Percent Improvement
	Pre-test	Post-test	
Content	47.62	70.24	47.50 %
Organization	36.90	67.86	83.90 %
Language Use	42.86	66.67	55.55 %
Vocabulary	52.38	69.05	31.83 %
Mechanics	47.62	60.71	27.49 %

The table above shows that the students' mean score in term of content in pre-test was 47.62 and the students' mean score in term of organization was 36.90. The other indicators show that the mean score of students' writing in term of language use in pre-test was 42.86, while the mean score of the students' writing in term of vocabulary and mechanics were 52.38 and 47.62. Meanwhile the students' mean score in post-test in term of content was 70.42, the students' mean score in term of organization was 67.86, the students' mean score in term of language use was 66.67, and the students' mean score in term of vocabulary and mechanics were 69.05 and 60.71.

The improvement of the students' means score in term of content in pre-test and post-test was 22.62 (47.50%). The improvement of the students' mean score in term of organization in pre-test and post-test was 30.96 (83.90%). Then, the improvement of the students' mean score in term of language use in pre-test and post-test was 23.81 (55.55%). The improvement of the students' mean score in term of vocabulary and mechanics in pre-test and post-test were 16.67 (31.83%) and 13.09 (27.49%).

Base on the table above, the researcher concludes that: the improvement was significantly different and the students' writing skill progressed, because the mean score of post-test was higher than pre-test. The researcher also will show the percentage of the students' mean score

of writing skill after pre-test and post-test and the improvement clearly.

Below the chart was shown:

Chart 4.1. Mean Score and Improvement of Students' Writing in term of Content in Pre-test and Post-test
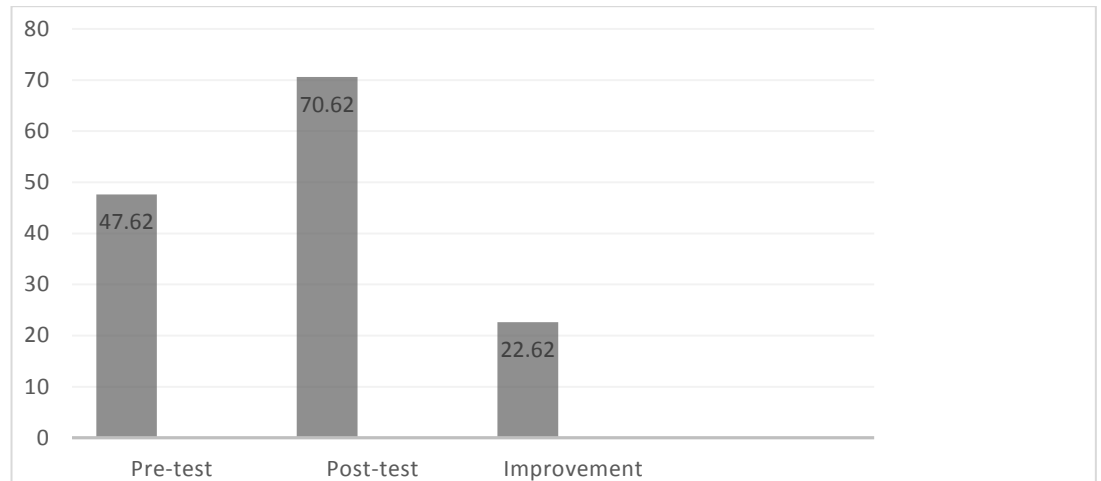
Based on the chart above, it shows that the mean score in pre-test in term of content is 47.62 and the post-test is 70.62. While the improvement is 22.62. It is clearly seen that it is significantly different. It means that the mean score of students' writing skill by using Service Learning approach can be achieved.

Chart 4.2. Mean Score and Improvement of Students' Writing in term of Organization in Pre-test and Post-test
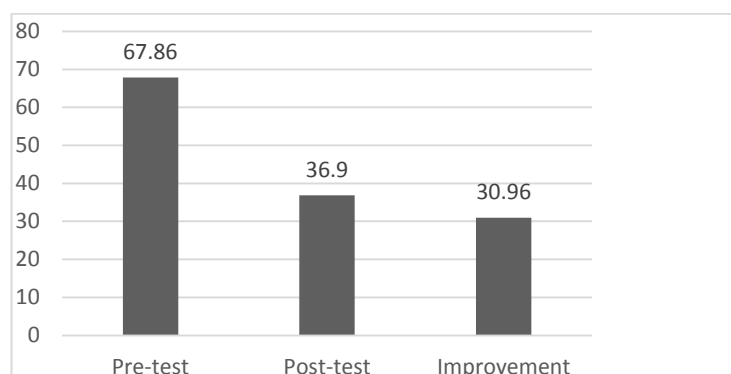
We can see on the chart above that the mean score of the students' writing skill in term of organization in pre-test is 36.90 and in the post-test is 67.86, while the improvement is 30.96. It means that it is significantly different. So, the mean score of the students' writing skill by using Service Learning approach in term of organization can be achieved.

Chart 4.3. Mean Score and Improvement of Students' Writing in term of Language Use in Pre-test and Post-test
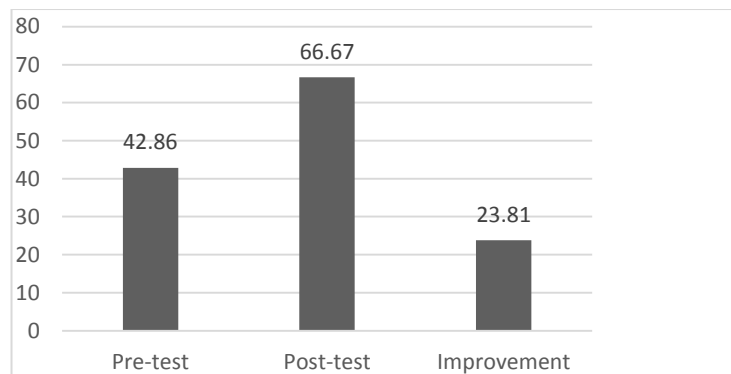
The chart above shows that the mean score of students' writing skill in term of language use in pre-test is 42.86 and in the post-test is 66.67, while the improvement is 23.81. It can be seen that it is significantly different. The conclusion is the mean score of the students' writing skill by using Service Learning approach in term of language use can be achieved.

Chart 4.4. Mean Score and Improvement of Students' Writing in term of Vocabulary in Pre-test and Post-test
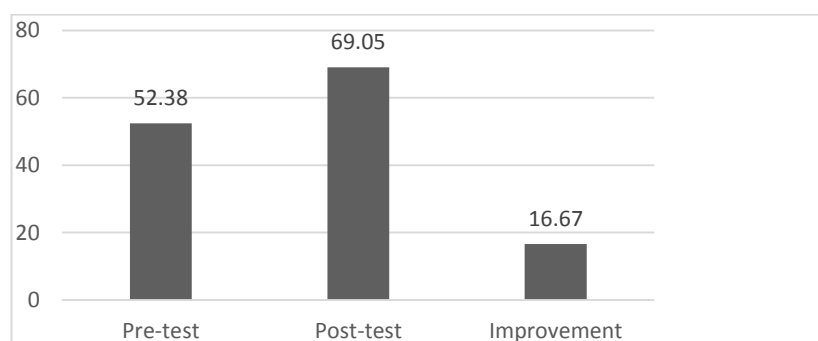
Base on the chart above, it shows that the mean score of students' writing skill in term of vocabulary in pre-test is 52.38 and in the post-test is 69.05, while the improvement is 16.67. It is clearly seen that it is significantly different. In brief, it shows that the mean score of the students' writing skill in term of vocabulary by using Service Learning approach can be achieved.

Chart 4.5. Mean Score and Improvement of Students' Writing in term of Mechanics in Pre-test and Post-test
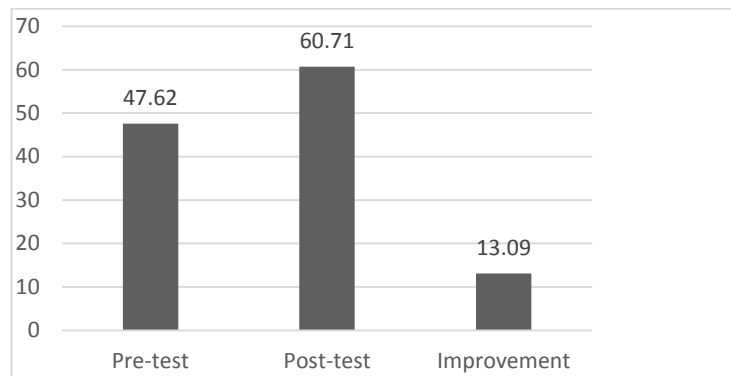
Base on the chart above, it shows that the mean score of students' writing skill in term of mechanics in pre-test is 47.62 and in the post-test is 60.71, while the improvement is 13.09. It is clearly seen that it is significantly different. In brief, it shows that the mean score of the students' writing skill in term of mechanics by using Service Learning approach can be achieved.

Table 4.2. Total Mean Score between Pre-test and Post-test

Variable	Score	
	Pre-test (X_1)	**Post-test (X_2)**
Total	227.38	334.53
Average	10.83	15.93

The table above shows that there was an improvement of students' writing skill before and after treatment. The average of total mean score of pre-test (X_1) was derived from the total score of content, organization, language use, vocabulary and mechanics (227.38) divided by the total number of students (21) and the result was 10.83. While the average of total mean score of post-test (X_2) also was derived from the total score of content, organization, language use, vocabulary and mechanics (334.53) divided by the total number of students (21) and the result was 15.93. The improvement of the students' writing skill can be seen in the chart below:

Chart 4.6. Total Mean Score of Pre-test, Post-test and Improvement of the Students' Writing Skill
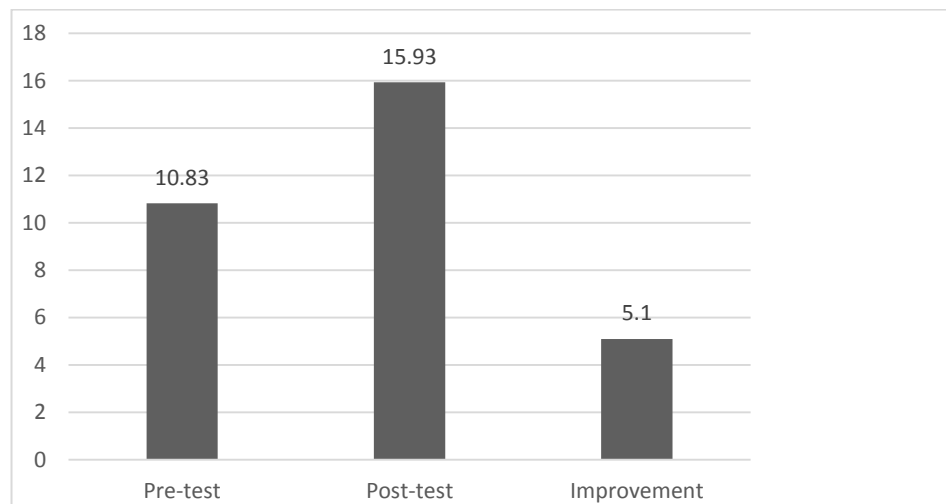
On the chart above, it can be seen clearly that the average of total mean score of the students' writing skill improved from pre-test to post-test. In pre-test is 10.83, in post-test is 15.93 and the improvement by pre-test to post-test is 5.1.

