

**THEMATIC PROGRESSION IN MALE AND FEMALE STUDENTS ESSAY IN
WRITING ACHIEVEMENT (AN EXPERIMENTAL RESEARCH TO
THE THIRD GRADE STUDENTS AT SMP DARUL FALLAAH
UNISMUH MAKASSAR IN BISSOLORO GOWA REGENCY)**



A THESIS

*Submitted to the Faculty of Teachers Training and Education Makassar
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of Sarjana Pendidikan*

**BY
SAYANI
10535579514**

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : Thematic Progression in Male and Female Students
 in Writing Achievement (An Experimental Research
 Third Grade Students at SMP Darul Fallaah
 Makassar in Bissolero Gowa Regency)

Name : SAYANI
 Reg. Number : 10535579514
 Programmer : English Education Department Strata 1 (S1)
 Faculty : Teacher Training and Education

Makassar, Febr

Approved by

Consultant I

Consultant II

Dr. Eny Syatriana, S.Pd., M.Pd.

Maharida, S.Pd.

Dean of FKIP
 Makassar Muhammadiyah University

Head of English
 Education Department





**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

LEMBAR PENGESAHAN

Skripsi atas nama SAYANI, NIM 10535 5795 14 diterima dan disahkan sebagai skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Tahun 1440 H/2019 M, tanggal 22 Jumadil Awal 1440 H/28 Januari 2019 M, syarat guna memperoleh gelar Sarjana Pendidikan pada Jurusan Pendidikan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar tanggal 01 Februari 2019.

26 Jum
Makassar, 01 Feb

Panitia Ujian :

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. (...)
2. Ketua : Erwin Akib, M.Pd., Ph.D. (...)
3. Sekretaris : Dr. Baharullah, M.Pd. (...)
4. Dosen Penguji :
 1. Dr. Eny Syatriana, S.Pd., M.Pd. (...)
 2. Amar Ma'ruf, S.Pd., M.Hum., Ph.D. (...)
 3. Muh. Astrianto Setiadi, S.Pd., M.Pd. (...)
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Saya yang bertandatangan di bawah ini:

Nama : **Sayani**
NIM : 10535579514
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : **Thematic Progression in Male and Female Students Essay
in Writing Achievement (An Experimental Research to
The Third Grade Students at SMP Darul Fallah
Unismuh Makassar in Bissoloro)**

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Makassar, Desember 2018

Yang Membuat Perjanjian

Sayani
10535579514



SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **Sayani**

NIM : 10535579514

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **Thematic Progression in Male and Female Students Essay in Writing Achievement (An Experimental Research to The Third Grade Students at SMP Darul Fallaah Unismuh Makassar in Bissoloro)**

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MOTTO

" Hai orang - Orang yang beriman, jadikanlah sabar dalam sholatmu sebagai penolongmu, sesungguhnya ALLAH beserta orang - orang yang sabar " (Al- Baqarah : 153).

" No problem is solved as long as there is no can with a commitment to get it done" ...

" - Departure with confidence ...

- Walking with full sincerity. . .

- Istiqomah in facing trial...

** SURE, SINCERE, Istiqomah**

ABSTRACT

SAYANI, 2019. *“Thematic Progression in Male and Female Students’ Essay in Writing Achievement at SMP Darul Fallaah Unismuh Makassar in Bissoloro (Pre-Experimental Research)”* Skripsi of English Education at Faculty Teacher Training and Education of Muhammdiyah University of Makassar, 2019. Guided by Eny Syatriana and Maharida.

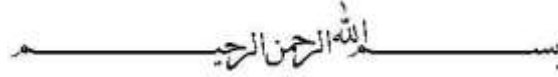
This research aimed at the finding out students learning achievement in writing text. This research employed pre-experimental research which was conducted in pre-test and post-test. The population of this research was taken at the third grade students of SMP Darul Fallaah Unismuh Makassar in Bissoloro which the consisted of 42 students from 2 classes. The researcher took one class as the sample a number of subject were 30 students.

The research findings show that student development in writing achievement. That is evidenced by the pre-test average score of 4.70 has increased is 8.41 in the post-test

It can be concluded that thematic development is one of the strategies that are effective in increasing students 'achievement in writing texts in third grade students' in SMP Darul Fallaah Unismuh Makassar in Bissoloro.

Keywords : Thematic Progression, Writing Achievement

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The Researcher

SAYANI
NIM: 10535579514

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CHAPTER I

INTRODUCTION

A. Background

English is very important to learn, because it is an international language. Therefore, it has a very crucial role in the world communication. People tend to use it to communicate to another when communicating with other nations, such as: when doing transaction (order or request), looking for a job, or going a board. In general, communication can be dividing into two forms, oral and in writing. In Indonesia there are not many students are interest to develop their skill in communicating English. This case occurs everywhere. It means that the educational institution has the problem about it. To create the comfortable atmosphere in the class, a teacher needs some techniques in order that the students enjoy learning English. Teacher also has to give students motivation in order that they can be interest to study English.

Writing is one of communication modes that enable people to communicate with other people without limitation of time or distance. Through writing, one can communicate with other people within distant areas, even he/she can communicate with dead people. However, it is less frequently used than speech as human's daily activities force them to speak more than to write. Asking the driver to drop us in some places, asking the seller to lower

the price, and asking direction from someone are some examples of daily activities that must be conducted through speaking.

Writing is generally recognized as a difficult task for language learners, especially foreign language learners. They have difficulties in translating their native language to the target language, in producing ideas, and organizing them systematically. Maintaining the cohesion in their writing is the main problem faced by the students when they are asked to write. In fact, cohesion is extremely needed when writing something; it is also the key term that distinguish writing from speaking. In speaking, the speaker does not have to keep cohesion in their speech, as he/she is allowed to have more than one topic to be discussed within a single conversation.

As it is obviously seen, nowadays many foreign language teachers, whenever they give correction for their students' writing, still focus on the learner's errors that occur in the clause level, such as incorrect use of tenses, misuse of pronoun and conjunction, and so forth. As a matter of fact, it is not as essential as the students' errors found in the discourse level; that is, lack of cohesion of writing. One of the ways that can be used to give correction or feedback to the students' writing is by analyzing the thematic progression in their writing. Thematic progression can be seen from the pattern of theme and rheme used in their writing. Different patterns of thematic progression are used in different text types. Exposition is one of the text types that agrees with

one of the patterns of thematic progression. This article is focused on the application of applying the patterns of thematic progression as the way to improve cohesion of the students' exposition writing.

Generally, almost all of the students' have high motivation in learning English, including the students of SMP Darul Fallaah Unismuh Makassar in Bissoloro, especially of the third year students (academic year 2018/2019), because this school is considered as one of the most favorite schools in Bissoloro. Therefore, the researcher would like to conduct a research at this school, especially in writing achievement. The research is then entitled "Thematic Progression in Male and Female Students Essay in Writing Achievement at the Third Grade Students of SMP Darul Fallaah Unismuh Makassar in Bissoloro".

B. Problem Statement

By looking the background, the writer formulated the problem statement as follows:

“ How is the students in male and female students at the Third Grade of SMP Darul Fallaah Unismuh Makassar in Bissoloro Gowa?”

C. Objective of the Research

Based on the problem statement previewed, the objectives of the research is:

“To find out the thematic progression of male and female students are different at students of SMP Darul Fallaah Unismuh Makassar in Bissoloro Gowa.”

D. The Significance of the Study

The findings of this study are expected to be useful information and positive contributions for English teachers, English students and those concerned with the process of language learning. This research gives teachers new methods to encourage students to write accurately and fluently. The results of this study are expected to suggest teachers to give special attention to the needs of students in the learning process such as a good atmosphere in the classroom, good materials and good methods. It is also hoped that the results of this study would be a useful reference for English teachers in teaching writing.

E. The Scope of The Research

The research is limit to find out the thematic progression in Male and Female students essay in writing achievement SMP Darul Fallaah Unismuh Makassar in Bissoloro. The research is restricted to the male and female students' thematic progression and the essay writing Achievement of Male and Female students especially on thematic progression in writing achievement.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

For more clarification, particularly in comparing between male and female in their attitude, behavior and their intelligence, there are some related studies or findings that probably support this research. Those are related to the sex different. There are some findings stated that:

Maubach and Morgan (2001) state that male students have high score in exact, science, while female students in linguistics. Furthermore they state that male students are active in learning natural sciences, mathematic and the other scientific subject, they also like to pay attention to be punished and to be asked by the teacher compared to female students.

Bugell and Bram (1996) assert that female students are strong enough to memorize or remember social information such as conversation, information between individual or social interaction. Female students are easier to learn literature and the other social science; meanwhile male students are easier to describe the complex problem such as mathematics, physics and the other natural sciences.

Collaghan (2001) states that female class had higher achievement compare the male class. There are factors that cause the difference of English achievement

among them. One of these are the female students have high concentration and interest.

As for the relationship between gender differences and learning styles, some interesting gender differences in learning can be found. Siebert and Gerl (1975) stated, found in an investigation about participants in adult education classes, that women prefer to continue learning in organized classes, whereas men would rather go without if they can continue with self-organized learning. This could be important when we will look at the interest in participating in virtual seminars.

Jufrianto (2002) in this research found that female and male are different in rhetoric writing elements. Men are more creative, more accurate, more specific, more concrete, more clear, harder and bare, more vary and more well sounding than women.

Sriwiduri (2003) in her research found that there is no significant difference between English Literature students and English education students essay in writing achievement.

Based on the above research studies, it can be concluded that male and female students have some differences in linguistic, learning style and writing. So it can be influenced on writing achievement.

Although the difference in language between men and women has been widely discussed, most of the literature on the subject concentrates on two main theories. The first is the dominance approach (supported by Lakoff 1975; Fishman 1983), which claims that the difference in language between men and

women is a consequence of male dominance and female subordination. In this view, women are a suppressed minority group. Supporters of the difference approach (Coates 1986; Tannen 1990) on the other hand, believe that men and women belong to different subcultures and that any linguistic differences can be attributed to cultural differences. During the last few decades, rigid role patterns have changed and as a result gender notions have changed as well. Men and women are increasingly becoming each others equals in areas of education and profession. This implies that, in Western society anyway, the concept of masculinity no longer exclusively brings to mind the image of tough guys who work all day and leave the upbringing of their children to their wives; it can now also be associated with men who take care of children and do domestic chores. Men are encouraged to open up and share their feelings, whereas this was quite unusual in the times of rigid role patterns. Women can now work in almost every profession they aspire to, and they can continue to work after having children without being regarded as bad mothers. As language helps people to create their identity and their gender, it makes sense to assume that when peoples ideas of masculinity and femininity change, their language changes as well. My hypothesis is that the language of men and women is becoming more similar as a result of changing gender notions.

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each other's equals in areas of education and profession. This implies that, in Western society anyway, the concept of masculinity no longer exclusively brings to mind the image of tough guys who work all day and leave the upbringing of their children to their wives; it can now also be associated with men who take care of children and do domestic chores. Men are encouraged to open up and share their feelings, whereas this was quite unusual in the times of rigid role patterns. Women can now work in almost every profession they aspire to, and they can continue to work after having children without being regarded as bad mothers. As language helps people to create their identity and their gender, it makes sense to assume that when people's ideas of masculinity and femininity change, their language changes as well. My hypothesis is that the language of men and women is becoming more similar as a result of changing gender notions.