2. The Classification of Students' Pre-test and Post-test

       The percentage of the pre-test and post-test calculated the indicators of the students' writing skill. The result can be shown on the table below:

Table 4.3. The Rate Percentage of Content in Pre-test Score

No.	Classification	Pre-test	
		Frequency	Percentage (%)
1.	Very Good (80-100)	0	0 %
2.	Good (66-79)	2	9.52 %
3.	Fair (56-65)	15	71.43 %
4.	Poor (40-55)	0	0 %
5.	Very Poor (≤39)	4	19.05 %
	Total	**21**	**100 %**

       The table above shows that 21 students, there was 0 students who categorized to "Very Good", 2 students (9.52%) who categorized to "Good", 15 students (71.43%) who categorized to "Fair", 0 student who categorized to "Poor" and there were 4 students (19.05%) who categorized "Very Poor".

Table 4.4. The Rate Percentage of Content in Post-test Score

No.	Classification	Post-test	
		Frequency	Percentage (%)
1.	Very Good (80-100)	3	14.29 %
2.	Good (66-79)	13	61.90 %
3.	Fair (56-65)	3	14.29 %
4.	Poor (40-55)	0	0 %
5.	Very Poor (≤39)	2	9.52 %
	Total	**21**	**100 %**

       The table shows that 21 students divided into 3 students (14.29%) who categorized to "Very Good", 13 students (61.90%) who categorized to "Good", 3 students (14.29%) who categorized to "Fair", while there was 0

student who categorized to "Poor" and there were only 2 students (9.52%) who categorized to "Very Poor".

The comparison both of the tables above, it shows clearly that the score of the students writing skill in pre-test and post-test are different. The table 4.3 (pre-test in term of content) shows the students who categorized "Very Good" is 0 and the table 4.4 (post-test in term of content) shows the category "Very Good" increased to 3 students. The category "Good" also increased. The table 4.3 (pre-test in term of content) shows that only 2 students who categorized to "Good" while in the table 4.4 (post-test in term of content) increased to 13 students.

The other categories are "Fair", "Poor" and "Very Poor". The category "Fair" in the table 4.3 (pre-test in term of content) shows that there were 15 students, while in the table 4.4 (post-test in term of content) shows that only 3 students. Then, the students who categorized to "Poor" in the table 4.3 (pre-test in term of content) was 0. It is same to the table 4.4 (post-test in term of content). The last, the students who categorized to "Very Poor" in the table 4.3 (pre-test in term of content) were 4 students, while the students in the table 4.4 (post-test in term of content) were only 2 students.

Table 4.5. The Rate Percentage of Organization in Pre-test Score

No.	Classification	Pre-test	
		Frequency	Percentage (%)
1.	Very Good (80-100)	0	0 %
2.	Good (66-79)	1	4.76 %
3.	Fair (56-65)	8	38.10 %
4.	Poor (40-55)	0	0 %
5.	Very Poor (≤39)	4	57.14 %
	Total	**21**	**100 %**

The table shows that 21 students divided into 0 student who categorized to "Very Good", only 1 student (4.76%) who categorized to "Good", there were 8 students (38.10%) who categorized to "Fair", while there was 0 student who categorized to "Poor" and there were 4 students (57.14%) who categorized to "Very Poor".

Table 4.6. The Rate Percentage of Organization in Post-test Score

No.	Classification	Post-test	
		Frequency	Percentage (%)
1.	Very Good (80-100)	2	9.52 %
2.	Good (66-79)	11	52.38 %
3.	Fair (56-65)	8	38.10 %
4.	Poor (40-55)	0	0 %
5.	Very Poor (≤39)	0	0 %
	Total	**21**	**100 %**

Based on the table above the students classify into 5 categories which is 21 students divided into 2 students (9.52%) who classified into "Very Good", 11 students (52.38%) who classified into "Good", 8 students (38.10%) who classified into "Fair". While there was 0 student who classified into "Poor" and "Very Poor".

Both of the table of the students' classification in term of organization can be seen that they are different. The table 4.5 (pre-test in term of organization) shows that there was 0 student who categorized to "Very Good", 1 student who categorized to "Good", 8 students who categorized to "Fair", 0 student who categorized to "Poor" and 4 students who categorized to "Very Poor". While the table 4.6 (post-test in term of organization) shows differently, there were 2 students who achieved "Very Good" classification, 11 students who classified into "Good", 8 students who classified into "Fair" and there were not students (0 student) who achieved the "Poor" and "Very Poor" classification.

Table 4.7. The Rate Percentage of Language Use in Pre-test Score

No.	Classification	Pre-test	
		Frequency	**Percentage (%)**
1.	Very Good (80-100)	0	0 %
2.	Good (66-79)	4	19.05 %
3.	Fair (56-65)	7	33.33 %
4.	Poor (40-55)	0	0 %
5.	Very Poor (≤39)	10	47.62 %
	Total	**21**	**100 %**

The students' rate percentage of language use in pre-test classified into 0 student who classified into "Very Good", only 4 students (19.05%) who classified into "Good", 7 students (33.33%) who classified into "Fair", 0 student who classified into "Poor" and the last there were 10 students (47.62%) who classified into "Very Poor".

Table 4.8. The Rate Percentage of Language Use in Post-test Score

No.	Classification	Post-test	
		Frequency	**Percentage (%)**
1.	Very Good (80-100)	0	0 %
2.	Good (66-79)	14	66.67 %
3.	Fair (56-65)	7	33.33 %
4.	Poor (40-55)	0	0 %
5.	Very Poor (≤39)	0	0 %
	Total	**21**	**100 %**

The students' rate percentage of language use in post-test classified into 0 student who classified into "Very Good", there were 14 students (66.67%) who classified into "Good", 7 students (33.33%) who classified into "Fair", 0 student who classified into "Poor" and "Very Poor".

The two of the students' percentages above show that the classification "Very Good" was still 0 students, but the classification "Good" in the table 4.7 (pre-test in term of language use) was only 4 students and it increased in the table 4.8 (post-test in term of language use) to 14 students. While, the classification "Poor" was still same both of tables. They were 0 student. The last classification was "Very Poor" which there were 10 students in the table 4.7 (pre-test in term of language use) and it decreased into 0 student in the table 4.8 (post-test in term of language use).

Table 4.9. The Rate Percentage of Vocabulary in Pre-test Score

No.	Classification	Pre-test	
		Frequency	Percentage (%)
1.	Very Good (80-100)	0	0 %
2.	Good (66-79)	6	28.57 %
3.	Fair (56-65)	11	52.38 %
4.	Poor (40-55)	0	0 %
5.	Very Poor (≤39)	4	19.05 %
	Total	**21**	**100 %**

The table above shows that there were 21 students who classified into 0 student of "Very Good", 6 students (28.57%) who classified into "Good", there were 11 students (52.38%) who classified into "Fair", 0 student who classified into "Poor" and 4 students who classified into "Very Poor".

Table 4.10. The Rate Percentage of Vocabulary in Post-test Score

No.	Classification	Post-test	
		Frequency	Percentage (%)
1.	Very Good (80-100)	0	0 %
2.	Good (66-79)	16	76.19 %
3.	Fair (56-65)	5	23.81 %
4.	Poor (40-55)	0	0 %
5.	Very Poor (≤39)	0	0 %
	Total	**21**	**100 %**

The table above shows that there were 21 students who classified into 0 student of "Very Good", 16 students (76.19%) who classified into "Good", there were 5 students (23.81%) who classified into "Fair", 0 student who classified into "Poor" and "Very Poor".

Two kinds of tables above were clearly different. The table 4.9 (pre-test in term of vocabulary) shows that 0 student who categorized to "Very

Good" and the table 4.10 (post-test in term of vocabulary) still 0 students who categorized to "Very Good", but it was different in the category "Good". There were only 6 students who categorized to "Good" in the table 4.9 while there were 16 students in the table 4.10. It clearly increased.

The table 4.9 (pre-test in term of vocabulary) shows that there were 11 students who categorized to "Fair", while the table 4.10 (post-test in term of vocabulary) shows that there were only 5 students. It clearly decreased. The category "Poor" in both of the tables were 0 students. The last category was "Very Poor" clearly shows that it was different. The table 4.9 (pre-test in term of vocabulary) shows that there were 4 students who categorized "Very Poor", while the table 4.10 (post-test in term of vocabulary) clearly decreased to 0 student.

Table 4.11. The Rate Percentage of Mechanics in Pre-test Score

No.	Classification	Pre-test	
		Frequency	**Percentage (%)**
1.	Very Good (80-100)	2	9.52 %
2.	Good (66-79)	0	0 %
3.	Fair (56-65)	13	61.91 %
4.	Poor (40-55)	0	0 %
5.	Very Poor (≤39)	6	28.57 %
Total		**21**	**100 %**

Base on the table above from 21 students, there were 2 students (9.52%) who categorized to "Very Good", 0 student who categorized to "Good", 13 students (61.91%) who categorized to "Fair", 0 student who categorized to "Poor" and 6 students (28.57%) who categorized to "Very Poor".

Table 4.12. The Rate Percentage of Mechanics in Post-test Score

No.	Classification	Post-test	
		Frequency	Percentage (%)
1.	Very Good (80-100)	0	0 %
2.	Good (66-79)	10	47.62 %
3.	Fair (56-65)	10	47.62 %
4.	Poor (40-55)	0	0 %
5.	Very Poor (≤39)	1	4.76 %
	Total	**21**	**100 %**

Base on the table above from 21 students, there was 0 student who categorized to "Very Good", 10 students (47.62%) who categorized to "Good", 10 students (47.62%) who categorized to "Fair", 0 student who categorized to "Poor" and only 1 student (4.76%) who categorized to "Very Poor".

The comparison both of the tables above, it shows clearly that the score of the students writing skill in pre-test and post-test are different. The table 4.10 (pre-test in term of mechanics) shows the students who categorized to "Very Good" were 2 students and the table 4.11 (post-test in term of mechanics) shows the category "Very Good" was 0 student. But, the category "Good" increased. The table 4.10 (pre-test in term of mechanics) shows that 0 student who categorized to "Good" while in the table 4.11 (post-test in term of mechanics) increased to 10 students.

The other categories are "Fair", "Poor" and "Very Poor". The category "Fair" in the table 4.10 (pre-test in term of mechanics) shows that there were 13 students, while in the table 4.11 (post-test in term of mechanics) shows that there were only 10 students. Then, the students who

categorized to "Poor" in the table 4.10 (pre-test in term of mechanics) was 0. It is same to the table 4.11 (post-test in term of mechanics). The last, the students who categorized to "Very Poor" in the table 4.10 (pre-test in term of mechanics) were 6 students, while the students in the table 4.11 (post-test in term of mechanics) were only 1 student.

3. The Comparison of the Test Result

The distribution the value of t-test value and t-table can be seen in the following table below:

Table 4.13. Distribution the Value of t-Test and t-Table

Variables	Pre-test	Post-test	t-test	t-table	Comparison	Classification
Content	47.62	70.24	6.53	1.725	t-test > t-table	Significance
Organization	36.90	67.86	7.33	1.725	t-test > t-table	Significance
Language Use	42.86	66.67	6.53	1.725	t-test > t-table	Significance
Vocabulary	52.38	69.05	5.92	1.725	t-test > t-table	Significance
Mechanics	47.62	60.71	5.40	1.725	t-test > t-table	Significance

The data on the table above shows that the value of the t-test is higher than the value of t-table. It is indicated that there is a significance difference between the result of the students' writing in term of content, organization, language use, vocabulary and mechanics by using Service Learning approach.

4. Hypothesis Testing

If the t-test value is higher than t-table at the level of significance 00.5 and degree freedom (df) 29 (N − 1 = 21 − 1), thus the alternative hypothesis (H$_1$) is accepted and null hypothesis (H$_0$) is rejected. In contrary, if the value is lower than t-table at the level of significance 00.5 and the degree (df) (N -

$1 = 21 - 1$), thus the alternative hypothesis is rejected and null hypothesis is accepted.

B. Discussion

This research concerned to the use of service leaning in increasing the students' writing to be good writing. It was indicated by five components of writing namely: (1) content which refers to the idea written by the students; (2) organization which refers to coherence, order of important and chronological order; (3) language use which involves correct usage of grammar such as verbs and pronouns; (4) vocabulary which refers to the effective use of words; (5) mechanics which due to capitalization, punctuation, and spelling appropriately.

The description of data collected from the students' writing showed that the students' writing skill was achieved. It was supported by mean score and the total score, also the percentage of the improvement of the students' pre-test and post-test result. Based on the finding, the using of Service Learning approach made the students had mean score that was higher than before using the Service Learning approach. Nevertheless, the difference mean score of the post-test was higher than pre-test. It means that the using of Service Learning approach in CTL to teach writing at eleventh grade of SMA 10 Gowa was effective. The alternative hypothesis was accepted.

The model of service learning that developed in this study give impact of some things that became supporting component of writing such as: collaborative, critical thinking to develop idea and choose topic, and motivation to write. Khatib (2015) also said that service learning project allowed the

students collaborate in groups that can take advantage of group members and other group in the class to complete a piece of writing individually. Each student may accomplish one task with his/ her strength. For instance, in a group one of the members has good grammar knowledge so she/he can help to analyze the grammar component and the other members may be able to use those result and taking it as new knowledge. Then in the next individual writing task, the students may use that new knowledge.

One more advantage between the whole groups in the class is encourages students to consider their audiences. When there is a group and one of member pose their group opinions in that group and receive feedback on those opinions, they may consider it and try to change their content, their organizing manner and other writing components such as vocabulary.

Warren (2012) also used service learning approach to gain the students to increase their cognitive learning outcomes. The cognitive learning outcomes include application of learning, critical thinking, problem solving and analysis. It helped the students acquire a lot of ideas through service learning as Khatib said above. The other research finding had found by Furco (2011) about service learning that also connected to the students' success. The students' success here was positive gains in personal, social and critical thinking skill.

Pierce (2012) also concerned the study about the effect of service learning on student writing and research. The findings showed that service learning affected student writing and research processes, including topic development. In addition, service learning provided rich opportunities to

enhance critical thinking and the consideration of multiple perspectives. In writing process, Pierce (2012) also evidenced service learning project in composition course lead to increased motivation and gave the students a sense of purpose in their writing.

These components were intended to encourage the students' writing skill as well as the goal of this study to make the students are able to produce a piece of writing in English. It made the students' writing in term of content, organization, language use, vocabulary and mechanics improved after taught by using Service Learning approach in CTL.

This research also found that service learning made the students connect all parts of the learning process into meaningful activities such as: analyzing texts, choosing the concrete topic, students had a very good idea, unlike the other class where all of the students totally depend on the teachers rule. Mikolchak (2006) also found that service learning gives students idea they want to write. She also said that service learning created a very real situation with a very real audience and very real needs.

Service learning is a beneficial approach that can gain the students to write better and can increase the students' motivation in learning. But, that is not successful automatically. It requires a lot time and effort to make it work. The following paragraph below is the achievement of the students after being taught using service learning approach.

1. The Achievement of the Students' Writing in term of Content

The use of Service Learning approach made the students' writing in term of content increased. First, the researcher gave pre-test for the students. From that pre-test, the researcher found that the students had limited knowledge of the subject that they wanted to write about. The most common problem was the students' writing was not enough to evaluate. They had no sufficient idea to be developed. Second, the researcher applied some materials based on the Service Learning approach, then the students can achieve better value in post-test. They had able to develop their ideas, they had known what they wanted to write about and the most important was their writing was relevant to assigned topic.

The explanation above indicates that the use of Service Learning approach effective to teach writing. It is because the students had known the steps how to write from how they should prepare their ideas before writing. In these steps, the researcher helped them in preparing and expanding the idea by class circumstances without feeling bored.

2. The Achievement of the Students' Writing in term of Organization

The students' writing achievement in term of organization was shown after the treatment had given. The students were able to write about report text with their ideas were clearly stated and well-organized. Even thought, sometimes the students wrote their ideas disconnected or made the reader confused, but it was shown better improvement than before the treatment had

given. Before the treatment, the students' writing was not able to be evaluate, there was no organization in the text and did not communicative.

3. The Achievement of the Students' Writing in term of Language Use

The use of Service Learning approach helped the students to developed their knowledge in term of language use. The students' grammar mastery before the treatment was low, their writing was dominated by errors, virtually no mastery of sentences construction rules. The common problem was the students' writing did not enough to evaluate. But, after the researcher gave treatment and the students done the post-test, the researcher can evaluate that there were little improvements of the students' writing in term of language use. They were able to arrange the sentences even the sentences were arranged by simple construction and the important thing it has meaning.

4. The Achievement of the Students' Writing in term of Vocabulary

In term of vocabulary the students faced some problems. They had little knowledge of English vocabulary and sometimes they translate the word by word to word and it made the sentences has obscured meaning. The common problem that found was the students' writing did not enough to evaluate because the students had limited vocabulary.

Service Learning approach helped the students to write properly. The students were able to write, and their writing can be evaluated even thought the writing not completely perfect but it was properly can be read and the readers understand what the writers discuss about.

5. The Achievement of the Students' Writing in term of Mechanics

The students' problem was they usually wrote error of capitalization, spelling, and punctuation frequently. Their writing sometimes has no paragraph and has no tittle. So, it makes the readers feel confused to read what the students write about. But, after the researcher gave them treatment, taught them properly, they were able to write with few errors of spelling, capitalization, punctuation and paragraphing.

Furthermore, Service Learning approach is effective to be applied in the class whatever the subject about specially in teaching and learning writing. Service Learning taught the students how to gain some ideas through a project, how to organized the sentences to be a unit that has meaning and enough to evaluate, how to learn grammar mastery, how to choose words properly and how to understand the use of mechanics in writing. Service Learning approach allow the students to work alone, found the material through some steps that has described in previous chapter. Moreover, the teachers are easy to control the class with no feeling of bored, the class more active which all of the students work in group or individually. The conclusion that this Service Learning approach give advantages in teaching and learning both the teachers and the students.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis and discussion of the result in the previous chapter, the researcher concludes that:

1. The students' writing in term of content, organization, language use, vocabulary, and mechanics at the Eleventh Grade of SMA Negeri 10 Gowa can be achieved after applying Service Learning Approach. It is shown by the significant difference between the pre-test and the post-test. The mean score of post-test is higher than pre-test.

2. The students who were taught by using Service Learning Approach have better writing skill. So, Service Learning Approach is effective to be used to teach writing. Not only the students writing skill were improved, but also their personal attitude which they were more motivated to learn.

B. Suggestion

The successful teaching does not depend on the lesson plan program only, but more importantly is how the teacher presents the lesson plan and uses various methods to manage the class more live and regarding to the teaching writing by using Service Learning Approach, the researcher gave some suggestion for the teacher and the students.

The teacher should be more creative to enrich their teaching method and material. Choosing strange or unique words can stimulate them in learning English. The materials are presented in an enjoyable, relaxed and

understandable way. That's way it is suggested for the teacher to apply Service Learning Approach in teaching English.

The students are hoped to be more interested in writing a text, be creative and enthusiastic to think some ideas, enrich vocabulary, writing appropriate language use to make good writing. If the students have many problems, they should ask to the teacher for solving it.

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Appendix A: Instrument

Pre-test

Name :

Class :

Write a report text individually with topics:
1. Natural Phenomena
2. Human Phenomena
3. Animal Phenomena
Write as much as you can, and pay attention to the rule of writing. Do it in 90 minutes.

Post-test

Name :

Class :

Write a report text individually with topics:
1. Natural Phenomena
2. Human Phenomena
3. Animal Phenomena
Write as much as you can, and pay attention to the rule of writing. Do it in 90 minutes.

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RENCANA PELAKSANAAN PEMBELAJARAN 1
(RPP 1)

Sekolah   **: SMA N 10 Gowa**

Mata Pelajaran   **: Bahasa Inggris**

Kelas/ Semester   **: XI/ 2**

Jenis Teks   **: Report Text**

Aspek/ Skill   **: Writing**

Alokasi Waktu   **: 1 Meeting (2 X 45 Menit)**

A. Standar Kompetensi

6. Mengungkapkan makna dalam teks esai berbentuk *report, narrative,* dan *analytical exposition* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

6.2. Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative,* dan *analytical exposition.*

C. Indikator

Mengidentifikasi berbagai informasi dalam teks monolog berbentuk *report text.*

Karakter siswa yang diharapkan:

Disiplin (*discipline*), rasa hormat dan perhatian (*respect*), tekun (*diligence*), tanggung jawab (*responsibilty*), ketelitian (*carefulness*).

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

1. Mengidentifikasi pengertian dan *generic structure* dalam *report text.*

2. Mengidentifikasi *present tense* yang digunakan dalam menyusun *report text.*

E. Materi Pembelajaran

1. Teks monolog berbentuk *report text* berjudul Earthquakes (*Appendix 1*).

2. Penjelasan tentang pengertian dan *generic structure* dari *report text* (*Appendix 2*).

F. Model Pembelajaran/ Teknik

Contextual Teaching and Learning/ Service Learning

G. Langkah-Langkah Kegiatan

1. Kegiatan Pendahuluan

   Apersepsi

   a. Tanya jawab terkait kondisi siswa.

   b. Tanya jawab terkait wawasan siswa mengenai teks report.

   Motivasi

   Guru menjelaskan pentingnya materi yang akan dipelajari dan kompetensi yang harus dikuasi.

2. Kegiatan Inti

   Eksplorasi

   Dalam kegiatan eksplorasi, guru:

   a. melakukan *brainstorming* kepada siswa melalui pengalaman siswa mengenai teks report,

   b. bersama-sama siswa mengidentifikasi pengertian dan *generic structure* dari *report text*.

   Elaborasi

   Dalam kegiatan elaborasi, guru:

   a. memberikan sebuah teks report berjudul *Earthquake* untuk diidentifikasi bersama-sama siswa,

   b. bersama-sama siswa mendiskusikan *generic structure* dari teks tersebut,

   c. membagi siswa secara berpasangan untuk menuliskan sebuah teks report berdasarkan apa yang telah diketahui siswa (*pretest*).

   Konfirmasi

   Dalam kegiatan konfirmasi:

   a. guru bertanya jawab tentang hal-hal yang belum diketahui siswa,

   b. guru meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

  a. menyimpulkan pelajaran secara bersama-sama,

  b. melakukan penilaian/ refleksi terhadap kegiatan yang telah dilaksanakan,

  c. memberikan umpan balik terhadap proses dan hasil pembelajaran,

  d. menanyakan kesulitan siswa selama proses belajar mengajar,

  e. menyampaikan rencana pembelajaran pada pertemuan selanjutnya.