Until recently, the language of men and that of women were perceived as being very different from each other. Specifically, male use of language was considered the norm and women's language was deviant from that norm, thus being regarded as inferior to that of men. Following this belief, it has been claimed that there is a typical female language. According to Lakoff (1975) this style is marked by the use of certain linguistic features such as hedging devices, tag questions, intensifiers and qualifiers, so-called trivial lexis, empty adjectives and rising intonation on declaratives. The link between these markers is their alleged common function in communication: they weaken or mitigate the force of

an utterance. Lakoffs characterisation of language suits the rigid role patterns that existed decades ago. More recent research has shown, however, that women's language is not as weak and tentative as Lakoff suggested. O Barr and Atkins (in Coates 1998) have shown in their study of language used in American courts that the mainly female characteristics of language as described by Lakoff were in fact not characteristic of female language. They suggest that this use of language should not be called female language but powerless language as it is characteristic of people in powerless positions (either because of their relatively low social status or because of lack in experience in the courtroom). They suggest that this use of language by female speakers is a reflection of American society, in which women often have subordinate positions. Likewise, Harris (1984) argues that peoples use of tag questions does not express uncertainty or a request for confirmation as was commonly assumed, but that it actually reflects a very powerful act in that questions demand answers. From this point of view, women are not tentative and insecure but authoritative and powerful.

Although in my opinion men and women are equal and should not be looked upon as coming from different subcultures as is claimed by supporters of the difference approach, I do think that there is a difference in the way language is used by men and women. In my opinion this is due to the way boys and girls are raised linguistically. However, as gender notions change, the traditional upbringing of children may also change. In order to test this hypothesis, I have taken the use of hedging devices by men and women as a case study. Hedging

devices are semantically empty phrases like *I think* or *you know*. Holmes (1996) claims that they may express that the speaker is not committed to what s/he is saying and that they can be used to soften or mitigate utterances in order not to hurt the addressees feelings. As hedging devices have often been considered a characteristic of female language mainly, e.g. by Lakoff (1975) and Fishman (1983), it is my aim to find out whether even today hedges are still mainly a characteristic of female language and whether men use fewer or different hedges. If the language of men and women is becoming more similar, as the changing gender notions might lead us to expect, it could be possible that men and women are becoming more alike in their use of hedging devices. This would mean that the difference between powerful and powerless language as described by O Barr and Atkins is diminishing.

In order to test this hypothesis, I recorded six of the BBC Five Ruscoe on Five programmes which were broadcast on weekdays between 2 and 4 p.m. in the period of December 1997 to April 1998. Ruscoe on Five was a programme in which Sybil Ruscoe, the programme's host, discussed news items and social issues with people who were invited to the studio and listeners who called in to give their opinion on a subject. In my analysis of these programmes I looked in particular at the use of hedges by men and women. In addition, I took a number of quotations from the programmes and asked native speakers of British English, men and women alike from different generations, born in the 50s or 60s and in the

70s or early 80s, to look at the quotations and indicate whether they thought a man or a woman was being quoted. The purpose of this survey was to find out whether these two generations have different perceptions of typically male and typically female language.

B. Some Pertinent Ideas

1. Gender

a. Terminology of Gender

Gender studies emerge nowadays, thus there are many terms can be used to classify the sexes differences or gender differences. Talbot (1999:11) stated that gender refers to the social construction of female and male identity. It can be defined as more than biological differences between men and women. It includes the ways in which those differences, whether real or perceived, have been valued, used and relied upon to classify women and men and to assign roles and expectations to them.

Furthermore, Wijk and Francis (2009) assert that gender is a socially constructed definition of women and men. It is not the same as sex (biological characteristics of women and men) and it is not the same as women. Gender is determined by the conception of tasks, functions and roles attributed to women and men in society and in public and private life.

Based on the definitions of gender previous, the write can conclude that gender refers to the social attributes and opportunities associated with

being male and female and the relationship between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationship are socially constructed and are learned through socialization processes.

b. Male and Female

Based on the terminology of gender above, the writer is going to be definition of male and female. Neufeldt, in the Webster's New World College Dictionary, defines male and female as the following:

- a. Male is belonging to the sex, which produces sperm, fertilizes the female, and begets young; pertaining to or characteristic of this sex; masculine. (Neufeldt, 1996: 576)
- b. Female is belonging to the sex, which give birth to young or produces eggs (Neufeldt, 1996: 359)

In this article, I will focus on differences and similarities observed in the dialect speech of male and female informants. The analysis is based on interviews with 38 speakers from 26 localities in Cambridgeshire. However, I shall first present a short overview on findings in studies discussing male and female language.

One of the first linguists to give his opinion on male and female language was Jespersen, in his *Language: Its Nature, Development and Origin* (1922). Men were seen as the norm and women as departing from that norm in various ways. Jespersen (1922: 247) stated that women's

conservatism and modesty prevented them from innovating in language, whereas men used 'new' fresh expressions (cf. e.g. Labov 1972a: 243, 301-310; Cameron & Coates 1989: 13-15). Jespersen described women's vocabulary as less extensive as men's (see also Goddard & Patterson 2000: 94). Thorne & Henley (1975) and Spender (1985) shifted the focus away from women as deficient users of language towards the idea that men dominate and control both interaction with women and the language system itself. Tannen (1993) saw the difference between men and women as cultural. Tannen claimed that in social interaction there were two forces at work: power and solidarity (cf. Goddard & Patterson 2000: 101).

The difference between men's and women's use of language is particularly thoroughly discussed in sociolinguistic studies. Modern sociolinguistic research traditions put particular weight on conversation, and use the term *vernacular* to mean "the language used by ordinary people in their everyday affairs" and "the style in which the minimum of attention is given to the monitoring of speech" (Labov 1972a: 62, 69, 208).

2. What is thematic progression

Many students said that thematic progression refers to the way the writers organize the texts. It can be achieved by picking up or repeating a meaning from a receding theme or theme. Halliday (1994) also suggests that in order for one sentence with another in a paragraph to be coherent it can be

by using (thematic development) by taking the theme or rema (rheme) in the previous sentence to be applied in the next sentence.

According to Halliday (1994:37) theme (theme) is the element that initiates a message, while the rest is called rema (rheme). Gerot and Wignell (1994:103) mention that in English, the theme can be identified as the element that comes at the beginning of a clause. While the rest is called rema (rheme). Organizing themes and rema in a text must apply certain rules that is by applying the theme development pattern (thematic progression pattern).

The coherent text can be seen from how the information in the clauses goes on; that is the progression from theme to rheme in a clause. This progression, according to Eggins (1994:303-305) is called thematic progression. The thematic progression gives significant contribution to keep the text coherent.

Thematic emphasizes the learning process in the learning process, allowing students to gain experience and discover the various knowledge they learn. Through direct experience, students will understand the concepts they learn and relate them to other concepts they have understood. This learning theory is motivated by Gestalt Psychology leaders, including Piaget, who emphasizes that learning must be the needs and development of children.

Thematic learning is more clear on the application of the concept of learning while doing something (learning by doing). Therefore, teachers need to package or learn learning that will affect the meaning of student learning.

Learning experiences that prove that there are no elements that create a more effective process. Conceptual linkages between subjects that will be used to organize, and students will process the integrity and unity of knowledge. In addition, with the application of thematic learning in primary schools will be very helpful for students, because in accordance with the development of students who still see things as a whole (holistic).

Some characteristics of thematic learning include: (1) Experience and learning activities are very relevant to the level of development and needs of primary school-age children; (2) The activities chosen in the implementation of thematic learning depart from the interests and needs of students; (3) Learning activities will be more meaningful and memorable for students so that learning outcomes can last longer; (4) Helps develop students' thinking skills; (5) Presenting pragmatic learning activities in accordance with the problems often encountered by students in their environment; and (6) Develop students' social skills, such as cooperation, tolerance, communication, and responsiveness to the ideas of others.

With the implementation of learning by utilizing this theme, there will be several benefits, namely: (1) By combining several basic competencies and indicators and the content of subjects there will be savings, because overlapping material can be reduced and even eliminated, (2) Students are able to see relationships meaningful because the content / learning material plays a role as a tool or tool, not the end goal, (3) Learning becomes intact so

that students will get an understanding of the process and material that is not fragmented. (4) With the integration between subjects the mastery of the concept will be better and improved.

As a learning model, thematic learning has the following characteristics:

1. Student-centered. Student-centered thematic learning, this is in accordance with the modern learning approach which places students as the subject of learning while the teacher acts more as a facilitator, which is to provide facilities for students to do learning activities.
2. Providing direct experience, thematic learning can provide direct experience to students (direct experiences). With this direct experience, students are faced with something tangible (concrete) as a basis for understanding more abstract things.
3. Separation of subjects is not very clear. In thematic learning the separation between subjects becomes less clear. The focus of learning is directed to the discussion of themes that are closest to the lives of students.
4. Presenting concepts from various subjects. Thematic learning presents concepts from various subjects in a learning process. Thus, students are able to understand these concepts in their entirety. This is needed to help students solve problems faced in daily life.

5. Flexible. Thematic learning is flexible where the teacher can link teaching material from one subject to another, even linking it to student life and the environment in which the school and students are located.
6. Learning outcomes are in accordance with the interests and needs of students. Students are given the opportunity to optimize their potential according to their interests and needs.
7. Use the principle of learning while playing and fun

In the implementation of thematic learning in schools has various implications which include:

1. The implication is for teachers, creative teacher learning both in student learning / learning activities for children, and in choosing from various subjects and managing them to be more meaningful, interesting, fun and complete.
2. Implications for students: (a) Students must be ready to take part in learning activities in their implementation; it is possible to work individually, together, small groups or classically, (b) Students must prepare activities that can be done during group discussions, simple research, and problem solving.
3. Implications for facilities, infrastructure, and learning media: (a) Thematic learning on the nature of individuals and groups to actively seek, explore and discover concepts and principles

holistically and authentically. Therefore, in implementing various learning facilities and infrastructure. (b) This learning needs to use various learning methods specifically designed for learning (design based) needs, as well as learning available in the environment that can be utilized (by utilization). (c) This learning and also the use of varied learning media will help students understand abstract concepts. (d) The application of thematic learning in elementary schools can still use existing textbooks for each subject and make it possible to use special books containing integrated teaching materials.

4. Implications for setting the room. In the implementation of thematic learning activities, it is necessary to take a space stage for learning comfort. Spatial arrangements include: space needs to be adapted to the ongoing theme, the layout of participants can vary according to the needs of ongoing learning, participants do not always sit in chairs to sit on mats / rugs, the activities they want vary and can be implemented well in classrooms and outside classrooms, classroom walls can be used to display students' work and be used as learning, tools, learning tools and means used to manage and restore again.
5. Implications for selection methods. In accordance with the type of thematic learning, activities in various activities need to be carried

out using various methods. For example experiments, role playing, question and answer, demos, chatting.

3. Types of Thematic Progression

The flow of information in a sentence from Theme to Rheme is crucial in communicative effectiveness and achieving in a message and in contributing to the discourse moving forward. New information is converted into information given in the following clauses: as the text moves forward and the less known elements contribute to the advancement of communication than the new ones. Together theme and Rheme constitute the communicative dynamism of successive sentences in a text, carrying the theme with the lowest degree of communicative dynamism and the Rheme propelling the communication forward. The types of thematic progression is:

a. Connected Model

Learning is done by linking a subsequent subject. Linking one concept with another concept, linking one skill to another. (Trianto 2007)

Table: 2.1. Connected Model

Excellence	Weakness
1 Students have a comprehensive picture of a concept	1) There is still a separate inter-field study
2 Students can develop the concept continuously	2) Do not encourage teachers to work teams, so the content remains focused without

	spreading the concepts and ideas among the field of study
3 Key concepts are developed with sufficient tie so that more easily digested by students	3.) In combining ideas in one field of study, efforts to develop interrelationship between fields of study become neglected
4 Links to a number of ideas within a field of study allow students to be able to conceptualize again	
5 This learning model does not interfere with the ongoing curriculum	

b. Learning model Spider web

That is the learning model that develops began by determining a particular theme that became the central theme which became the central theme for the interrelationship of various fields of study (Sukayati, 2004: 6)

Table: 2.2. Learning Model Spider Web

Excellence	Weakness
1. Selection of themes according to interest will motivate the child to learn	1. Difficult in selecting themes
2. It is easier to do inexperienced teachers	2. Tend to formulate a theme in the lift
3. Facilitate planning	3. In learning, teachers focus more on activities than on developing concepts

4. Thematic approach can motivate students	
5. Provide convenience for students to see the different activities and related ideas	

c. Intregated model

That is learning that combines the field of study by finding skill, concepts and attitudes that are interconnected in several fields of study.

Table: 2.3. Intregated Model

Excellence	Weakness
1. Students connect each other, connecting between the different section of the subject	1. This model is difficult to do in fullneed of high confidence skills in priority concepts, skills and attitudes that penetrate in sequence of subjects
2. Successful integration is implemented, an ideal learning approach for an integated day and for learning intedration for internal focus	2. Require expert team models in the field and plan and teach together
3. This model also encourages students	

motivation	
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4. Writing Achievement

Learning achievement is a series of sentences consisting of two words, namely achievement and learning, where the two words are interrelated and between them have a different understanding. Therefore, before reviewing more about the achievement of learning, we first browse the word one by one to find out what the meaning of learning achievement. Achievement is not possible achieved or produced by a person as long as he is not doing the activity seriously or with a persistent struggle. In reality to get the achievement is not as easy as turning the palm of the hand, but must be full of struggle and various obstacles and aobstacles that must be faced to achieve it. Only with tenacity, persistence and optimism that achievement can be achieved.

Experts give different interpretations of learning achievement, according to the point of view if which they highlight it. But in general they agree that the learning achievement is the “result” of a Wjs activity. Poerwadarminta argues that achievement is the result achieved (done, done and so on), whereas according to Mas’ud Hasan Abdul Qohar argues that achievement is what has been created, the rewarding work that earned it by the way of perseverance, while Nasrun Harahap argued that achievement is an educational assessment of student progress and progress regarding the

mastery of the lesson material presented to them as well as the values contained in the curriculum.

From some of the above definitions, it can be concluded that achievement is the result of an activity that has been done, created, which is pleasing, which gained by way of work perseverance, either individually or in a particular group (Ibid. 19-21)

5. Criteria of Writing

Oshima and Hogue (1997) state that there are five criteria of writing. They are content, organization, language use (grammar), vocabulary and mechanics.

1. Content

The content tends to relevance, clarity, originality, logic and so on. The content it self must be clear for the readers so they can get the information from it.

2. Organization

Organization concern with the way how the writer arranges and organizes their idea and their messages in writing from which consists of some partial order. In writing, the researcher should know about what kinds of paragraph that they want to write and what topic that they want to tell to the readers.

3. Language Use (Grammar)

In order to have grammar in writing, according to Keraf in Siti (2008:17) stated that writers should attention to the use of grammatical rules concerning tenses, preposition, conjunction, clause (adjective or adverb clauses), articles, concord etc.

Grammar is important element in writing and it is related with tenses, especially in descriptive writing. In narrative writing, writer uses simple past tenses commonly. According Schramper (1999:27), the simple past indicates that an activity or situation began and ended at a particular time in the past.

4. Vocabulary

A good researcher should be mastery vocabulary and idioms as the language aspect dealing with the process of writing. The researcher has to consider about how to put the words into paragraph until they can build a piece of writing. Most of the students' are lack of vocabulary, therefore they are failing to compose a good piece of writing because they are difficult to choose words. Vocabulary is the stock of lexical items in a language, purpose of teaching and learning activities. Word in a language is small elements, which can be recognize and comprehend in context of listening and reading. Productive vocabulary refers to words which we use in speaking and writing.

5. Mechanics

Mechanics in writing deal with capitalization, punctuation and spelling appropriately. This aspect is very important since it leads reader to understand or recognize immediately what the researcher means to express definitely. The use of favorable mechanics in writing will make reader easy to understand the conveying ideas other message states in the writing.

6. Hedging devices in male and female conversations

The basic function of hedging devices is to indicate that speakers are not committed to what they say. In other words, they avoid making explicit statements. The interpersonal function of hedges is to take account of the feelings of the addressee. Conversations are not just about people and events, they also reveal the speakers attitudes to their addressees. Hedging devices are useful to express opinions but to soften them in the process. According to Coates (1996: 156), protecting face needs is an important function of hedges. Face needs are the need to feel acknowledged and liked (positive face needs) and the need to have one's personal space respected (negative face needs). Hedging devices help the speaker to avoid imposing on people. Tannen (1990) and Coates (1996) found that the use of hedges by women is closely related to the speaking styles and kinds of conversations women have. Tannen (1990: 77) argues that for most women, the language of conversation is

primarily a language of rapport a way of establishing connections and negotiating relationships. Women place emphasis on displaying similarities and matching experiences (Tannen 1990: 77). Coates (1996: 162) claims that the use of hedges by women is closely related to three aspects of their conversations. Women often discuss sensitive topics which may arouse strong emotions in the speakers and their addressees. In order to avoid creating arguments, they tend to hedge their assertions. The second aspect of all-female talk is mutual self-disclosure. Telling others about personal experiences (necessary for establishing friendship) is easier when it is done in a mitigating way and hedges are useful for doing so. The third aspect of women's talk is that a collaborative floor is maintained. A collaborative floor involves social closeness, and the group's voice is considered to be more important than an individual opinion. In this respect it is important for women not to make hard and fast statements about topics that could be sensitive to others. Knowledge of topics of conversation also plays a role in the use of hedges. Women are more inclined to downplay their authority, as playing the expert in a conversation creates social distance. In other words, women sometimes deliberately use hedging devices to avoid a hierarchical structuring of relationships.

All-male talk is different. It is characterised by a one-at-a-time structure. There is little overlap in men's conversations and consequently the ideas expressed by individuals in those turns are seen as individually owned (Coates 1997: 124). Male friendships do not seem to place a great value on talk; men concentrate more on doing things together, such as sports. On the other hand men generally place greater value on what is being said, on exchange of information. Tannen (1990: 77) calls this phenomenon report talk: for men talk is primarily a means to preserve independence and negotiate and maintain status in a hierarchical social order. She claims that men establish their status by exhibiting knowledge and skill and by holding centre stage through verbal performance such as story-telling, joking or imparting information (1990: 77). Men do not often discuss personal things but their conversations seem to involve sports and politics quite frequently. Since no collaborative floor is maintained in their conversations, men do not feel as strong a need to agree with each other as women do. When politics or other rather impersonal things are discussed and when there is no need to agree on a subject, men could be expected to use fewer hedging devices than women do. This is not to say that men do not use any hedges at all. They use hedging devices in different ways, for

example to indicate that although they may not have the right words at hand, they are not giving up their speaking turn.

With respect to cross-sex conversations, the supporters of the dominance approach see women as weak and tentative participants in conversations whereas men determine which subject is discussed for how long. According to the difference approach men and women must make adjustments in order to make conversations possible. One of the supporters of the difference approach is Tannen, and she argues that communication between men and women is cross-cultural communication. In her opinion, a fundamental difference between the two sexes is that men see themselves as an individual in a hierarchical social order (Tannen 1990: 8) while women consider themselves individuals in a network of social connections (Tannen 1990: 9). Meinhof and Johnson, on the other hand, emphasise that men and women still draw on the same linguistic resources. They hold the view that there must be some degree of similarity or overlap in the speech of men and women, otherwise it would be impossible to envisage a situation where they could ever communicate (Meinhof and Johnson 1997: 11). In informal cross-sex conversations women are said to make more efforts to keep the conversation going by asking questions. Fishman (1983) observes that while women invest considerable effort in thus supporting the conversational needs of men, they do so at their own

expense. Men usually determine the subject of the conversation and the point at which new topics are brought up. Holmes (1992b) claims that men are more likely than women to dominate the speaking time on formal and public occasions, which would be in agreement with Tannen's view that men are much more practised in report-talk or public speaking since they employ that speaking style in all-male conversations with friends as well. In view of all this, men would not be expected to use many hedging devices in cross-sex conversations as they are usually in control of them.

7. The Ruscoe on Five programmes

In Ruscoe on Five Sybil Ruscoe, the programme's host, discussed news items and social issues with people she invited to join her in the studio. Sometimes listeners also called in to give their opinion on a subject. In most of these programmes both men and women joined the discussion, which is why this particular programme was highly appropriate for my study. In analysing six of these broadcasts, I distinguished between hedges and non-hedges based on the criteria explained above. Thus, a particular phrase or word qualifies as a hedging device when it can be left out without changing the contents of the utterance.

Most of the topics in the programmes were introduced by a BBC reporter.

These parts have not been taken into consideration, as the speech is not spontaneous but carefully planned and prepared. This kind of speech will have to sound impartial and confident and will as a consequence not contain many hesitations, minimal responses or hedging devices. Another characteristic of these parts in the programmes is that the reporters are not influenced by what others say. Participants in a discussion have to adjust what they say, how they say it and when they say it to the other participants. The reporters were not interrupted and did not have to provide reactions on the spot. This is not to say that the other speakers could not in some way plan what they were going to say, but they had to take account of what the other speakers said and the direction in which the host of the programme led the discussion. Since I believe that the number of hedges used by the speakers could well be influenced by their knowledge of a particular subject, I have tried to characterise each of the participants in the discussion as either an expert, i.e. a person with a lot of knowledge of the subject in question, or as a non-expert, i.e. a person with little or only basic knowledge of the topic. In all of the analyses the host Sybil Ruscoe was classified as a non-expert since she would only have basic knowledge on the topics of discussion in comparison with the people invited to the studio, who are

often specialists in a particular area. Altogether I recorded and analysed six programmes. The topics of the programmes were Prozac, about the effects of using the drug Prozac, Drink and Drive, which was a general discussion about punishment for drinking and driving, and Child Care, about standards that childcare centres have to meet. The programme about Women in the Royal Navy dealt with the changes that the Navy has gone through since women were allowed to join it, Child Exploitation dealt with the abuse of children abroad and in the UK, and, finally, Women in the Anglican Church dealt with the position of women in the church. The topics were various and ranged from rather general, as for example the programme about women in the Navy, to quite emotional, such as child abuse. Another fact that contributes to the general character of the study is that the participants in the discussions probably come from different social backgrounds, in other words, this study did not focus on members of one particular social class.

In analysing the six programmes, the numbers of hedges used by the participants in the programmes were normalised to two hundred words per speaker. In calculating these figures I counted utterances as units rather than the words of each utterance.