H. Sumber Belajar

Buku teks yang relevant untuk SMA Kelas XI

I. Penilaian

  a. Teknik   : Tes Tulis

  b. Bentuk   : Instruction

  c. Instrument   : *Pretest*

<div align="right">Makassar,   Maret 2018</div>

Mengetahui,
Guru Mata Pelajaran   Peneliti,

A. Kamariah, S.Pd., M.Pd   Utiskah
NIP. 19850815 200901 2009   10535554413

Learning Material 1

Report Text

Earthquakes

An earthquake is the shaking of the Earth's surface caused by rapid movement of the Earth's rocky outer layer. Earthquakes occur when energy stored within the Earth, usually in the form of strain in rocks, suddenly releases. This energy is transmitted to the surface of the Earth by Earthquake waves.

The destruction an earthquake causes depends on its magnitude and duration, or the amount of shaking that occurs. A structure's design and the materials used in its construction also affect the amount of damage, the structure incurs. Earthquakes vary from small, unnoticeable shaking to large shocks felt over thousands of kilometers. Earthquakes can deform the ground, make buildings and other structures collapse, and create tsunamis (large sea waves). Lives may be lost in the resulting destruction.

Earquakes occur at a rate of several hundred per day around the world. A worlwide network of *seismographs* (machines that record movements of the Earth) detects about 1 million small eartquakes per year. Very large earquakes, such as the 1964 Alaskan earthquake and the 2004 tsunami in Aceh, Indonesia, which caused millions of dollars in damage and thousands of victims, occur worlwide once every few years. Moderate earthquakes, such as the 1989 tremor in California, USA, the 1995 tremor in Kobe, Japan, occur about 20 times a year. Moderate earthquakes also cause millions of dollars in damage and can harm many people.

In the last 500 years, several million people have been killed by earquakes around world. Worlwide, earthquakes have also caused severe property and structural damage. Adequate precautions, such as education, emergency planning, constructing stronger, more flexible, safely designed structures, can limit the loss of life and decrease the damage caused by eartquakes.

Seismologists have been monitoring the frequency and locations of earthquake for most of the 20th century. The generally classify naturally occuring earthquakes into one of two categories: interplate and intraplate. Interplate earthquakes are the

most common; they occur primarily along plate boundaries. Intraplate earthquakes occur where the crust is fracturing within a plate. Both interplate and intraplate earthquakes may be caused by tectonic or volcanic forces.

Tectonic earthquakes are caused by the sudden release of energy stored within the rocks along a fault. The released energy is produced by the strain on the rocks due to movement within the Earth, called tectonic deformation. The effect is like the sudden breaking and snapping back of a stretched elastic band.

Volcanic earthquakes occur near active volcanoes but have the same fault slip mechanism as tectonic earthquakes. Volcanic earthquakes are caused by the upward movement of magma under the volcano, which strains the rock locally and leads to an earthquake. As the fluid magma under the volcano, which strains the rock locally and leads to an earthquake. As the fluid magma ises to the surface of the volcano, it moves and fractures rock masses and causes continous tremors that can last up to several hours of days.

Learning Material 2

Report Text

A text that describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment is called a report.

A report provides information by stating facts. It often describes a class pf things. Its purpose is to present information about something, as it is.

Generic Structure:

1. General Classification

   It tells what the phenomenon under discussion is. It may include a definition, classification or brief description.

2. Description

   It tells what the phenomenon under discussion is like in terms of (a) parts, (b) qualities, (c) habits or behaviours, if living; uses, if non-natural.

   - Facts about the subject, set out in paragraphs.

   - Sub headings are often used, for example:

Animal	Person	Object	Place
Appearance	Name, age	Parts	Location
Habitat	Appearance	Functions	Climate
Behaviour	Personality	Features	Population
Food	Achievement	Appearance	Culture
Lifecycle	History	Value	History

   - May include photos, pictures, maps, and diagrams.

RENCANA PELAKSANAAN PEMBELAJARAN 2
(RPP 2)

Sekolah : SMA N 10 Gowa

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI/ 2

Jenis Teks : Report Text

Aspek/ Skill : Writing

Alokasi Waktu : 1 Meeting (2 X 45 Menit)

A. Standar Kompetensi

6. Mengungkapkan makna dalam teks esai berbentuk *report, narrative,* dan *analytical exposition* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

6.2. Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative,* dan *analytical exposition*.

C. Indikator

Mengidentifikasi berbagai informasi dalam teks monolog berbentuk *report text*.

Karakter siswa yang diharapkan:

Disiplin (*discipline*), rasa hormat dan perhatian (*respect*), tekun (*diligence*), tanggung jawab (*responsibilty*), ketelitian (*carefulness*).

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

1. Mengidentifikasi ciri kebahasaan (*present tense and passive voice*) dalam *report text*.

E. Materi Pembelajaran

1. Teks monolog berbentuk *report text* tentang hewan (animal). (*Appendix*).

2. Penjelasan tentang ciri kebahasaan (*present tense and passive voice*). (*Appendix*)

F. Model Pembelajaran/ Teknik

Contextual Teaching and Learning/ Service Learning

G. Langkah-Langkah Kegiatan

1. Kegiatan Pendahuluan

   Apersepsi

   a. Tanya jawab terkait kondisi siswa.

   b. Tanya jawab terkait wawasan siswa mengenai materi sebelumnya.

   Motivasi

   Guru menjelaskan pentingnya materi yang akan dipelajari dan kompetensi yang harus dikuasi.

2. Kegiatan Inti

   Eksplorasi

   Dalam kegiatan eksplorasi, guru memberikan siswa sebuah report teks yang akan diindentifikasi bersama berdasarkan penjelasan pada pertemuan sebelumnya.

   Elaborasi

   Dalam kegiatan elaborasi, guru:

   a. memberikan penjelasan tentang ciri kebahasaan (*present tense and passive voice*).

   b. membagi siswa secara berpasangan dan mengidentifikasi ciri kebahasaan (*present tense and passive voice)*

   Konfirmasi

   Dalam kegiatan konfirmasi, guru:

   Konfirmasi

   Dalam kegiatan konfirmasi:

   a. guru bertanya jawab tentang hal-hal yang belum diketahui siswa,

   b. guru meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

3. Kegiatan Penutup

   Dalam kegiatan penutup, guru:

   a. menyimpulkan pelajaran secara bersama-sama,

   b. melakukan penilaian/ refleksi terhadap kegiatan yang telah dilaksanakan,

   c. memberikan umpan balik terhadap proses dan hasil pembelajaran,

d. menanyakan kesulitan siswa selama proses belajar mengajar,

e. menyampaikan rencana pembelajaran pada pertemuan selanjutnya.

H. Sumber Belajar

Buku teks yang relevant untuk SMA Kelas XI

I. Penilaian

a. Teknik   : Tes Tulis

b. Bentuk   : Essay

c. Instrument   :

State whether the following are TRUE or FALSE

1. All fish are vertebrates with gills for breathing and fins for swimming.

2. Every underwater environment can be a home for certain fish.

3. No other vertebrate groups have more than 25.000 species.

4. Experts used to name new fish at the rate of 200 to 3000 species per year.

5. The enormous number of fishes results in a variety of fish sizes and shapes.

6. In general, fish have the same body shape.

7. Tunas can swim long-distances with the highest speed.

8. The abilty of flat halibuts and boxy puffers to disguise is more important their abilty to swim fast.

9. Fish are the main source of protein for millions of people worldwide.

10. A quarter of the total protein consumed by the world's population.

In Pairs. Identify the Use of Present Tense and passive Voice on the Report Text below.

Earthquake often happens around us. It brings great damages. Earthquake is hard to be predicted and that makes lot victims.

Actually there are three kinds of earthquake. These kinds of earthquake are commonly based on the factor and geological area where the earthquakes happen. These three kinds of earthquake are tectonic, volcanic and explosion.

A tectonic earthquake is most common one. This kind of earthquake happens while earth's crust rocks break because of the geological strength created by moving of the earth's plates.

Volcanic earthquakes happen exactly with volcanic activity. Volcanic earthquakes are when the volcano produces acidic lava, which dries quickly, when it dries quickly it blocks the top of the volcano. This make no more magma can escape. Pressure starts to build up and evetually the acidic lava can no longer stand the pressure. So the volcano is free to explode, the pressure is released so fast that an earthquake is caused. A volcanic earthquake is usually kept within 10-20 miles of the volcano.

Explosion earthquakes are the result of the collapse earthquakes that are

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Learning Material 3

Stucture		Sentence Structure
Introduction **General** **Classification**	Fish is a diserve group animals that live and breathe in water. All fish are vertebrates with gills for breathing. Most fish have fins for swimming, scales for protection, and a streamlined body for moving easily through the water.	**Present tense**
Paragraph 1 **Description**	Fish live in nearly every underwater habitat, from near-freezing Arctic waters to hot desert springs; from mud ponds to the deepest ocean abyss. Antartic ice-fish survive in water below 0˚C while desert pupfish of western North America live in temperatures higher than 40˚C.	**Technical langauge**
Paragraph 2 **Description**	With approximately 25.000 recognized species, fish make up the most diverse vertebrate group, comprising about half of all known vertebrate species. New fish continue to be discovered and named at the rate of 200 to 300 species per year. With this vast number of different fishes comes a diversity of sizes and shapes, from huge whale sharks that reach 12 m in length to the small infant-fish, measuring only about 7 mm long.	**Descriptive but factual language** **Passive Voice**
Paragraph 3 **Description**	Fish are generally streamlined with a pointed snout and pointed posterior and a broad propulsive tail. Unlike the shape of a human body, a fish's body shape is ideal for speeding through the water. This torpedo-shaped body is typical of the fastest-swimming fishes, the billfish and the tunas. Billfish can swim in bursts of over 110 km/h. Tunas are built for long-distance endurance as well as speed swimming as fast as 50 km/h and migrating as far as 12.500 km in only four months. Other fish come in a wide variety of shapes. The	**Relational verb**

	snakelike eels, flat halibuts, and boxy puffers are <u>all slower swimmers</u> that have evolved distinctive bodies best adapted to their specific habitats. Unlike fishes that swim through the open water, these fish have adapted to life in caves, on the ocean floor, and among coral reefs where speed is less important than camouflage.	**Word which generalize**
Closing Statement	Fish are <u>an important source of protein</u> for millions of people worlwide. Since the early 1970s, 70 to 100 million metric tons of fish are caught each year for food. People consume about 70 percent of fish caught, and nearly 30 percent are used as minimal feed that helps produce other forms of proteinn. Fish protein represents about 25 percent of the total protein consumed by worls's population, second only beef.	**Technical language**
References	*Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation.* English Zone for Senior High School Students Year XI	

An information report is a factual text that provides information about different phenomena in our life. It is used as way to gain better understanding of different phenomena.

An information report:

- Give details about a topic,

- Does not contain personal view,

- Is usually written, but can also presented orally,

- Uses facts to explain something,

- Based on systematic observation.

Sentence Structure:

- Use of present tense such as **live, is, are, etc.**

- Use of passive voice such as **is eaten, are grown, was written, etc.**

- Use words which generalize... **all, many, none, most, etc.**

- Use of relational verbs such as **have, consists of, is made up of, creates, indicates, etc.**

- Use of technical vocabulary relevant to the subject.