The traditional role patterns and earlier perceptions of women's language might lead us to expect a big difference in use of hedges

between the fifteen men and seventeen women who participated in the six Ruscoe on Five programmes. It could be expected that the number of hedges is greatest in the category of nine female experts since this category corresponds both to the expectation that women use most hedges and to the assumption that female experts hedge their utterances to avoid sounding authoritative. The eight female non-experts should then use more hedges than the four male non-experts. The eleven male experts in the programmes, who would need to boast their knowledge to get a respected place in the hierarchy, would use fewest hedges. However, if men and women have indeed become closer in their language, their use of hedging devices would be similar, and male and female non-experts would be close to male and female experts.

Overall, this study showed that there is no significant difference between the two sexes with respect to their use of hedging devices. Table 1 shows the results for the categories men and women.

8. Perceptions of male and female language

As I was also interested in what people perceive to be typically male or typically female language, I selected some quotations from the programmes analysed and asked people to indicate whether they thought a man or woman was quoted and why they thought so. For obvious reasons, the names of the persons quoted had been omitted from the questionnaire. I sent the quotations to a secondary school in Cheltenham

where three girls (aged 15 and 14), two boys (aged 14 and 15) and two male teachers (aged 48 and 36) looked at the quotations. Later, I also sent quotations to four adults, two married couples (aged 45 and 46, 57 and 61) in Huddersfield and Bristol. I slightly changed these quotations as I feared that the quotations sent to Cheltenham might be predictable with respect to the contents, for example that in the quotation starting with *I was shopping ... eehm ... in a supermarket* a woman would be recognised since women might be considered to do most of the shopping, as one young informant actually replied. Another reason for making adjustments was that this time no children would be reading the quotations and therefore I felt free to use quotations from the programme about child abuse which provided some clear examples of hedges.

None of the informants knew that my study concerned the use of hedging devices. They were told only that it would deal with language. As for the social class of the informants, the school in Cheltenham is small and is supported by the Council Estate. Most of the pupils come from the lower social classes. The two married couples in Huddersfield and Bristol can be considered middle class.

The responses to the quotations were surprising, not only with respect to the answers but also with respect to the criteria the informants used to assess whether a quotation was from a man or woman. The boys

from the school in Cheltenham stood out from the other informants in Cheltenham in that they were the only ones who actually looked at language itself. Most of the answers from the girls and the teachers were based on the contents of a quotation. As for the actual responses, the girls reacted in accordance with what might be considered the general view on male and female language. They said that women talk more, give more information and are more concerned with someone's feelings. Male language was reported to show control, for example by the use of short sentences. The two teachers did not pay much attention to the language used in the quotations. The answers of both had some similarities with the dominance view in that they seemed to have a view of women as doing lots of discussing and acknowledging of unhappiness whereas men were associated with references to wires and using forceful language. The answers of the boys surprised me. They mainly paid attention to the language that was being used and apparently they held a view of men as repeating themselves and using many instances of *eehm* ... and *eeh* ... whereas women were said to speak confidently, without stuttering and hesitations. They probably had traditional views on role patterns because the topic of childcare was associated with women rather than men. Still, their view on language was not traditional at all. Of course, the personal situations of all informants must be taken into

account before drawing any further conclusions, but the answers of the boys might indicate that the image of stereotypical female language is changing.

The informants from Bristol and Huddersfield paid more attention to language in the quotations than the adults in Cheltenham. They did, however, express traditional views on language. Women saw themselves as using language that sounded less certain and contained many hedges while men in their opinion use analytical and unemotional language. The men felt that women use language clearly, while at the same time they also saw themselves as making analytical statements which deal with facts and figures.

According to the dominance approach, male use of language which women in my survey describe as cold, cuff and analytical is the standard and women's language deviates from it, thus being less appreciated. If, however, men describe women's speech as more confident and clear, they do not consider female language inferior. In other words, most of the male informants in this survey value the language of women as much as they do their own way of speaking. It is the female informants who underestimate themselves. It must be taken into account however that the informants may be over-reporting or

under-reporting. As I did not actually talk to the informants, it is difficult to establish to what extent this may be the case.

As has been stated earlier, my hypothesis was that the language of men and women is becoming more similar. The responses of the informants indicate that this could indeed be the case. Women still see themselves as using language in a tentative and elaborate way while men, in their opinion, use short and analytical sentences. Men on the other hand take a different perspective. They recognise hesitant speech and the use of hedges as male language and attribute characteristics as clear and confident speech to women. In other words, male views on language of men and women seem to be changing from the traditional point of view to a situation where men as well as women use hedging devices and men as well as women use short and clear language.

This study cannot be regarded as revealing general attitudes towards the language of men and women because the number of programmes analysed and the sample group of informants is obviously very small. Even so, the data suggest that male and female language is becoming more similar and that perceptions of language are changing. Further research is needed to confirm this development.

I was interested in this aspect of the communication between the two sexes since in the literature on the subject, especially in studies by supporters of the dominance approach, the notion of hedges is used to

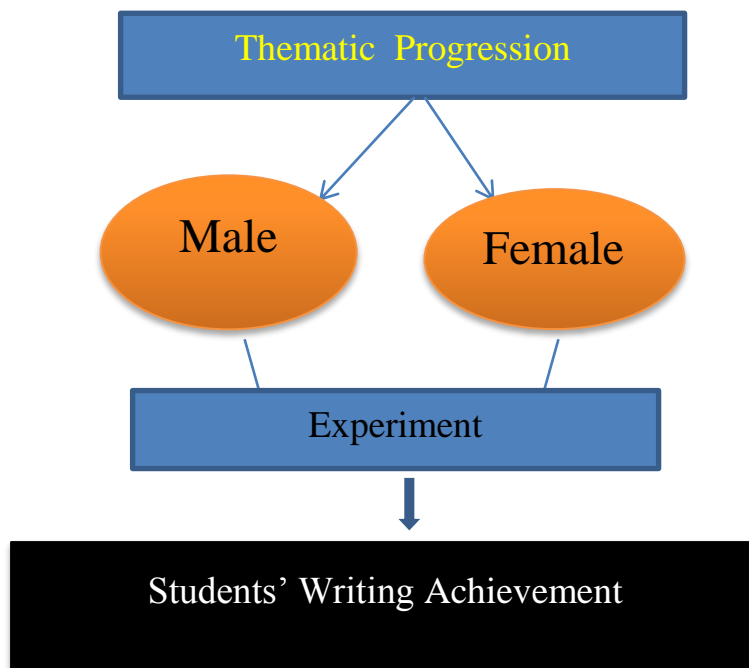
argue that women use language in a tentative way. Male use of language is said to express authority and power whereas women, who deviate from the male norm, show their weakness through their choice of linguistic devices, such as hedges.

My assumption was that this process of change could be identified if I asked a number of people from different generations to look at a number of quotations in isolation and indicate whether they thought a man or woman was being quoted. A difference between adults and adolescents would prove that perceptions of male and female language are changing. This study has shown that hedging devices are not primarily female linguistic devices because men use them as well and in ways similar to women. In fact, the difference in use of hedges between male and female experts in the BBC programmes was not significant and thus the claim that only women hedge their utterances since they use language in an indecisive way does not hold. The responses that were given to the quotations suggested that there is no clear difference in perception of typically male or typically female language between adults and adolescents or middle and lower class people. However, I did find an interesting distinction between men and women in this connection. In general, the women and girls who took part in the survey have traditional views on language while the men, especially the boys, have more modern views. Although we have no data

on the language of men and women in earlier periods to verify this assumption, the results of this study show that it is possible that there is a process of change going on, initiated by men. One of the female informants from Huddersfield also expressed this opinion in a note attached to her responses: N.B. This would have been easier to answer 10 or 20 years ago – but men are now encouraged to open up and share their feelings and women are becoming more assertive and masculine in their way of speaking

C. Theoretical Framework

The theory which support this research can be shown in logical and clear relationship in the following framework



In this conceptual framework, students face many problems in learning English. One of the crucial issues is the thematic progress of male and female students. Based on the above problem, the researcher would apply thematic thematic method to solve the problem. The thematic development method is one of the best teaching methods as it gives each student the opportunity to write achievements in the target male and female for a long period of time and the students naturally produce more writing achievements. And also gives students the opportunity to see firsthand by writing achievements.

This learning process would be done through experimental research. Through thematic progression in male and female the students at the Third Grade of SMP Darul Fallaah Unismuh Makassar in Bissoloro.

D. Research Hypotesis

H₀ = there is not significant different in male and female students essay in writing achievement of SMP Darul Fallaah Unismuh Makassar in Bissoloro.

H₁ = there is a significant different in male and female students essay in writing achievement of SMP Darul Fallaah Unismuh Makassar in Bissoloro.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of this research was pre-experimental research design. The design of this research had three steps are pretest, treatment, and posttest design. The student do the pretest (O_1), had the treatment (X), and posttest (O_2). The comparison between the pretest and posttest scores determines the success of the treatment.

The design can be described as follows:

Table: 3.1. Pre-Test, Treatment, and Post-Test

Pretest	Treatment	Posttest
O_1	X	O_2

(Gay, 2006)

B. Research Variables and Indicator

1. Variable

The researched consist of two variable, namely:

- a. Independent Variable : The independent variables was writing achievement
- b. Dependent Variable : The dependent variable was male and female the students' essay in writing achievement.

2. Indicator

There were two aspect as indicators in this research:

- a. Thematic progression in male and female
- b. The students' essay in writing achievement

C. Population and Sample

1. Population

The population of this research was the Third Grade students of the SMP Darul Fallaah Unismuh Makassar in Bissoloro 2018/2019 academic year. This population was all students in class IX with a total of 30. 30 divided into 2 classes IX A and IX B. Arikunto (2006: 117) says that sample is purposive by taking the subject not based on level, random, or domain but taken based on the certain purposive. Thus, the researcher took samples based on sentences that had thematic progression in male and female students essay in writing achievements. So the research population was 30 students.

2. Sample

In selecting the sample, the researcher used a purposive sampling technique based on interview with a teacher at the school that the class was chosen as the sample with the consideration from the English teacher in the school that this class have English language skills in writing and more confident to explore their ideas in writing. In this case, the researcher took an the Third Grade students' was IX class into two parts consisting of 30 students. Therefore, the number of samples was 30 students.

D. Research Instrument.

The researcher used writing test as instrument, pre-test and post-test. The students' wrote the based on information. Test was used to measure the students' thematic progression in male and female students' essay in writing achievement.

E. Data Collection

In collecting data the researcher used some procedural as follow:

1. Pretest

The pretest was given before treatment. It was to know the students' essay in writing achievement before treatment. The researcher gave time to answer question based on the text about the achievement of writing for 100 minutes

2. Treatment

The research conduct treatment for 4 meetings and every meeting the research gave writing achievement text material.

a. The first meeting

1. The research gave explanation about thematic progression and example about it and divide group for students.
2. The research gave thematic progression about “ Culture ” and give instruction to read it
3. The research gave test about what they have read
4. After the students read the thematic, every group focused four steps in student essay writing achievement
5. Giving feedback between the students and research

b. The second meeting

1. The research asked the students to remember again about thematic.
2. The research gave example thematic about “ Culinary ” with use technique
3. After the students read thematic research asked the students to read and understand of the thematic.
4. After the students read, the research asked the students to answer the question based on question from other group about the thematic what they read.
5. After the students have finished their asked, the research asked to students for clarifying about thematic and conclusion and then prediction.
6. The research gave time to students to fit back.

c. The third Meeting

1. The research asked the students to remember again about thematic progression
2. The researcher gave example thematic progression about “ Rotterdam ” with used the technique
3. The researcher asked the students to read and understand of the thematic
4. After the students read the thematic, every group focused four steps in writing achievement

5. The researcher gave time to students to fit back.
- d. The fourth meeting
1. The researcher asked the students to remember again about thematic progression
 2. The researcher gave example thematic progression about “Losari Beach” with used the technique
 3. The researcher asked the students to read and understand of the thematic
 4. After the students read by thematic, every groups focused four steps in students essay writing achievement
 5. The researcher gave time to students to fit back.