- Use of descriptive but factual langauge such as **color, shape, size, habits, behaviours, etc.**

RENCANA PELAKSANAAN PEMBELAJARAN 3
(RPP 3)

Sekolah   : SMA N 10 Gowa

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester : XI/ 2

Jenis Teks   : Report Text

Aspek/ Skill   : Writing

Alokasi Waktu   : 2 Meeting (4 X 45 Menit)

A. Standar Kompetensi

6. Mengungkapkan makna dalam teks esai berbentuk *report, narrative,* dan *analytical exposition* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

6.2. Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative,* dan *analytical exposition.*

C. Indikator

Mengidentifikasi berbagai informasi dalam teks monolog berbentuk *report text.*

Karakter siswa yang diharapkan:

Disiplin (*discipline*), rasa hormat dan perhatian (*respect*), tekun (*diligence*), tanggung jawab (*responsibilty*), ketelitian (*carefulness*).

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

1. Menemukan ide-ide baru berdasarkan *project service learning* yang diberikan oleh guru.

2. Menguraikan atau mengembangkan ide-ide pokok berdasarkan apa yang mereka temukan di lingkungannya baik di luar kelas maupun di dalam kelas.

E. Materi Pembelajaran

1. Teks monolog berbentuk *report text* yang akan dikembangkan oleh siswa (*Appendix 1*).

2. *Project Service Learning* (*Appendix 2*).

F. Model Pembelajaran/ Teknik

Contextual Teaching and Learning/ Service Learning

G. Langkah-Langkah Kegiatan

Pertemuan 1

1. Kegiatan Pendahuluan

   Apersepsi

   a. Tanya jawab terkait kondisi siswa.

   b. Tanya jawab terkait metode pendekatan *service learning*.

   Motivasi

   Guru menjelaskan pentingnya materi yang akan dipelajari dan kompetensi yang harus dikuasi.

2. Kegiatan Inti

   Eksplorasi

   Dalam kegiatan eksplorasi, guru:

   a. bersama-sama siswa mereview kembali pengertian dan ciri kebahasaan dari *report text*.

   b. melakukan *brainstorming* kepada siswa mengenai langkah-langkah mengembangkan ide-ide pokok dalam *report text*,

   Elaborasi

   Dalam kegiatan elaborasi, guru:

   a. memberikan penjelasan mengenai langkah-langkah *project service learning* yang akan dilakukan oleh siswa untuk mengembangkan ide-ide menulis teks report.

   b. memberikan sebuah *project* teks report yang harus diselesaikan siswa dalam waktu dua minggu,

c. membagi siswa menjadi 4 kelompok atau 5 kelompok untuk menyelesaikan *project* yang diberikan yang terdiri dari 3 siswa atau 4 siswa perkelompok.

Konfirmasi

Dalam kegiatan konfirmasi:

a. guru bertanya jawab tentang hal-hal yang belum diketahui siswa,

b. guru meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

Pertemuan 2

1. Kegiatan Pendahuluan

Apersepsi

a. Tanya jawab terkait kondisi siswa.

b. Tanya jawab terkait wawasan siswa mengenai teks report.

Motivasi

Guru menjelaskan pentingnya materi yang akan dipelajari dan kompetensi yang harus dikuasi.

Eksplorasi

Dalam kegiatan eksplorasi, guru:

a. melakukan *brainstorming* kepada siswa melalui pengalaman siswa mengenai teks report,

b. bersama-sama siswa mengidentifikasi *report text*.

Elaborasi

Dalam kegiatan elaborasi, guru mendiskusikan perkembangan *project* siswa (guru membimbing siswa dalam menyusun text.

Konfirmasi

Dalam kegiatan konfirmasi:

a. guru bertanya jawab tentang hal-hal yang belum diketahui siswa,

b. guru meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

  a. menyimpulkan pelajaran secara bersama-sama,

  b. melakukan penilaian/ refleksi terhadap kegiatan yang telah dilaksanakan,

  c. memberikan umpan balik terhadap proses dan hasil pembelajaran,

  d. menanyakan kesulitan siswa selama proses belajar mengajar.

H. Sumber Belajar

Buku teks yang relevant untuk SMA Kelas XI

I. Penilaian

  a. Teknik   : Tes Tulis

  b. Bentuk   : Essay

  c. Instrument   :

Work in groups. Study the natural phenomena or another topics that suit your interests. Complete the following table. Then, report it to the class. You may report it orally but its better to use power point and add some pictures to make it attractive.

1.	Title	
2.	General Classification	
3.	Description - Parts - Features - .... -	
4.	Closing Statement (Optional)	
5.	References	

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Learning Material 4

Continue writing the report text below.

The Digestive System

The digestive system is the system of body that is processing the food. It includes the mouth, teeth, tongue, esophagus, stomach, duodenum, small and large intestines, colon, and rectum.

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Learning Material 5

Service Learning Project

The steps of writing through service learning project are explained below:

1. The students are divided into several groups consist of 3 or 4 students each group

2. The students are being a reporter directly, gather some ideas and write it into a readable and acceptable text.

3. The students may use the following questions to gather some informations if the situations such as below:

Situation 1

A leading newspaper journalist is writing an article on natural disasters in Indonesia. He wants to interview you. If you want, you can make your own questions.

- What are most common disaster in Indonesia? Can you name some?

- Do you prepare yourself before the disaster? Are there any kinds of programs for disaster crisis management?

- How are families affected by disasters? How are the problems solved afterwards?

- Does your family have a plan for what to do in the event of an earthquake?

- Do you know anyone who has lived through a disaster such as an earthquake or tsunami? How has this affected their life?

Situation 2

You are writing an information report on endangered species in Indonesia. You can ask an expert. Here is a list of sample questions; you can make your own questions if you want.

- Which are more endangered animals or plants?

- What do you think the government should do to protect endangered species?

- Can you tell us any succes stories in preserving the endangered species?

4. Write an information report on any one of the following topics. Use the generic structure of the report text you have learn before.

   a. Floods

   a. Bears and their habitats

   b. Lions

   c. Tropical forests

   d. Endangered animals of Indonesia

   e. Endangered flora of Indonesia

5. The students may choose another topics that suit with their interest.

6. Time to compose writing is limited in 2 weeks around 4 meetings. 1 week to gather informations and 1 week to write it structurally in readable and acceptable text.

7. The students allowed to meet an expert who is expert on its topics or use some resources from magazine, newspaper, book and internet.

8. The students are not allowed to copy and paste other writing.

9. Present the results in front of the class orally or by PPT. Then, the students' writing will be applied in wall magazine of the school. Therefore, to make other students can read and achieve new informations and knowledges. It can benefit the students' environment. It is the service learning's purpose.

10. Teacher will encourage the students to reflect about their project throughout the process and meet with them often to get their feedback at last 2 meetings.

RENCANA PELAKSANAAN PEMBELAJARAN 4
(RPP 4)

Sekolah : SMA N 10 Gowa

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI/ 2

Jenis Teks : Report Text

Aspek/ Skill : Writing

Alokasi Waktu : 1 Meeting (2 X 45 Menit)

A. Standar Kompetensi

6. Mengungkapkan makna dalam teks esai berbentuk *report, narrative,* dan *analytical exposition* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

6.2. Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative,* dan *analytical exposition*.

C. Indikator

Mengidentifikasi berbagai informasi dalam teks monolog berbentuk *report text*.

Karakter siswa yang diharapkan:

Disiplin (*discipline*), rasa hormat dan perhatian (*respect*), tekun (*diligence*), tanggung jawab (*responsibilty*), ketelitian (*carefulness*).

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

1. Memaparkan hasil temuan dari *project service learning* dengan baik.
2. Menuliskan *report text* dengan baik.

E. Materi Pembelajaran

Teks monolog berbentuk *report text* hasil tulisan siswa.

F. Model Pembelajaran/ Teknik

Contextual Teaching and Learning/ Service Learning

G. Langkah-Langkah Kegiatan

1. Kegiatan Pendahuluan

   Apersepsi

   a. Tanya jawab terkait kondisi siswa.

   b. Tanya jawab terkait wawasan siswa mengenai *project service learning* yang telah diberikan.

   Motivasi

   Guru menjelaskan pentingnya materi yang akan dipelajari dan kompetensi yang harus dikuasi.

2. Kegiatan Inti

   Eksplorasi

   Dalam kegiatan eksplorasi, guru:

   a. melakukan *brainstorming* kepada siswa melalui pengalaman siswa dalam *project service learning* mengenai teks report,

   c. bersama-sama siswa mengidentifikasi hasil temuan siswa.

   Elaborasi

   Dalam kegiatan elaborasi, guru:

   a. meminta siswa memaparkan proses penyelesain *project service learning* siswa secara berkelompok,

   b. bersama-sama siswa mendiskusikan hasil temuan siswa.

   Konfirmasi

   Dalam kegiatan konfirmasi:

   a. guru bertanya jawab tentang hal-hal yang belum diketahui siswa,

   b. guru meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

3. Kegiatan Penutup

   Dalam kegiatan penutup, guru:

   a. menyimpulkan pelajaran secara bersama-sama,

   b. melakukan penilaian/ refleksi terhadap kegiatan yang telah dilaksanakan,

   c. memberikan umpan balik terhadap proses dan hasil pembelajaran,

   d. menanyakan kesulitan siswa selama proses belajar mengajar,

e. menyampaikan rencana pembelajaran pada pertemuan selanjutnya.

H. Sumber Belajar

Buku teks yang relevant untuk SMA Kelas XI

I. Penilaian

a. Teknik   : Tes Tulis

b. Bentuk   : Essay

c. Instrument :

Work in groups. Study the natural phenomena or another topics that suit your interests. Complete the following table. Then, report it to the class. You may report it orally but its better to use power point and add some pictures to make it attractive.

1.	Title	
2.	General Classification	
3.	Description - Parts - Features - .... -	
4.	Closing Statement (Optional)	
5.	References	

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RENCANA PELAKSANAAN PEMBELAJARAN 5
(RPP 5)

Sekolah : SMA N 10 Gowa

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI/ 2

Jenis Teks : Report Text

Aspek/ Skill : Writing

Alokasi Waktu : 1 Meeting (2 X 45 Menit)

A. Standar Kompetensi

6. Mengungkapkan makna dalam teks esai berbentuk *report, narrative,* dan *analytical exposition* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

6.2. Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative,* dan *analytical exposition*.

C. Indikator

Mengidentifikasi berbagai informasi dalam teks monolog berbentuk *report text*.

Karakter siswa yang diharapkan:

Disiplin (*discipline*), rasa hormat dan perhatian (*respect*), tekun (*diligence*), tanggung jawab (*responsibilty*), ketelitian (*carefulness*).

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

1. Mengidentifikasi ciri kebahasaan (*present tense* dan *pronouns*) yang digunakan dalam menyusun *report text*.

2. Menuliskan teks report dengan baik berdasarkan ide-ide siswa itu sendiri.

E. Materi Pembelajaran

Teks monolog berbentuk *report text* hasil karya siswa.

F. Model Pembelajaran/ Teknik

Contextual Teaching and Learning/ Service Learning

G. Langkah-Langkah Kegiatan

1. Kegiatan Pendahuluan

   Apersepsi

   c. Tanya jawab terkait kondisi siswa.

   d. Tanya jawab terkait wawasan siswa mengenai teks report.

   Motivasi

   Guru menjelaskan pentingnya materi yang akan dipelajari dan kompetensi yang harus dikuasi.

2. Kegiatan Inti

   Eksplorasi

   Dalam kegiatan eksplorasi, guru:

   a. melakukan *brainstorming* kepada siswa melalui pengalaman siswa mengenai teks report,

   b. bersama-sama siswa mengidentifikasi *report text*.

   Elaborasi

   Dalam kegiatan elaborasi, guru:

   a. melakukan refleksi terhadap *report text* siswa dan diidentifikasi bersama-sama siswa,

   b. bersama-sama siswa mendiskusikan *generic structure* dan ciri kebahasaan (*present tense and passive voice*)

   Konfirmasi

   Dalam kegiatan konfirmasi:

   a. guru bertanya jawab tentang hal-hal yang belum diketahui siswa,

   b. guru meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

3. Kegiatan Penutup

   Dalam kegiatan penutup, guru:

   a. menyimpulkan pelajaran secara bersama-sama,

   b. melakukan penilaian/ refleksi terhadap kegiatan yang telah dilaksanakan,

   c. memberikan umpan balik terhadap proses dan hasil pembelajaran,

   d. menanyakan kesulitan siswa selama proses belajar mengajar,

e. menyampaikan rencana pembelajaran pada pertemuan selanjutnya.

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

a. menyimpulkan pelajaran secara bersama-sama,

b. melakukan penilaian/ refleksi terhadap kegiatan yang telah dilaksanakan,

c. memberikan umpan balik terhadap proses dan hasil pembelajaran,

d. menanyakan kesulitan siswa selama proses belajar mengajar.

H. Sumber Belajar

Buku teks yang relevant untuk SMA Kelas XI

I. Penilaian

a. Teknik   : Tes Tulis

b. Bentuk   : Essay

c. Instrument   : *Students' written text*

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Sekolah : SMA N 10 Gowa

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI/ 2

Jenis Teks : Report Text

Aspek/ Skill : Writing

Alokasi Waktu : 1 Meeting (2 X 45 Menit)

A. Standar Kompetensi

6. Mengungkapkan makna dalam teks esai berbentuk *report, narrative,* dan *analytical exposition* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

6.2. Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative,* dan *analytical exposition*.

C. Indikator

Mengidentifikasi berbagai informasi dalam teks monolog berbentuk *report text*.

Karakter siswa yang diharapkan:

Disiplin (*discipline*), rasa hormat dan perhatian (*respect*), tekun (*diligence*), tanggung jawab (*responsibilty*), ketelitian (*carefulness*).

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

Menulis *report text*

E. Materi Pembelajaran

Teks monolog berbentuk *report text*.

F. Model Pembelajaran/ Teknik

Contextual Teaching and Learning/ Service Learning

G. Langkah-Langkah Kegiatan

Pertemuan 1

1. Kegiatan Pendahuluan

    Apersepsi

    a. Tanya jawab terkait kondisi siswa.

    b. Tanya jawab terkait wawasan siswa mengenai teks report.

    Motivasi

    Guru menjelaskan pentingnya materi yang akan dipelajari dan kompetensi yang harus dikuasi.

2. Kegiatan Inti

    Eksplorasi

    Dalam kegiatan eksplorasi, guru:

    a. melakukan *brainstorming* kepada siswa melalui pengalaman siswa mengenai teks report,

    b. bersama-sama siswa mengidentifikasi *report text*.

    Elaborasi

    Dalam kegiatan elaborasi, guru membagi siswa secara berpasangan untuk menuliskan sebuah teks report berdasarkan apa yang telah diketahui siswa (*postest*).

    Konfirmasi

    Dalam kegiatan konfirmasi:

    a. guru bertanya jawab tentang hal-hal yang belum diketahui siswa,

    b. guru meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

3. Kegiatan Penutup

    Dalam kegiatan penutup, guru:

    a. menyimpulkan pelajaran secara bersama-sama,

    b. melakukan penilaian/ refleksi terhadap kegiatan yang telah dilaksanakan,

    c. memberikan umpan balik terhadap proses dan hasil pembelajaran,

    d. menanyakan kesulitan siswa selama proses belajar mengajar.

H. Sumber Belajar

Buku teks yang relevant untuk SMA Kelas XI

I. Penilaian

    a. Teknik   : Tes Tulis

    b. Bentuk   : Essay

    c. Instrument   : *Posttest*

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Appendix C: The result of the Students' Score in the Pre-test and Post-test

No.	Students' Code	Pre-test (X_1)		Post-test (X_2)	
		Score	Classification	Score	Classification
1.	S-01	50	Poor	65	Fair
2.	S-02	40	Poor	85	Very Good
3.	S-03	40	Poor	80	Very Good
4.	S-04	60	Fair	65	Fair
5.	S-05	55	Poor	55	Poor
6.	S-06	40	Poor	65	Fair
7.	S-07	65	Fair	70	Good
8.	S-08	30	Very Poor	75	Good
9.	S-09	35	Very Poor	55	Poor
10.	S-10	70	Good	75	Good
11.	S-11	25	Very Poor	60	Fair
12.	S-12	50	Poor	60	Fair
13.	S-13	45	Poor	75	Good
14.	S-14	30	Very Poor	75	Good
15.	S-15	30	Very Poor	70	Good
16.	S-16	45	Poor	70	Good
17.	S-17	45	Poor	65	Fair
18.	S-18	65	Fair	65	Fair
19.	S-19	55	Poor	75	Good
20.	S-20	40	Poor	55	Poor
21.	S-21	40	Poor	50	Poor

Appendix D: The Calculation of the Students' Score on Pre-test and Post-test

Students' Code	Indicator: Content					
	Pre-test (X_1)		Post-test (X_2)		$X_2 - X_1$	
	(X_1)	(X_1)^2	(X_2)	(X_2)^2	D ($X_2 - X_1$)	D ($X_2 - X_1$)^2
S-01	50	2500	75	5625	25	625
S-02	50	2500	100	10000	50	2500
S-03	50	2500	100	10000	50	2500
S-04	50	2500	75	5625	25	625
S-05	50	2500	50	2500	0	0
S-06	50	2500	75	5625	25	625
S-07	50	2500	50	2500	0	0
S-08	25	625	75	5625	50	2500
S-09	50	2500	50	2500	0	0
S-10	75	5625	100	10000	25	625
S-11	25	625	25	625	0	0
S-12	25	625	50	2500	25	625
S-13	50	2500	75	5625	25	625
S-14	25	625	75	5625	50	2500
S-15	25	625	75	5625	50	2500
S-16	50	2500	75	5625	25	625
S-17	50	2500	75	5625	50	2500
S-18	50	2500	75	5625	25	625
S-19	50	2500	75	5625	25	625
S-20	50	2500	50	2500	0	0
S-21	50	2500	75	5625	25	625
Total	**1000**	**51250**	**1475**	**111875**	**550**	**21250**

Students' Code	Indicator: Organization					
	Pre-test (X_1)		Post-test (X_2)		$X_2 - X_1$	
	(X_1)	$(X_1)^2$	(X_2)	$(X_2)^2$	D ($X_2 - X_1$)	D $(X_2 - X_1)^2$
S-01	25	625	75	5625	50	2500
S-02	25	625	100	10000	75	5625
S-03	25	625	100	10000	75	5625
S-04	50	2500	75	5625	50	2500
S-05	25	625	50	2500	25	625
S-06	25	625	50	2500	25	625
S-07	50	2500	75	5625	25	625
S-08	25	625	75	5625	50	2500
S-09	25	625	50	2500	25	625
S-10	75	5625	75	5625	0	0
S-11	25	625	50	2500	25	625
S-12	50	2500	50	2500	0	0
S-13	25	625	75	5625	50	2500
S-14	25	625	75	5625	50	2500
S-15	25	625	75	5625	50	2500
S-16	25	625	75	5625	50	2500
S-17	50	2500	75	5625	25	625
S-18	50	2500	75	5625	25	625
S-19	50	2500	75	5625	25	625
S-20	50	2500	75	5625	25	625
S-21	50	2500	50	2500	0	0
Total	**775**	**33125**	**1425**	**101875**	**725**	**34375**

Students' Code	Indicator: Language Use					
	Pre-test (X_1)		Post-test (X_2)		$X_2 - X_1$	
	(X_1)	$(X_1)^2$	(X_2)	$(X_2)^2$	D $(X_2 - X_1)$	D $(X_2 - X_1)^2$
S-01	50	2500	50	2500	0	0
S-02	25	625	75	5625	50	2500
S-03	25	625	50	2500	25	625
S-04	75	5625	75	5625	0	0
S-05	75	5625	25	625	50	2500
S-06	25	625	75	5625	50	2500
S-07	75	5625	75	5625	0	0
S-08	25	625	75	5625	50	2500
S-09	25	625	50	2500	25	625
S-10	75	5625	75	5625	0	0
S-11	25	625	75	5625	50	2500
S-12	50	2500	75	5625	25	625
S-13	50	2500	75	5625	25	625
S-14	25	625	75	5625	50	2500
S-15	25	625	75	5625	50	2500
S-16	50	2500	75	5625	25	625
S-17	50	2500	50	2500	0	0
S-18	50	2500	75	5625	25	625
S-19	50	2500	75	5625	25	625
S-20	25	625	50	2500	25	625
S-21	25	625	50	2500	25	625
Total	900	46250	1400	96250	575	23125

Students' Code	Indicator: Vocabulary					
	Pre-test (X_1)		Post-test (X_2)		$X_2 - X_1$	
	(X_1)	$(X_1)^2$	(X_2)	$(X_2)^2$	$D (X_2 - X_1)$	$D (X_2 - X_1)^2$
S-01	25	625	75	5625	50	2500
S-02	50	2500	75	5625	25	625
S-03	50	2500	75	5625	25	625
S-04	75	5625	50	2500	25	625
S-05	75	5625	50	2500	25	625
S-06	50	2500	75	5625	25	625
S-07	75	5625	75	5625	0	0
S-08	25	625	75	5625	50	2500
S-09	25	625	50	2500	25	625
S-10	75	5625	75	5625	0	0
S-11	25	625	75	5625	50	2500
S-12	50	2500	75	5625	25	625
S-13	50	2500	75	5625	25	625
S-14	50	2500	75	5625	25	625
S-15	50	2500	75	5625	25	625
S-16	50	2500	75	5625	25	625
S-17	25	625	75	5625	50	2500
S-18	75	5625	75	5625	0	0
S-19	75	5625	75	5625	0	0
S-20	50	2500	50	2500	0	0
S-21	50	2500	50	2500	0	0
Total	**1100**	**63750**	**1450**	**102500**	**475**	**16875**

Students'	Indicator: Mechanics					
Code	Pre-test (X_1)		Post-test (X_2)		$X_2 - X_1$	
	(X_1)	$(X_1)^2$	(X_2)	$(X_2)^2$	D $(X_2 - X_1)$	D $(X_2 - X_1)^2$
S-01	100	10000	50	2500	50	2500
S-02	50	2500	75	5625	25	625
S-03	50	2500	75	5625	25	625
S-04	50	2500	50	2500	0	0
S-05	50	2500	75	5625	25	2500
S-06	50	2500	50	2500	0	0
S-07	50	2500	50	2500	0	0
S-08	50	2500	50	2500	0	0
S-09	25	625	75	5625	50	2500
S-10	50	2500	50	2500	0	0
S-11	25	625	75	5625	50	2500
S-12	50	2500	75	5625	25	625
S-13	50	2500	75	5625	25	625
S-14	25	625	75	5625	50	2500
S-15	25	625	50	2500	25	625
S-16	50	2500	50	2500	0	0
S-17	50	2500	75	5625	25	625
S-18	100	10000	50	2500	50	2500
S-19	50	2500	75	5625	25	625
S-20	25	625	50	2500	25	625
S-21	25	625	25	625	0	0
Total	**1000**	**56250**	**1275**	**81875**	**475**	**18125**