3. Post Test

The post test was used to find the students writing achievement after the treatment. The research asked to the students to finish thematic of the paper about writing achievement and gave 100 minutes to them.

- a. Classifying the score of the students male and female

Table 3.2. Classification of student score

No	Score	Classification
1.	9.6 – 10	Excellent
2.	8.6 – 9.5	Very Good
3.	7.6 – 8.5	Good
4.	6.6 – 7.5	Fairly Good
5.	5.6 – 6.5	Fairly
6.	3.6 – 5.5	Poor
7.	00 – 3.5	Very Poor

(Depdikbud, 1985)

b. Rubric Assessment Literal Comprehension (Main Idea)

Table: 3.3. Main Idea

Category	Main idea
1.	Attempts to indentify the main ideas however, it may be stated incorrectly or may be missing
2.	Identifies the main ideas of the text
3.	Correctly indentifies the main ideas of the text
4.	Clearly and accurately identifies the main ideas of the text

(Dianne, 2007:

25)

c. Rubric Assessment Literal Comprehension (Supporting Details)

Table: 3.4. Supporting Details

Category	Supporting details
1.	Students response includes incorrect or irrelevant
2.	Students response includes few supporting details
3.	Students response includes some supporting details
4.	Students response includes most of the relevant supporting details

F. Analysis Data

The technique of data analysis, would be used here was statistical analysis that was descriptive analysis.

1. To calculate the scores using the following simple formula:

$$\text{A Student's Score} = \frac{\text{The gain score}}{\text{The maximal score}} \times 10$$

(Heaton, 1989-146)

2. Calculating the mean score of the students' writing test by using the following formula:

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

Where: \bar{X} = mean score

$\sum x$ = the sum of all score

N = Number of student

(Gay, 1981)

3. To calculate the percentage of the students' achievement, the formula which are used as follows :

$$P = \frac{F}{4 \times N} \times 100$$

Notation: P : Rate Percentage

F : Frequency of the students' achievement

N : The Total Number of Students

(Sudjana, 1999)

4. Scoring the students correct answer male and female

Students correct answer

$$\text{Score} = \frac{\text{The number of items}}{\text{The number of items}} \times 10$$

(Depdikbud, 1985 : 8)

5. Scoring category of the student's pre-test and post-test by using scoring rubric items for writing achievement as follows:

Table: 3. 5. Classification of students score

No	Score	Classification
1	96– 100	Excellent
2	86 – 95	Very good
3	76 – 85	Good
4	66 – 75	Fairly Good
5	56 – 65	Fair
6	36 – 55	Fairly Poor
7	0 – 35	Poor

(Depdikbud,2007)

The three components of writing as a concern in this research namely content, organization, and vocabulary are shown in the following table:

- a. Content

Table: 3. 6. Score of Content

Score	Range	Criteria
(96-100)	Excellent	<ol style="list-style-type: none"> 1. The idea are about the topic selected 2. The ideas are supported 3. The ideas are comprehensible 4. The ideas are well developed

		<ul style="list-style-type: none"> 5. The ideas are relevant 6. The ideas fluently expressed
(86-95)	Very Good	<ul style="list-style-type: none"> 1. The idea are about the topic selected 2. The ideas are supported 3. The ideas are comprehensible 4. The ideas are well developed 5. The ideas are relevant The ideas fluently expressed
(76-85)	Good	<ul style="list-style-type: none"> 1. The ideas are about the topic selected 2. The ideas are stated 3. The ideas are clearly supported 4. The ideas are quite comprehensible 5. The ideas are well-developed 6. The ideas are adequate relevant 7. The ideas are adequately expressed
(66-75)	Fairly Good	<ul style="list-style-type: none"> 1. The ideas are about the topic selected 2. The ideas are rather clearly stated 3. The ideas get enough supports 4. The ideas are

		<p>quite comprehensible</p> <p>5. The ideas are developed</p> <p>6. The ideas are quite relevant</p> <p>7. The ideas are sufficiently expressed</p>
(36-55)	Fairly Poor	<p>1. The organization are loosely organized</p> <p>2. The organization is not concise</p> <p>3. The ideas are confused and disconnected</p> <p>4. The ideas are incoherent</p> <p>5. The ideas are not or almost not relevant to outline</p> <p>6. The ideas are not or almost not</p> <p>7. The ideas are not or almost not presented in logical sequencing</p>
(0-35)	Poor	<p>1. The ideas are almost loosely organized</p> <p>2. The organization is not concise</p> <p>3. The ideas are inadequate cohesion</p> <p>4. The ideas are inadequate coherent</p> <p>5. The ideas are somewhat relevant</p>

		to outline 6. The ideas are lack logical sequencing
--	--	--

b. Organization

Table: 3.7. Score of Organization

Score	Range	Criteria
(96-100)	Excellent	<ol style="list-style-type: none"> 1. The idea are well organized 2. The organization is concise 3. The ideas are cohesion 4. The ideas are coherent 5. The ideas are relevant to outline 6. The ideas are presented in logical sequencing
(86-95)	Very Good	<ol style="list-style-type: none"> 1. The idea are well organized 2. The organization is concise 3. The ideas are cohesion 4. The ideas are coherent 5. The ideas are relevant to outline The ideas are presented in logical sequencing
(76-85)	Good	<ol style="list-style-type: none"> 1. The ideas are adequate organized 2. The organization isadequate concise 3. The ideas are adequate cohesion

		<ul style="list-style-type: none"> 4. The ideas are adequate coherence 5. The ideas are relevant to outline 6. The ideas are sufficient sequencing
(66-75)	Fairly Good	<ul style="list-style-type: none"> 1. The ideas are organized 2. The organization is quite concise 3. Few ideas are a break out cohesion 4. The ideas are coherent 5. The ideas are most relevant to outline 6. The ideas are in some logical sequencing
(36-55)	Fairly Poor	<ul style="list-style-type: none"> 1. The organization are loosely organized 2. The organization is not concise 3. The ideas are confused and disconnected 4. The ideas are incoherent 5. The ideas are not or almost not relevant to outline 6. The ideas are not or almost not presented in logical sequencing
		<ul style="list-style-type: none"> 1. The ideas are almost loosely

(0-35)	Poor	<p>organizaed</p> <p>2. The organization is not concise</p> <p>3. The ideas are inadequate cohesion</p> <p>4. The ideas are inadequate coherent</p> <p>5. The ideas are somewhat relevant to outline</p> <p>6. The ideas are lack logical sequencing</p>
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c. Vocabulary

Table: 3.8. Score of Vocabulary

Score	Range	Criteria
(96-100)	Excellent	Use large vocabularies
(86-95)	Very Good	Use large vocabularies
(76-85)	Good	View misuse of vocabularies, word form, but not change the meaning
(66-75)	Fairly Good	Effectives choice of words and word form
(36-55)	Fairly Poor	View misuse of vocabularies, word form, but not change the meaning
(0-35)	Poor	Limited range confusing words and word

6. To find out standard deviation of the students' score in pre-test and post-test by applying formula below:

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N - 1}$$

Where:

SD : Standard Deviation

$\sum X$: The sum of all score

$\sum X^2$: The sum square of all score

N : Total number of students

(Gay, et.al 2006)

6. The criteria of writing that will be measured are:

a. Content

Classification	Score		Criteria
	F	%	
Fairly	3	10	If the central purpose, the unity, the coherence and the continuity of the paragraph were all correct
Poor	18	60	If the paragraph contained few errors of the central purpose, unity, coherence, and continuity
Very poor	9	30	If the central purpose, unity, coherence, and continuity were all incorrect

b. Organization

Classification	Score		Criteria
	F	%	

Fairly	3	10	If the words, sentences line up easily form a clear
Poor	12	40	If the paragraph contained few errors of word, sentences pattern
Very poor	15	50	If the paragraph contained some errors of word, sentences pattern

c. Vocabulary

Classification	Score		Criteria
	F	%	
Excellent	6	20	If the paragraph contained wide rage of vocabulary, using effective words
Very good	12	40	If the paragraph contained occasional errors of vocabulary but the meaning not confused
Fairly good	12	40	If the vocabulary of the paragraph were all incorrect

d. Language use (Grammar)

Classification	Score		Criteria
	F	%	
Excellent	3	10	If the grammar of the paragraph were all correct
Very good	12	40	If the paragraph contained few of grammar
Fairly good	15	50	If the paragraph dominated by errors og grammar

(Jacobs in Yuharniaty, 2002)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The data were collected by administrating the test. The test was administrating twice namely pre-test and post-test. Pre-test was given before treatment and the post-test was given after treatment.

1. The rate percentage of the students' score

In order to answer the research question in the previous chapter, the researcher administrated two kinds of test such as pre-test that given before the treatment and post-test that given after the students got the treatment before. This part presented the result of the students' writing achievement, such as content and organization. The students' score of pre-test and post-test is classified into some criteria and percentages as followed:

Table 4.1 The Result of Students Pre-test

No	Classification	Score	Content		Organization	
			F	%	F	%
1.	Excellent	9.6-10	0	0%	0	0%
2.	Very Good	8.6-9.5	0	0%	0	0%
3.	Good	7.6-8.5	0	0%	0	0%
4.	Fairly Good	6.6-7.5	0	0%	0	0%
5.	Fairly	5.6-6.5	3	10%	3	10%
6.	Poor	3.6-5.5	18	60%	12	40%
7.	Very Poor	00-3.5	9	30%	15	50%
Total			30	100%	30	100%

Based on the table above, it showed that in content 3 (10%) students was classified as fairly, 18 (60%) student was classified as poor, and there were 9 (30%) student were classified as very poor. While in organization 3 (10%) students was classified as fairly, 12 (40%) student were classified as poor, and 15 (50%) students were classified as very poor.

Table 4.2 The Result of Students Post-test

No	Classification	Score	Content		Organization	
			F	%	F	%
1.	Excellent	9.6-10	6	20%	3	10%
2.	Very Good	8.6-9.5	12	40%	12	40%
3.	Good	7.6-8.5	0	0%	0	0%
4.	Fairly Good	6.6-7.5	12	40%	15	50%
5.	Fairly	5.6-6.5	0	0%	0	0%
6.	Poor	3.6-5.5	0	0%	0	0%
7.	Very Poor	00-3.5	0	0%	0	0%
Total			30	100%	30	100%

The table above showed the students' score of post-test in content and organization. The students' score in content, there were 6 (20%) students were classified as excellent, 12 (40%) students were classified as very good, students were classified as fairly good 12 (40%). While in organization 3 (10%) student is classified as excellent, 12 (40%) student were classified as very good, then 15 (50%) students were classified as fairly good.

The researcher concluded that the students' rate percentage in post-test were higher than in pre-test. In proved after applying the thematic

progression in male and female students' essay in writing achievement, the students' percentage is getting improved. It mean that writing achievement is very good.

Table 4.3 The Result of Students Score Male in Pre-test

No	Classification	Score	Content		Organization	
			F	%	F	%
1.	Excellent	9.6-10	0	0%	0	0%
2.	Very Good	8.6-9.5	6	85,7%	0	0%
3.	Good	7.6-8.5	0	0%	6	85,7%
4.	Fairly Good	6.6-7.5	0	0%	1	14,2%
5.	Fairly	5.6-6.5	1	14,2%	0	0%
6.	Poor	3.6-5.5	0	0%	0	0%
7.	Very Poor	00-3.5	0	0%	0	0%
Total			7	100%	7	100%

Based on the table above, it showed that in content 6 (85,7%) students was classified as very good, 1 (14,2%) student was classified as fairly. While in organization 6(85,7%) student was classified as good, 1(14,2%) students was classified as pairly

Table 4.4 The Result of Students Score Male in Post-test

No	Classification	Score	Content		Organization	
			F	%	F	%
1.	Excellent	9.6-10	0	0%	0	20%
2.	Very Good	8.6-9.5	0	30%	5	71,4%
3.	Good	7.6-8.5	5	71,4%	0	0%
4.	Fairly Good	6.6-7.5	0	0%	0	10%
5.	Fairly	5.6-6.5	0	0%	2	28,5%
6.	Poor	3.6-5.5	0	0%	0	0%
7.	Very Poor	00-3.5	2	28,5%	0	0%
Total			7	100%	7	100%

Based on the table above, it showed that in content 5(71,4%) students was classified as very good, 2 (28,5%) student was classified as very poor. While in organization 5 (71,4%) students was classified as very good, 2(28,5%) student were classified as fairly.

Table 4.5 The Result of Students Score Female in Pre-test

No	Classification	Score	Content		Organization	
			F	%	F	%
1.	Excellent	9.6-10	0	0%	0	0%
2.	Very Good	8.6-9.5	6	27%	7	30%
3.	Good	7.6-8.5	7	30%	10	43%
4.	Fairly Good	6.6-7.5	10	43%	0	0%
5.	Fairly	5.6-6.5	0	0%	0	0%
6.	Poor	3.6-5.5	0	0%	6	27%
7.	Very Poor	00-3.5	0	0%	0	0%
Total			23	100%	23	100%

Based on the table above, it showed that in content 6(27%) students was classified as very good, 7 (30%) student was classified as good, 1(43%) student was classified as fairly good. While in organization 7 (30%) students was classified as very good, 10 (43%) student were classified as good 6 (27%) student was classified as poor.

Table 4.6 The Result of Students Score Female in Post-test

No	Classification	Score	Content		Organization	
			F	%	F	%
1.	Excellent	9.6-10	0	0%	0	0%
2.	Very Good	8.6-9.5	10	43%	6	27%

3.	Good	7.6-8.5	7	30%	7	30%
4.	Fairly Good	6.6-7.5	0	0%	0	0%
5.	Fairly	5.6-6.5	0	0%	0	0%
6.	Poor	3.6-5.5	6	27%	10	43%
7.	Very Poor	00-3.5	0	0%	0	0%
Total			23	100%	23	100%

Based on the table above, it showed that in content 10 (43%) students was classified as very good, 7 (30%) student was classified as good, 6 (27%) students was classified as poor. While in organization 6 (27%) students was classified as very good, 7 (30%) student were classified as good,10 (43%).

2. The Improvement of Students' Writing in Content

The improvement of students' essay in writing achievement to write content of the topic was presented in the table below:

Table: 4.7 The Improvement of Students' Writing in Content

Variable	Pre- Test	Post-Test	Improvement
Content	4.70	8.41	60.4%

The data in the table above showed the students' improvement in content score as the result of calculating of students' pre-test and post-test at the students' essay in writing achievement. As shown, students' score in pre-test (4.70) was lower than the post-test (8.41). It mean that there was improvement (60.4%) of the students' essay in writing achievement.

3. The Improvement of Students' Writing in Organization

The result of the students' essay in writing achievement to write organization of the topic that presented in the table below:

Table: 4.8 The Improvement of Students' Writing in Organization

Variable	Pre- Test	Post-Test	Improvement
Organization	4.58	8.25	80.63%

The data in the table above showed the students' improvement in achievement score as the result of calculating of students' pre-test and post-test at the thematic progression in male and female students' essay in writing achievement. As shown, students' score in pre-test (4.58) was different from the post-test (8.25). It meant that there was improvement (80.63%) of the students' writing achievement.

4. The Improvement of Students' Essay in Writing Achievement

The improvement of students' essay in writing achievement of the topic was presented in the table below:

Table 4.9 The improvement of Students' Writing Achievement

Variable	Pre-test	Post-test	Improvement
Achievement	4.70	8.41	60.4%

The data in the table above showed the students' improvement in writing achievement score as the result of calculating of students' pre-test and post-test at the students' essay in writing achievement. As shown,

students' score in pre-test (4.70) was lower than the post-test (8.41). It mean that there was improvement (60.4%) of the students' essay in writing achievement.

5. The Significance of Students' Essay in Writing Achievement

The result of the data analysis of t-test of the students' essay in writing achievement text was shown in the table below:

Table 4.10 T-test of Students' Essay in Writing Achievement

	t-test	t-table	Comparison	classification
Writing Achievement	40	2.045	T-test > t-table	Significantly Different

The data on the table above showed that the value of t-test was bigger than the value of t-table. It indicated that there was a significant difference between the result of the students' essay in writing achievement text after treatment.

6. Hypothesis Testing

The result of statistical analysis at the level significance or alpha level (α) = 0,05 with degree of freedom (df) $N-1=30$ indicated that there was a significantly different between the mean score of pre-test and post-test. The mean score of pre-test was 4,70 and post-test was 8,41. In addition the t-test value was bigger than t-table value ($40 > 2,045$). It meant that there was a significant different between the students' essay in writing achievement text before and after.

It could be concluded that the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was accepted. In other words, the thematic progression in male and female students' essay in writing achievement.

B. Discussion

1. The thematic progression in male and female students' essay in writing achievement

As explained in the previous section, it showed that the students' essay in writing achievement. It was supported by the frequency and rate percentage of the result of the students' score of pre-test and post-test. The students score after implemented the students' writing achievement.

Based on the findings result, the students' score percentage in writing achievement before used thematic progression showed that the students' essay in writing achievement at the third grade students of SMP Darul Fallaah Unismuh in Bissoloro especially clas IX were very less. It was showed in pre-test that out of 30 students, 3 (10%) student was classified as fairly, 18 (60%) student was classified as poor, and there were 9 (30%) students were classified as very poor. While in organization 3 (10%) students was classified as fairly, 12 (40%) students were classified as poor, and 15 (50%) students were classified as very poor. The result could be concluded that the students' in pre-test was less categorized.

In treatment, at the first meeting the researcher actually found that there were most of the students got problem in writing achievement,

because the most of students still have no idea about their writing, beside they had not know how to organized their idea. The second meeting until last they tried to write based on the stages that the researcher served and also they paid attention to explanation that given by the researcher to then at the end of each meeting. The researcher applied Thematic Progression in male and female students essay in writing achievement. After gave treatment by thematic progression, the students writing achievement.

The achievement was proved by the students' score percentage in writing achievement before pre-test and post-test. In the post-test result, it showed that out of 30 students there were 6 (20%) students were classified as excellent, 12 (40%) students were classified as very good, students were classified as fairly good, 12 (40%). While in organization term, 3 (10%) student was classified as excellent, 12 (40%) students were classified as very good, then 15 (50%) students were classified as fairly good. So the result could be concluded that the students' in post-test was good categorized. Therefore the researcher indicated that there was a significant thematic progression in male and female students essay in writing achievement.

2. Test of Significance Testing and Hypothesis

From the t-test, the result of data analysis on the table 4.6 showed that from the level significance or alpha level (α)= 0,05 (5%) and degrees of freedom (df) = 34 which got from formula $df = N - 1$ with t-table = 2,045.

The researcher found that the value of t-test (40) was bigger than the value of t-table (2,045).

Based on the result of the t-test, the researcher found that there was a significant difference between the result of pre-test and post-test. It meant that there was a significant differences result of the pre-test that gotten before treatment and post-test that gotten after teaching and learning processed by used thematic progression in the classroom. It was because the students learned and practiced their writing achievement through thematic progression in the classroom that could enlarge their new experience and knowledge. Based on the data it can be concluded that the third grade students of SMP Darul Fallaah in Bissoloro was improved

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted of two sections; one is conclusion, which is based on the research finding and the discussions. The other one is suggestion, which is based on the conclusions proposed.

A. Conclusion

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

1. Thematic progression in male and female students essay in writing achievement third grade of SMP DARUL FALLAAH UNISMUH IN BISSOLORO. It is proved by the result of the statistical analysis at the level of significant 0.05 which indicates that t-test value of content was greater than the t-table while t-table ($40 > 2.045$) with degree freedom (df) is 30.

B. Suggestion

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

1. It is recommended for the teachers of English that very use thematic progression in male and female students essay in writing achievement because it could bring a positive improvement for students.
2. It is suggested that the English teachers apply thematic progression in male and female students essay in writing achievement.
3. The students are expected to ⁶⁰ be their intensity in learning writing through thematic progression method.
4. It is suggested that the English teachers maximize for the English writing skill in giving guidance to the students in learning and teaching writing process.
5. For the next researchers, they are suggested that they apply this method in other components of writing such as: language use, vocabulary, and mechanics.

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APPENDICES

Lesson Plan

School : SMP Darul Fallaah Unismuh Makassar in Bissoloro

Subject : English

Class/ Semester : IX/ 1

Time Alocation : 8 x 40 minutes

A. Standard Competence

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. Basic Competence

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam Bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. Learning Objectives

At the end of the course students are expected to be able to:

- Write a narrative text through pictures
- Write characteristic of a narrative text

D. Materials

- Story of “ Rawa Pening Legend”
- Characteristic of narrative text
- Six picture stories (see appendix)

E. Teaching Method

- Contextual Teaching and Learning

F. Learning Activities

Step	Activity Description	Time Allocation
1	2	3
1. Pre- Writing	<p>a. Preface</p> <ul style="list-style-type: none">• Teacher greets the students by asking “ good morning?”. (friendly)• Teacher cheks students’ attendance by asking “ who is absent today? Where is she/he?”(attention) <p>b. Apperception</p> <ul style="list-style-type: none">• Teacher ask several question to students randomly: “ Have you ever read about a legend story?” What is tittle of the story?” (humble)• Teacher writes the students’ answer on the white-board	10 minutes

	<p>(humble)</p> <ul style="list-style-type: none"> • Teacher mentions the material. 	
2. Main Activity	<p>a. Activity 1</p> <ul style="list-style-type: none"> • Teacher tells a story of “ Rawa Pening Legend” twice. • Teacher divides students into five groups to discuss: “ What is the text about?” “ identify characteristic of the “ Rawa Pening Legend” • Teacher explain the expression used in the narrative text. <p>b. Activity 2</p> <ul style="list-style-type: none"> • Teacher asks students to write a narrative text through picture in 30 minutes • Teacher asks each student to choose the picture story by throwing a pencil to 	60 minutes

	<p>a round board</p> <ul style="list-style-type: none"> • Teacher collects the students' writings 	
3. Post Activity	<ul style="list-style-type: none"> • Teacher asks the students whether they enjoy the lesson or not. (honesty) • Teacher interviews the materials by asking students what they have learned today. (responsive) • Teacher closes the lesson by saying “good bye” 	10 minutes

80 minutes

G. Media

- Story “Rawa Pening Legend”
- Six picture stories (see appendix)
- Round board (see appendix)

H. Scoring

- a. Technique : written text

b. Procedure : writing a narrative text

c. Instrument : write a narrative text from the following picture story

1. To find out the content and vocabulary

No	Categories	Score	Criteria
1	Content	30-27 26-22 21-17 16-13	Excellent to very good: knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic. Good to average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail. Fair to poor: limited knowledge of subject; little substance; inadequate development of topic. Very poor: does not show knowledge of subject; non-substantive; not pertinent.
3	Vocabulary	20-18	Excellent to very good: sophisticated range;

		17-14	effective word/idiom choice and usage; word from mastery; appropriate register.
		13-10	Good to average: adequate range; occasional errors of word/idiom form; choice; usage but meaning not obscured.
		9-7	Fair to poor: limited range; frequent errors of word/idiom form; choice; usage; meaning confused or obscured.
			Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form.