Appendix E: Calculating the Students' Presentation in Pre-test and Post-test

1. Calculating the Mean Score of the Students' Presentation

Calculating the mean score of the students' presentation by using the following formula:

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

Note:

$\bar{x}$ = Mean score (Symbol for the population mean)

Σx = The sum of all score

N = Total number of the students

a. The mean score of the students' writing in the pre-test in term of content as follows:

$$\bar{x} = \frac{1000}{21}$$

$$\bar{x} = 47.62$$

While the mean score of the students' writing in term of content in the post-test is:

$$\bar{x} = \frac{1475}{21}$$

$$\bar{x} = 70.24$$

b. The mean score of the students' writing in the pre-test in term of organization as follows:

$$\bar{x} = \frac{775}{21}$$

$$\bar{x} = 36.90$$

While the mean score of the students' writing in term of organization in the post-test is:

$$\bar{x} = \frac{1425}{21}$$

$$\bar{x} = 67.86$$

c. The mean score of the students' writing in the pre-test in term of language use as follows:

$$\bar{x} = \frac{900}{21}$$

$$\bar{x} = 42.86$$

While the mean score of the students' writing in term of language use in the post-test is:

$$\bar{x} = \frac{1400}{21}$$

$$\bar{x} = 66.67$$

d. The mean score of the students' writing in the pre-test in term of vocabulary as follows:

$$\bar{x} = \frac{1100}{21}$$

$$\bar{x} = 52.38$$

While the mean score of the students' writing in term of vocabulary in the post-test is:

$$\bar{x} = \frac{1450}{21}$$

$$\bar{x} = 69.05$$

e. The mean score of the students' writing in the pre-test in term of mechanics as follows:

$$\bar{x} = \frac{1000}{21}$$

$$\bar{x} = 47.62$$

While the mean score of the students' writing in term of mechanics in the post-test is:

$$\bar{x} = \frac{1275}{21}$$

$$\bar{x} = 60.71$$

2. The Improvement of the Students in Writing

a. The improvement of the students' writing in term of content as follows:

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

$$P = \frac{70.24 - 47.62}{47.62} \times 100\%$$

$$P = \frac{22.62}{47.62} \times 100\%$$

The students' improvement = 47.50 %

b. The improvement of the students' writing in term of organization as follows:

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

$$P = \frac{67.86 - 36.90}{36.90} \times 100\%$$

$$P = \frac{30.96}{36.90} \times 100\%$$

The students' improvement = 83.90 %

c. The improvement of the students' writing in term of language use as follows:

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

$$P = \frac{66.67 - 42.86}{42.86} \times 100\%$$

$$P = \frac{23.81}{42.86} \times 100\ \%$$

The students' improvement = 55.55 %

d. The improvement of the students' writing in term of vocabulary as follows:

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

$$P = \frac{69.05 - 52.38}{52.38} \times 100\ \%$$

$$P = \frac{16.67}{52.38} \times 100\ \%$$

The students' improvement = 31.83%

e. The improvement of the students' writing in term of mechanics as follows:

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

$$P = \frac{60.71 - 47.62}{47.62} \times 100\ \%$$

$$P = \frac{13.09}{47.62} \times 100\ \%$$

The students' improvement = 27.49 %

3. Test of Significant Different between Pre-test and Post-test:

a. Test of significant different between pre-test and post-test in term of content as follows:

Note:

$\Sigma D = 550$

$\Sigma D^2 = 21250$

N $= 21$

$$\overline{D} = \frac{\Sigma D}{N} = \frac{550}{21} = 26.19$$

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

$$t = \frac{26.19}{\sqrt{\frac{21250 - \frac{(550)^2}{21}}{21(21-1)}}}$$

$$t = \frac{26.19}{\sqrt{\frac{21250 - \frac{302500}{21}}{21(20)}}}$$

$$t = \frac{26.19}{\sqrt{\frac{21250 - 14404}{420}}}$$

$$t = \frac{26.19}{\sqrt{\frac{6846}{420}}}$$

$$t = \frac{26.19}{\sqrt{16.3}}$$

$$t = \frac{26.19}{4.01} \qquad t = 6.53$$

b. Test of significant different between pre-test and post-test in term of organization as follows:

Note:

$\Sigma D = 725$

$\Sigma D^2 = 34375$

$N = 21$

$\overline{D} = \frac{\Sigma D}{N} = \frac{725}{21} = 34.52$

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

$$t = \frac{34.52}{\sqrt{\frac{34375 - \frac{(725)^2}{21}}{21(21-1)}}}$$

$$t = \frac{34.52}{\sqrt{\frac{34375 - \frac{525625}{21}}{21(20)}}}$$

$$t = \frac{34.52}{\sqrt{\frac{34375 - 25029}{420}}}$$

$$t = \frac{34.52}{\sqrt{\frac{9346}{420}}}$$

$$t = \frac{34.52}{\sqrt{22.25}}$$

$$t = \frac{34.52}{4.71}$$

$$t = 7.33$$

c. Test of significant different between pre-test and post-test in term of language use as follows:

Note:

$\Sigma D = 575$

$\Sigma D^2 = 23125$

$N = 21$

$\overline{D} = \frac{\Sigma D}{N} = \frac{575}{21} = 27.38$

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

$$t = \frac{27.38}{\sqrt{\dfrac{23125 - \dfrac{(575)^2}{21}}{21(21-1)}}}$$

$$t = \frac{27.38}{\sqrt{\dfrac{23125 - \dfrac{330625}{21}}{21(20)}}}$$

$$t = \frac{27.38}{\sqrt{\dfrac{21250 - 15744}{420}}}$$

$$t = \frac{27.38}{\sqrt{\dfrac{7381}{420}}}$$

$$t = \frac{27.38}{\sqrt{17.57}}$$

$$t = \frac{27.38}{4.19}$$

$$t = 6.53$$

d. Test of significant different between pre-test and post-test in term of vocabulary as follows:

Note:

$\Sigma D = 475$

$\Sigma D^2 = 16875$

$N = 21$

$\overline{D} = \dfrac{\Sigma D}{N} = \dfrac{475}{21} = 22.62$

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

$$t = \frac{22.62}{\sqrt{\dfrac{16875 - \dfrac{(475)^2}{21}}{21(21-1)}}}$$

$$t = \frac{22.62}{\sqrt{\dfrac{16875 - \dfrac{225625}{21}}{21(20)}}}$$

$$t = \frac{22.62}{\sqrt{\dfrac{16875 - 10744}{420}}}$$

$$t = \frac{22.62}{\sqrt{\dfrac{6131}{420}}}$$

$$t = \frac{22.62}{\sqrt{14.60}}$$

$$t = \frac{22.62}{3.82}$$

$$t = 5.92$$

e. Test of significant different between pre-test and post-test in term of mechanics as follows:

Note:

$\Sigma D = 475$

$\Sigma D^2 = 18125$

$N = 21$

$\overline{D} = \dfrac{\Sigma D}{N} = \dfrac{475}{21} = 22.62$

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

$$t = \frac{22.62}{\sqrt{\frac{18125 - \frac{(475)^2}{21}}{21(21-1)}}}$$

$$t = \frac{22.62}{\sqrt{\frac{18125 - \frac{225625}{21}}{21(20)}}}$$

$$t = \frac{22.62}{\sqrt{\frac{18125 - 10744}{420}}}$$

$$t = \frac{22.62}{\sqrt{\frac{73.81}{420}}}$$

$$t = \frac{22.62}{\sqrt{17.57}}$$

$$t = \frac{22.62}{4.19}$$

$$t = 5.40$$

4. The Percentage of the Students' Writing in Pre-test and Post-test

a. The Percentage of the Students' Writing in Pre-test

1) Content

$$\frac{\%}{N} \times 100 = \frac{2}{21} \times 100 = 9.52 \ \% \ \textit{Good}$$

$$\frac{\%}{N} \times 100 = \frac{15}{21} \times 100 = 71.43 \ \% \ \textit{Fair}$$

$$\frac{\%}{N} \times 100 = \frac{4}{21} \times 100 = 19.05\,\% \; \textit{Very Poor}$$

2) Organization

$$\frac{\%}{N} \times 100 = \frac{1}{21} \times 100 = 4.76\,\% \; \textit{Good}$$

$$\frac{\%}{N} \times 100 = \frac{8}{21} \times 100 = 38.10\,\% \; \textit{Fair}$$

$$\frac{\%}{N} \times 100 = \frac{4}{21} \times 100 = 57.14\,\% \; \textit{Very Poor}$$

3) Language Use

$$\frac{\%}{N} \times 100 = \frac{4}{21} \times 100 = 19.05\,\% \; \textit{Good}$$

$$\frac{\%}{N} \times 100 = \frac{7}{21} \times 100 = 33.33\,\% \; \textit{Fair}$$

$$\frac{\%}{N} \times 100 = \frac{10}{21} \times 100 = 47.62\,\% \; \textit{Very Poor}$$

4) Vocabulary

$$\frac{\%}{N} \times 100 = \frac{6}{21} \times 100 = 28.57\,\% \; \textit{Good}$$

$$\frac{\%}{N} \times 100 = \frac{11}{21} \times 100 = 52.38\,\% \; \textit{Fair}$$

$$\frac{\%}{N} \times 100 = \frac{4}{21} \times 100 = 19.05\,\% \; \textit{Very Poor}$$

5) Mechanics

$$\frac{\%}{N} \times 100 = \frac{2}{21} \times 100 = 9.52\,\% \; \textit{Very Good}$$

$$\frac{\%}{N} \times 100 = \frac{13}{21} \times 100 = 61.91\,\% \; \textit{Fair}$$

$$\frac{\%}{N} \times 100 = \frac{6}{21} \times 100 = 28.57\,\% \; \textit{Very Poor}$$

b. The Percentage of the Students' Writing in Post-test

   1) Content

$$\frac{\%}{N} \times 100 = \frac{3}{21} \times 100 = 14.29 \% \ Very\ Good$$

$$\frac{\%}{N} \times 100 = \frac{13}{21} \times 100 = 61.90 \% \ Good$$

$$\frac{\%}{N} \times 100 = \frac{3}{21} \times 100 = 14.29 \% \ Fair$$

$$\frac{\%}{N} \times 100 = \frac{2}{21} \times 100 = 9.52 \% \ Very\ Poor$$

   2) Organization

$$\frac{\%}{N} \times 100 = \frac{2}{21} \times 100 = 9.52 \% \ Very\ Good$$

$$\frac{\%}{N} \times 100 = \frac{11}{21} \times 100 = 52.38 \% \ Good$$

$$\frac{\%}{N} \times 100 = \frac{8}{21} \times 100 = 38.10 \% \ Fair$$

   3) Language Use

$$\frac{\%}{N} \times 100 = \frac{14}{21} \times 100 = 66.67 \% \ Good$$

$$\frac{\%}{N} \times 100 = \frac{7}{21} \times 100 = 33.33 \% \ Fair$$

   4) Vocabulary

$$\frac{\%}{N} \times 100 = \frac{16}{21} \times 100 = 76.19 \% \ Good$$

$$\frac{\%}{N} \times 100 = \frac{5}{21} \times 100 = 23.81 \% \ Fair$$

5) Mechanics

$$\frac{\%}{N} \times 100 = \frac{10}{21} \times 100 = 47.62\ \%\ Good$$

$$\frac{\%}{N} \times 100 = \frac{10}{21} \times 100 = 47.62\ \%\ Fair$$

$$\frac{\%}{N} \times 100 = \frac{1}{21} \times 100 = 4.76\ \%\ Very\ Poor$$

Appendix F: Distribution of t-table

Critical value of t-table

Level of significance for one-tailed test

Df	α (level of significance) (*one-tailed test*)					
	0.25	**0.10**	**0.05**	**0.025**	**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	2.776	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	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.547
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.989
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	**1.725**	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
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	2.7798
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