2. To score the students' answer of test , the formula is

$$\text{Scoring} = \frac{\text{correct answer score}}{\text{maximum score}} \times 10$$

Guru Pamong

Hijrawati, S.Pd

Appendix A

The Attendance List of The Students Class IX SMP Darul Fallaah Unismuh Makassar in Bissoloro

No.	Nama	Meetings					
		1	2	3	4	5	6
		05/11/18	12/11/18	19/11/18	23/11/18	26/11/18	30/11/18
1	Annisa TG.	✓	✓	✓	✓	✓	✓
2	Awaluddin Nur	✓	✓	a	✓	✓	✓
3	Asnita	✓	✓	a	✓	✓	✓
4	Nur Baeti	✓	✓	✓	✓	✓	✓
5	Wulan Dari	✓	✓	✓	✓	✓	✓
6	Hasniar	✓	✓	a	✓	✓	✓
7	Dewi Sartika	✓	✓	✓	✓	✓	✓
8	Nur Annisa	✓	✓	✓	✓	✓	✓
9	Citra	✓	✓	i	✓	✓	✓
10	Herlina	✓	✓	✓	✓	✓	✓
11	Idawati	✓	✓	✓	✓	✓	✓
12	Karmila	✓	i	✓	✓	✓	✓
13	Kurniawan	✓	✓	✓	✓	✓	✓
14	Hairul Saputra	✓	i	a	✓	✓	✓
15	Suci sundari	✓	✓	✓	✓	✓	✓
16	Hijriah Mansur	✓	✓	✓	✓	✓	✓
17	Nur fadilah	✓	✓	✓	✓	✓	✓
18	Luqmanul Hakim	✓	✓	✓	✓	✓	✓

19	Muh. Alfian P.	✓	s	✓	✓	✓	✓
20	Nur Laelah	✓	a	a	✓	✓	✓
21	Muh.Nur Aqilah	✓	✓	✓	✓	✓	✓
22	Nurchalish	✓	a	a	✓	a	✓
23	Normawati	✓	s	a	✓	a	✓
24	Nur Alam	✓	✓	a	✓	✓	✓
25	Nur Fadila	✓	✓	i	✓	✓	✓
26	Nur Inayah	✓	✓	i	✓	✓	✓
27	Nur Insani	✓	✓	i	✓	✓	✓
28	Nur Sani	✓	✓	i	✓	✓	✓
29	Ryan Ardiansyah	✓	✓	a	✓	a	✓
30	Rostia	✓	✓	✓	✓	✓	✓

Appendix B

The Row Score of Students' Pre-test and Post-test

No	Sample	Pre-test		Score
		Main idea	Supporting	
1.	S-1	2,5	2,5	2,5
2	S-2	5	2,5	3,75
3	S-3	2,5	2,5	2,5
4	S-4	2,5	5	3,75
5	S-5	2,5	5	3,75
6	S-6	5	2,5	3,75
7	S-7	5	2,5	3,75
8	S-8	2,5	2,5	2,5
9	S-9	5	2,5	3,75
10	S-10	2,5	5	3,75
11	S-11	2,5	5	3,75
12	S-12	2,5	5	3,75
13	S-13	2,5	2,5	2,5
14	S-14	5	2,5	3,75
15	S-15	5	2,5	3,75
16	S-16	5	2,5	3,75
17	S-17	2,5	5	3,75
18	S-18	2,5	5	3,75

19	S-19	2,5	5	3,75
20	S-20	5	5	5
21	S-21	5	5	5
22	S-22	2,5	2,5	2,5
23	S-23	2,5	2,5	2,5
24	S-24	2,5	2,5	2,5
25	S-25	2,5	2,5	2,5
26	S-26	2,5	2,5	2,5
27	S-27	5	2,5	3,75
28	S-28	5	5	5
29	S-29	5	2,5	3,75
30	S-30	2,5	5	3,75
Total		3.5	3.5	3.5

No	Sample	Post- Test		Score
		Main Idea	Supporting	
1	S-1	7,5	10	8,75
2	S-2	7,5	7,5	7,5
3	S-3	7,5	7,5	7,5
4	S-4	7,5	10	8,75
5	S-5	10	10	10
6	S-6	7,5	10	8,75

7	S-7	7,5	7,5	7,5
8	S-8	10	7,5	8,75
9	S-9	10	7,5	8,75
10	S-10	7,5	7,5	7,5
11	S-11	10	10	10
12	S-12	7,5	7,5	7,5
13	S-13	10	7,5	8,75
14	S-14	7,5	7,5	7,5
15	S-15	10	7,5	8,75
16	S-16	10	7,5	8,75
17	S-17	7,5	7,5	7,5
18	S-18	7,5	7,5	7,5
19	S-19	10	10	10
20	S-20	10	10	10
21	S-21	10	10	10
22	S-22	7,5	7,5	7,5
23	S-23	7,5	7,5	7,5
24	S-24	10	7,5	8,75
25	S-25	10	7,5	8,75
26	S-26	7,5	7,5	7,5
27	S-27	7,5	7,5	7,5
28	S-28	10	7,5	8,75

29	S-29	7,5	7,5	7,5
30	S-30	7,5	10	8,75
Total		8,58	8,25	8,41

Table 4.1 The result of students Male in Pre-Test and Post-Test

No	Sample	Pre-test		Score
		Main idea	Supporting	
1	Annisa TG	2,5	2,5	2,5
2	Asnita	2,5	2,5	2,5
3	Dewi Sartika	5	2,5	3,75
4	Herlina	2,5	5	3,75
5	Idawati	2,5	5	3,75
6	Karmila	2,5	5	3,75
7	Suci Sundari	5	2,5	3,75
8	Hijriah Mansur	5	2,5	3,75
9	Normawati	2,5	2,5	2,5
10	Nur Fadila	2,5	2,5	2,5
11	Nur Inayah	2,5	2,5	2,5
12	Nur Insani	5	2,5	3,75
13	Nur Sani	5	5	5
Total				

No	Sample	Pos-test		Score
		Main idea	Supporting	
1	Annisa TG	7,5	10	8,75
2	Asnita	7,5	7,5	7,5
3	Dewi Sartika	7,5	7,5	7,5
4	Herlina	7,5	7,5	7,5
5	Idawati	10	10	10
6	Karmila	7,5	7,5	7,5
7	Suci Sundari	10	7,5	8,75
8	Hijriah Mansur	10	7,5	8,75
9	Normawati	7,5	7,5	7,5
10	Nur Fadila	10	7,5	8,75
11	Nur Inayah	7,5	7,5	7,5
12	Nur Insani	7,5	7,5	7,5
13	Nur Sani	10	7,5	8,75
Total				

No	Sample	Pre-test		Score
		Main idea	Supporting	
1	Awaluddin Nur	5	2,5	3,75
2	Bahrur Rahman	2,5	5	3,75
3	Dadi	5	2,5	3,75
4	Derman Kadere	2,5	5	3,75

5	Defa Rahwana	2,5	2,5	2,25
6	Ferdi	5	2,5	3,75
7	Kurniawan	2,5	2,5	2,25
8	Hairul Saputra	5	2,5	3,75
9	Jumadi	2,5	5	3,75
10	Lukmanul Hakim	2,5	5	3,75
11	Muh. Alfian P	2,5	5	3,75
12	Muh. Adi Putra	5	5	5
13	Muh. Nur Aqilah	5	5	5
14	Nurchalish	2,5	2,5	2,25
15	Nur alam	2,5	2,5	2,25
16	Ryan Ardiansyah	5	2,5	3,75
17	Rahmat Taufik	2,5	5	3,75
Total				

No	Sample	Post-test		Score
		Main idea	Supporting	
1	Awaluddin Nur	7,5	7,5	7,5
2	Bahrur Rahman	7,5	10	8,75
3	Dadi	10	10	10
4	Derman Kadere	7,5	10	8,75
5	Defa Rahwana	10	7,5	8,75

6	Ferdi	10	7,5	8,75
7	Kurniawan	10	7,5	8,75
8	Hairul Saputra	7,5	7,5	7,5
9	Jumadi	7,5	7,5	7,5
10	Lukmanul Hakim	7,5	7,5	7,5
11	Muh. Alfian P	10	10	10
12	Muh. Adi Putra	10	10	10
13	Muh. Nur Aqilah	10	10	10
14	Nurchalish	7,5	7,5	7,5
15	Nur alam	10	7,5	8,75
16	Ryan Ardiansyah	7,5	7,5	7,5
17	Rahmat Taufik	7,5	10	8,75
Total				

No	Pre-test	Classification	Post-test	Classification
	Main idea		Main idea	
1	2,5	Very Poor	7,5	Fairly Good
2	2,5	Very Poor	7,5	Fairly Good
3	5	Fairly	7,5	Fairly Good
4	2,5	Very Poor	7,5	Fairly Good
5	2,5	Very Poor	10	Excellent
6	2,5	Very Poor	7,5	Fairly Good

7	5	Fairly	10	Excellent
8	5	Fairly	10	Excellent
9	2,5	Very Poor	7,5	Fairly Good
10	2,5	Very Poor	10	Excellent
11	2,5	Very Poor	7,5	Fairly Good
12	5	Fairly	7,5	Fairly Good
13	5	Fairly	10	Excellent
Total				

No	Pre-test	Classification	Post-test	Classification
	Main idea		Main idea	
1	5	Fairly	7,5	Fairly Good
2	2,5	Very Poor	7,5	Fairly Good
3	5	Fairly	10	Excellent
4	2,5	Very Poor	7,5	Fairly Good
5	2,5	Very Poor	10	Excellent
6	5	Fairly	10	Excellent
7	2,5	Very Poor	10	Excellent
8	5	Fairly	7,5	Fairly Good
9	2,5	Very Poor	7,5	Fairly Good
10	2,5	Very Poor	7,5	Fairly Good
11	2,5	Very Poor	10	Excellent

12	5	Fairly	10	Excellent
13	5	Fairly	10	Excellent
14	2,5	Very Poor	7,5	Fairly Poor
15	2,5	Very Poor	10	Excellent
16	5	Fairly	7,5	Fairly Poor
17	2,5	Very Poor	7,5	Fairly Poor
Total				