(Sugiyono, 2014:332)

Df = N-1

Df = 21-1

Df = 20 $\longrightarrow$ t-table for (**α**) = **0.05** = **1.725**

Appendix G: Attendance List of Second Grade XI IPS 1 at SMA Negeri 10 Gowa

No.	Name	Pre-test	Treatment						Post-test
		1	2	3	4	5	6	7	8
1.	Ahmad Ridzky Fatwa	√	√	√	√	√	√	√	√
2.	Andi Azkhari Fadli A.	√	√	√	√	√	√	√	√
3.	Asriani	√	√	√	√	√	√	√	√
4.	Aswan	√	√	√	√	√	√	√	√
5.	Febrianti	√	√	√	√	√	√	√	√
6.	Firdhawati K	√	√	√	√	√	√	√	√
7.	Muh. Alwi Shihab	√	√	√	√	√	√	√	√
8.	Muh. Rifky Maulana	√	√	√	√	√	√	√	√
9.	Muh. Yusril Nuryunus	√	√	√	√	√	√	√	√
10.	Muh. Ahsan	√	√	√	√	√	√	√	√
11.	Muh. Alif Fatahillah	√	√	√	√	√	√	√	√
12.	Muh. Nurwahyudi A.	√	√	√	√	√	√	√	√
13.	Muh. Rezka Anwar	√	√	√	√	√	√	√	√
14.	Muhammad Arif	√	√	√	√	√	√	√	√
15.	Muliati	√	√	√	√	√	√	√	√
16.	Nur Alika	√	√	√	√	√	√	√	√
17.	Nur Azizah	√	√	√	√	√	√	√	√
18.	Nurdzakiyah Dwi	√	√	√	√	√	√	√	√
19.	Nurul Hikma	√	√	√	√	√	√	√	√
20.	Sindi Nuraisha	√	√	√	√	√	√	√	√
21.	Al-Qadri Ramadhan	√	√	√	√	√	√	√	√

Appendix H: The Students' Writing in Pre-test and Post-test

Pre-test

Name : MUHAMMAD ARIF

Class : XI IIS 1

Index :

Write a report text individually with topics:

1. Natural Phenomena

2. Human Phenomena

3. Animal Phenomena

Write as much as you can, and pay attention to the rule of writing. Do it in 90 minutes.

- HUMAN PHENOMENA

HUMAN

HUMANS HAVE MEMBERS OF THE BODY CONSISTING OF THE HEAD, HANDS, NECK, FEET, EYES, EARS, ETC.

Name : Muhammad Arif

Class : XI IIS I

Write a report text individually with topics:

1. Natural Phenomena

2. Human Phenomena

3. Animal Phenomena

Write as much as you can, and pay attention to the rule of writing. Do it in 90 minutes.

Bats

Bat is flying animals that are still alive in this world. The population of bat is still many and spread out in every sites of this world. Bat has two kinds of colour, they are white and black.

Bat only appears in the night, and especially in the morning and afternoon. Bat stays at its home. Their home is usually in the cave or tree such as banana and coconut tree. Because bat always eats the fruits. Beside that, bat also likes blood as always shown in the "Batman" movie.

Appendix I: Documentation

Picture 1: The researcher conducted pre-test

Picture 2: The researcher explained about report text and the way we conducted service learning approach

Picture 3: The researcher divided the students in to group and the students discussed the topic that they wanted to write

Picture 4: The researcher helped the students to discuss about the learning material

Picture 5: One of the students presented their writing

Picture 6: The researcher conducted post-test

Picture 7: The researcher and the students of XI IPS 1 SMA Negeri 10 Gowa

Appendix J: Persuratan

بسم الله الرحمن الرحيم

Nomor	: 0085/FKIP/SKR/A.II/III/1439/2018
Lampiran	: 1 Rangkap Proposal
Hal	: **Pengantar LP3M**

Kepada Yang Terhormat
Kepala LP3M Unismuh Makassar
Di –
    Makassar

السلام عليكم ورحمة الله وبركاته

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa Mahasiswa yang tersebut namanya di bawah ini:

Nama	:	**Utiskah**
N I M	:	10535 5544 13
Jurusan	:	Pendidikan Bahasa Inggris
Alamat	:	Jl. Borong Raya No. 73 A
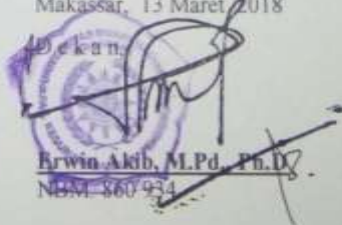
Adalah yang bersangkutan akan mengadakan penelitian dalam penyelesaian Skripsi.

Dengan Judul : **The Effectiveness of Using Service Learning Approach in Contextual Teaching and Learning to Teach Writing at Eleventh Grade of SMA Negeri 10 Gowa**

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

والسلام عليكم ورحمة الله وبركاته

Makassar, 13 Maret 2018
Dekan,

Erwin Akib, M.Pd., Ph.D
NBM 860 934

UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp. 866972 Fax (04) 1 863789 Makassar 90221 E-mail: lp3musimuh@plasa.com

بسم الله الرحمن الرحيم

Nomor	: 86/Izm-5/C.4-VIII/III/37/2018	28 Jumadil akhir 1439 H
Lamp	: 1 (satu) Rangkap Proposal	16 March 2018 M
Hal	: Permohonan Izin Penelitian	

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel
di –

  Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 0085/FKIP/A.1.II/III/1439/2018 tanggal 13 Maret 2018, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama	:	UTISKAH
No. Stambuk	:	10535 5544 13
Fakultas	:	Fakultas Keguruan dan Ilmu Pendidikan
Jurusan	:	Pendidikan Bahasa Inggris
Pekerjaan	:	Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Effectiveness of Using Service Learning Approach in Contextual Teaching and Learning to Teach Writing at Eleventh Grade of SMA Negeri 10 Gowa"

Yang akan dilaksanakan dari tanggal 18 Maret 2018 s/d 18 Mei 2018.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr.Ir. Abubakar Idhan,MP.
NBM 101 7716

03-18

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 2781/S.01/PTSP/2018
Lampiran : -
Perihal : Izin Penelitian

KepadaYth.
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 86/Izn-5/C.4-VIII/III/37/2018 tanggal 16 Maret 2018 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : UTISKAH
Nomor Pokok : 10535 5544 13
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Slt Alauddin No. 259 Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" THE EFFECTIVENESS OF USING SERVICE LEARNING APPROACH IN CONTEXTUAL TEACHING AND LEARNING TO TEACH WRITING AT ELEVENTH GRADE OF SMA NEGERI 10 GOWA "

Yang akan dilaksanakan dari : Tgl. *19 Maret s/d 18 Mei 2018*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 19 Maret 2018

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

A. M. YAMIN. SE.. MS.
Pangkat : Pembina Utama Madya
Nip : 19610513 199002 1 002

Tembusan Yth:
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. Pertinggal

SIMAP PTSP 19-03-2018

Makassar, 22 Maret 2018

Nomor   : 070/ 284 /-FAS.3/DISDIK

Lampiran   : -

Perihal   : Izin Penelitian

Kepada

Yth. Kepala Sekolah

SMAN 10 Gowa;

di

     Tempat

Dengan hormat, Berdasarkan surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Prov. Sulsel Nomor **2781/S.01/PTSP/2018** tanggal **19 Maret 2018** perihal Izin Penelitian, oleh Peneliti tersebut di bawah ini :

Nama   : UTISKAH

Nomor Pokok   : 10535 5544 13

Program Studi   : Pend. Bahasa Inggris

Pekerjaan/Lembaga : Mahasiswa (S1)

Alamat   : Jl. Slt Alauddin No. 259 Makassar

Yang bersangkutan bermaksud untuk melakukan penelitian dengan judul :

"THE EFFECTIVENESS OF USING SERVICE LEARNING APPROACH IN CONTEXTUAL TEACHING AND LEARNING TO TEACH WRITING AT ELEVENTH GRADE OF SMA NEGERI 10 GOWA "

Waktu Pelaksanaan : **19 Maret s/d 18 Mei 2018**

Pada prinsipnya kami menerima dan menyetujui kegiatan tersebut, sepanjang tidak bertentangan dengan ketentuan dan perundang-undangan yang berlaku.

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

a.n KEPALA DINAS PENDIDIKAN

KEPALA BIDANG FASILITASI PAUD,

DIKDAS, DIKMAS DAN DIKTI

Drs. AHMAD FARUMBIAN, M.Pd

Pangkat: Pembina Tk. I

NIP   : 19600829 198710 1 002

Tembusan :

1. Kepala Dinas Pendidikan Provinsi Sulawesi Selatan (sebagai laporan);
2. Kepala UPT Pendidikan Wilayah Kab Gowa;
3. Pertinggal

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor :   070/ /55-UPT SMAN.10/GOWA /DISIDIK

Yang bertandatangan di bawah ini :

Nama	: **Murtala, S.Pd, M.Si**
NIP	: 19630715 198803 1 023
Pangkat/Golongan	: Pembina Tk I, IV/b
Jabatan	: Kepala UPT SMAN 10 Gowa
Unit Organisasi	: SMA Negeri 10 Gowa

Menerangkan bahwa:

Nama	: **UTISKAH**
NIM	: 10535554413
Program Studi	: Pendidikan Bahasa Inggris
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswa

Telah melaksanakan kegiatan penelitian di sekolah kami, dengan judul penelitian "**The Effectiveness of Using Service Learning Approach in Contextual Teaching and Learning to Teach Writing at Eleventh Grade of SMA Negeri 10 Gowa**" terhitung sejak Tanggal 18 Maret s.d 07 Mei 2018.

Demikian keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Gowa, 7... Mei 2018
Kepala UPT Satuan Pendidikan
SMA Negeri 10 Gowa

Murtala, S.Pd, M.Si
NIP. 19630715 198803 1 023

CURRICULUM VITAE

UTISKAH was born in Ladongi Pinanggosi, on October 28, 1995. She has one brother and one sister. Her father is Ummas and her mother is Kurnia. She graduated her elementary school in 2007 at SDN 052 Inpres Galeso. She continued her study at SMP Negeri 07 Wonomulyo and graduated in 2010. Her senior high school was at SMA Negeri 01 Wonomulyo and graduated in 2013. At the same year she was accepted as English Department student of Faculty Teacher Training and Education in Makassar Muhammadiyah University. At the end of her study, she could finish her thesis in 2018 entitled *The Effectiveness of Using Service Learning Approach in Contextual Teaching and Learning to Teach Writing at the Eleventh Grade of SMA Negeri 10 Gowa (A Pre-Experimental Research).*