No	Sample	Pre-test	Post-test	D1	D2
		X1	X2		
1	S-1	2,5	8,75	6,25	39,0625
2	S-2	3,75	7,5	3,75	14,0625
3	S-3	2,5	7,5	5	25
4	S-4	3,75	8,75	5	25
5	S-5	3,75	10	6,25	39,0625
6	S-6	3,75	8,75	5	25
7	S-7	3,75	7,5	3,75	14,0625
8	S-8	2,5	8,75	6,25	39,0625
9	S-9	3,75	8,75	5	25
10	S-10	3,75	7,5	3,75	14,0625
11	S-11	3,75	10	6,25	39,0625
12	S-12	3,75	7,5	3,75	14,0625

13	S-13	2,5	8,75	6,25	39,0625
14	S-14	3,73	7,5	3,75	14,0625
15	S-15	3,75	7,5	5	25
16	S-16	3,75	8,75	5	25
17	S-17	3,75	8,75	3,75	14,0625
18	S-18	3,75	7,5	6,25	39,0625
19	S-19	3,75	10	5	25
20	S-20	5	10	5	25
21	S-21	5	10	5	25
22	S-22	2,5	7,5	5	25
23	S-23	2,5	7,5	6,25	39,0625
24	S-24	2,5	8,75	6,25	39,0625
25	S-25	2,5	8,75	3,75	14,0625
26	S-26	2,5	7,5	2,5	6,25
27	S-27	3,75	7,5	3,75	14,0625
28	S-28	5	8,75	3,75	14,0625
29	S-29	3,75	7,5	3,75	14,0625
30	S-30	3,75	8,75	5	25
Total		3,5	7,29	4,708	23,34375

No	Sample	Pre-test		Score
		Main idea	Supporting	
1		2,5	2,5	2,5
2		2,5	2,5	2,5
3	S-3	5	2,5	3,75
4	S-4	2,5	5	3,75
5	S-5	2,5	5	3,75
6	S-6	2,5	5	3,75
7	S-7	5	2,5	3,75
8	S-23	5	2,5	3,75
9	S-24	2,5	2,5	2,5
10	S-25	2,5	2,5	2,5
11	S-26	2,5	2,5	2,5
12	S-27	5	2,5	3,75
13	S-28	5	5	5
Total				

No	Sample	Pos-test		Score
		Main idea	Supporting	
1	S-1	7,5	10	8,75
2	S-2	7,5	7,5	7,5
3	S-3	7,5	7,5	7,5

4	S-4	7,5	7,5	7,5
5	S-5	10	10	10
6	S-6	7,5	7,5	7,5
7	S-7	10	7,5	8,75
8	S-23	10	7,5	8,75
9	S-24	7,5	7,5	7,5
10	S-25	10	7,5	8,75
11	S-26	7,5	7,5	7,5
12	S-27	7,5	7,5	7,5
13	S-28	10	7,5	8,75
Total				

No	Sample	Pre-test		Score
		Main idea	Supporting	
1	Awaluddin Nur	5	2,5	3,75
2	Bahrur Rahman	2,5	5	3,75
3	Dadi	5	2,5	3,75
4	Derman Kadere	2,5	5	3,75
5	Defa Rahwana	2,5	2,5	2,25
6	Ferdi	5	2,5	3,75
7	Kurniawan	2,5	2,5	2,25
8	Hairul Saputra	5	2,5	3,75
9	Jumadi	2,5	5	3,75

10	Lukmanul Hakim	2,5	5	3,75
11	Muh. Alfian P	2,5	5	3,75
12	Muh. Adi Putra	5	5	5
13	Muh. Nur Aqilah	5	5	5
14	Nurchalish	2,5	2,5	2,25
15	Nur alam	2,5	2,5	2,25
16	Ryan Ardiansyah	5	2,5	3,75
17	Rahmat Taufik	2,5	5	3,75
Total				

No	Sample	Post-test		Score
		Main idea	Supporting	
1	Awaluddin Nur	7,5	7,5	7,5
2	Bahrur Rahman	7,5	10	8,75
3	Dadi	10	10	10
4	Derman Kadere	7,5	10	8,75
5	Defa Rahwana	10	7,5	8,75
6	Ferdi	10	7,5	8,75
7	Kurniawan	10	7,5	8,75
8	Hairul Saputra	7,5	7,5	7,5
9	Jumadi	7,5	7,5	7,5
10	Lukmanul Hakim	7,5	7,5	7,5
11	Muh. Alfian P	10	10	10
12	Muh. Adi Putra	10	10	10

13	Muh. Nur Aqilah	10	10	10
14	Nurchalish	7,5	7,5	7,5
15	Nur alam	10	7,5	8,75
16	Ryan Ardiansyah	7,5	7,5	7,5
17	Rahmat Taufik	7,5	10	8,75
Total				

Classification of Students Score Male in Pre- test and Post- test

No	Pre-test	Classification	Post-test	Classification
	Main idea		Main idea	
1	2,5	Very Poor	7,5	Fairly Good
2	2,5	Very Poor	7,5	Fairly Good
3	5	Fairly	7,5	Fairly Good
4	2,5	Very Poor	7,5	Fairly Good
5	2,5	Very Poor	10	Excellent
6	2,5	Very Poor	7,5	Fairly Good
7	5	Fairly	10	Excellent
8	5	Fairly	10	Excellent
9	2,5	Very Poor	7,5	Fairly Good
10	2,5	Very Poor	10	Excellent
11	2,5	Very Poor	7,5	Fairly Good
12	5	Fairly	7,5	Fairly Good
13	5	Fairly	10	Excellent

Total				
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Classification of Students Score Female in Pre- test and Post- test

No	Pre-test	Classification	Post-test	Classification
	Main idea		Main idea	
1	5	Fairly	7,5	Fairly Good
2	2,5	Very Poor	7,5	Fairly Good
3	5	Fairly	10	Excellent
4	2,5	Very Poor	7,5	Fairly Good
5	2,5	Very Poor	10	Excellent
6	5	Fairly	10	Excellent
7	2,5	Very Poor	10	Excellent
8	5	Fairly	7,5	Fairly Good
9	2,5	Very Poor	7,5	Fairly Good
10	2,5	Very Poor	7,5	Fairly Good
11	2,5	Very Poor	10	Excellent
12	5	Fairly	10	Excellent
13	5	Fairly	10	Excellent
14	2,5	Very Poor	7,5	Fairly Poor
15	2,5	Very Poor	10	Excellent
16	5	Fairly	7,5	Fairly Poor
17	2,5	Very Poor	7,5	Fairly Poor
Total				

Classification of Students Score in Pre- test and Post- test

No	Pre-test	Classification	Post-test	Classification
	Main idea		Main idea	
1	2,5	Very Poor	8,75	Very Good
2	3,75	Poor	7,5	Fairly Good
3	2,5	Very Poor	7,5	Fairly Good
4	3,75	Poor	8,75	Very Good
5	3,75	Poor	10	Excellent
6	3,75	Poor	8,75	Very Good
7	3,75	Poor	7,5	Fairly Good
8	2,5	Very Poor	8,75	Very Good
9	3,75	Poor	8,75	Very Good
10	3,75	Poor	7,5	Fairly Good
11	3,75	Poor	10	Excellent
12	3,75	Poor	7,5	Fairly Good
13	2,5	Very Poor	8,75	Very Good
14	3,73	Poor	7,5	Fairly Good
15	3,75	Poor	7,5	Fairly Good
16	3,75	Poor	8,75	Very Good
17	3,75	Poor	8,75	Very Good
18	3,75	Poor	7,5	Fairly Good
19	3,75	Poor	10	Excellent

20	5	Fairly	10	Excellent
21	5	Fairly	10	Excellent
22	2,5	Very Poor	7,5	Fairly Good
23	2,5	Very Poor	7,5	Fairly Good
24	2,5	Very Poor	8,75	Very Good
25	2,5	Very Poor	8,75	Very Good
26	2,5	Very Poor	7,5	Fairly Good
27	3,75	Poor	7,5	Fairly Good
28	5	Fairly	8,75	Very Good
29	3,75	Poor	7,5	Fairly Good
30	3,75	Poor	8,75	Very Good
Total	3,5		7,29	

Appendix C

1. To calculate the score of students' writing test by using the following formula:

a.) Mean score of students pre-test progression types

$$\begin{aligned} \mathbf{X} &= \frac{\Sigma X}{N} \\ &= \frac{142,5}{30} \\ &= \mathbf{4,75} \end{aligned}$$

b.) $\mathbf{X} = \frac{\Sigma X}{N}$

$$\begin{aligned} &= \frac{137,5}{30} \\ &= \mathbf{4,58} \end{aligned}$$

c.) Mean score of students Post-test progression types

$$\begin{aligned} \mathbf{X} &= \frac{\Sigma X}{N} \\ &= \frac{257,5}{30} \\ &= \mathbf{8,58} \end{aligned}$$

d.) Mean score of students post-test supporting

$$\begin{aligned} \mathbf{X} &= \frac{\Sigma X}{N} \\ &= \frac{247,5}{30} \\ &= \mathbf{8,25} \end{aligned}$$

2. Mean score of students post-test main idea

a.) Writing achievement students score progression types

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

$$P = \frac{8.58 - 4.75}{4.75} \times 100$$

$$P = \frac{3.83}{4.75} \times 100$$

$$P = 80.63\%$$

b.) Writing achievement students score in supporting

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

$$P = \frac{8.25 - 4.58}{4.58} \times 100$$

$$P = \frac{3.67}{4.58} \times 100$$

$$P = 80.13\%$$

c.) Calculating the mean score and standard deviation in pre-test and post-

test

$$D = \frac{\sum D}{N} = \frac{141.25}{30} = 4.708$$

$$T = \frac{4.708}{\sqrt{\frac{23.34375 - (141.25)^2}{30(30-1)}}}$$

$$T = \frac{4.708}{\sqrt{\frac{23.34375 - (4.708)^2}{30(29)}}}$$

$$T = \frac{4.708}{\sqrt{\frac{23.34375 - 22.165264}{870}}}$$

$$T = \frac{4.708}{\sqrt{\frac{15178486}{870}}}$$

$$\mathbf{T} = \frac{4}{\sqrt{0.01}}$$

$$= \frac{4}{0.1}$$

$$= 40$$

t-test value = 40

Appendix D

Distribution of T-table

Df	Level of Significance for Two-Tailed test					
	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.923	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922

19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	4.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.685	1.980	2.358	2.617	3.373

For level significance (D)

Degree of Freedom (df) =N-1= 30-1=29

T-test (40) >t-Table (2.045)

Dokumentasi dalam proses pembelajaran



CURRICULUM VITAE

SAYANI was born on Mei 13th, 1996 in Bissoloro she has siblings, 1 brothers. She is the second child from 2 childrens. Her father is Abd. Samad and her mother is Sayu.

She stated her education first, in elementary school at SDN Bissoloro and she graduated in 2008. Second, she continued at SMP Islam Darul Fallaah Unismuh Makassar in Bissoloro and graduated in 2011 and she continued at MAK Darul Fallaah Unismuh Makassar in Bissoloro Labuan Bajo and graduated in 2014. In the same years she was accepted as the students in English Educations Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar

At the end of her study, she could finish with her thesis under the title “Thematic Progression in Male and Female Students Esssay in Writing Achievement (An Experimental Research to The Third Grade Students at SMP Darul Fallaah Unismuh Makassar in Bissoloro)