

**The Use of Padlet Application (PA) to Enhance Students Writing Ability at**

**MAN 1 Makassar**

**(An Experimental Research)**



**A THESIS**

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

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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## *PEDIHNYA BERHARAP*

### *KEPADA MANUSIA*

*"Ketika hatimu terlalu berharap kepada seseorang, maka Allah timpakan ke atas kamu pedihnya sebuah pengharapan, supaya kamu mengetahui, bahwa Allah sangat mencemburui hati yang berharap selain Dia. Maka Allah menghalangimu dari perkara tersebut, agar kamu kembali berharap kepada-Nya"*

*(Imam Syafi'i Rahimahumullah)*

## **ABSTRACT**

**Zurtia Musdir.2018.** The Use of Padlet Application (PA) to Enhance Students Writing Ability at MAN 1 Makassar.This research aimed to know the students writing ability after applied Padlet Application on class 11<sup>th</sup> grade students of MAN 1 Makassar. The supervised by Sitti Asriati AM and Farisha Andi Baso.

The research problems of this research does the use of Padlet Application able to improve students writing ability.

The method of this research was pre experiment design that consisted of pre test, treatment and post test.The aimed of this research was to analyze whether or not the used of Padlet Application able to improve the students' writing ability.

The sample of this research was class XI MIPA 1 at MAN 1 Makassar in 2018/2019 academic year. In this research, researcher used purposive sampling technique, where the researcher took 17 students as sample. The researcher used two kinds of test were writing test to measure the improvement of students' writing skill in terms of content and organization.

Based on the data analysis, it found that the improvement of students' writing skill in terms of content was 54.70 became 82.35 with the t-test value of content was greater than t-table ( $16.58 > 2.11$ ), while the improvement of students' writing skill in terms of organization shows the result was 57.05 became 87.05 with the t-test value of organization was greater than t-table ( $34.98 > 2.11$ ). It means, the result of writing test proved that Padlet Application was effective and applicable to improve students' writing ability at the eleventh grade of MAN 1 Makassar

**Keywords : Padlet Application, Enhance, Writing Ability**

## ABSTRAK

**Zurtia Musdir.2018.** Penggunaan aplikasi Padlet untuk meningkatkan kemampuan menulis siswa di MAN 1 Makassar. Penelitian ini dimaksudkan untuk mengetahui kemampuan menulis siswa setelah diterapkan aplikasi Padlet pada siswa kelas 11 MAN 1 Makassar. Pembimbing oleh Sitti Asriati AM dan Farisha Andi Baso.

Rumusan masalah pada penelitian ini adalah apakah penggunaan aplikasi Padlet dapat meningkatkan kemampuan menulis siswa.

Metode pada penelitian ini adalah pre eksperimen yang terdiri dari tes awal, percobaan, dan tes akhir. Penelitian ini ditujukan untuk menganalisis apakah penggunaan aplikasi Padlet mampu untuk meningkatkan kemampuan menulis siswa.

Objek penelitian ini adalah siswa kelas 11 MIPA 1 MAN 1 Makassar tahun akademik 2018/2019. Pada penelitian ini, peneliti menggunakan teknik purposive sampling, dimana peneliti mengambil 17 siswa sebagai objek penelitian. Peneliti menggunakan satu jenis tes menulis untuk mengukur peningkatan kemampuan menulis siswa dalam aspek konten dan organisasi.

Berdasarkan analisis data, ditemukan peningkatan kemampuan menulis siswa dalam aspek konten yaitu 54.70 meningkat menjadi 82.35 dengan nilai t-test konten lebih besar dibanding nilai t-table ( $16.58 > 2.11$ ), sementara peningkatan kemampuan menulis siswa dalam aspek organisasi menunjukkan hasil yaitu 57.05 meningkat menjadi 87.05 dengan nilai t-test organisasi lebih besar dari nilai t-table ( $34.98 > 2.11$ ). Hal ini berarti, hasil tes menulis siswa membuktikan bahwa aplikasi Padlet efektif and dapat dipakai untuk meningkatkan kemampuan menulis siswa kelas 11 MAN 1 Makassar.

**Kata Kunci : Aplikasi Padlet, Meningkatkan, Kemampuan Menulis**

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*In the Name of Allah The Beneficent and The Merciful*

Praise and great submitted to almighty God, Allah SWT who always gives gracious and mercy and tremendous blessing that help writer finishing this thesis with the title ‘The Use of Padlet Application (PA) to Enhance Students Writing Ability at MAN 1 Makassar’. Peace and blessing upon our prophet Muhammad SAW, his families, his companion and his followers. This thesis is a requirement in accomplishing the S-1 degree at the English Education Department Faculty of Teacher Training and Education in Muhammadiyah University of Makassar.

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Makassar, Desember 2018

Zurtia Musdir

## TABLE OF CONTENT

<b>TITLE PAGE</b>	<b>i</b>
<b>APPROVAL SHEET</b>	<b>ii</b>
<b>COUNSELLING SHEET</b>	<b>iii</b>
<b>SURAT PERNYATAAN</b>	<b>vi</b>
<b>SURAT PERJANJIAN</b>	<b>vii</b>
<b>MOTTO</b>	<b>viii</b>
<b>ABSTRACK</b>	<b>ix</b>
<b>ACKNOWLEDGMENT</b>	<b>x</b>
<b>TABLE OF CONTENT</b>	<b>xii</b>
<b>LIST OF TABLE</b>	<b>xiv</b>
<b>LIST OF FIGURE</b>	<b>xv</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background	1
B. Problem Statement	3
C. Objective of the Research	4
D. Significance of the Research	4
E. Scope of the Research	4
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. Previous Related Research Findings	6
B. Some Pertinent Ideas	
1. Theory of Writing	
a. Definition of Writing	9
b. Component of Writing	11
c. Characteristic of a Good Writing	13
d. Writing Process	14
2. Some Concept of Technology	
a. Definition of Technology	15
b. The Function of Technology in Learning	16
c. The Implementation of Technology	17
3. Concept of Padlet Application	
a. Definition of Padlet Application	23

b. Procedure of Padlet Application	24
c. Implementation, Advantage and Disadvantage of Padlet Application	25
d. Conceptual Framework	28
e. Research Hypothesis	29

### **CHAPTER III RESEARCH METHODOLOGY**

A. Research Design	30
B. Population and Sample	33
C. Research Variables and Indicator	34
D. Research Instrument	35
E. Technique of Data Analysis	40

### **CHAPTER IV FINDINGS AND DISCUSSIONS**

A. Findings	42
B. Discussions	50

### **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion	57
B. Suggestion	58

### **BIBLIOGRAPHY**

### **LESSON PLAN**

### **APPENDICES**

### **CURRICULUM VITAE**



## LIST OF TABLES

Table 3.1 Design of the Study	30
Table 3.2 Analytic Scoring Rubric	36
Table 3.3 Classification of the Students' Score	43
Table 3.4 Hypohotesis Testing	41
Table 4.1 Students' Writing Invitation Letter Using Padlet Application in Terms of Content	43
Table 4.2 Classification of the Students' Writing Invitation Letter Using Padlet Application in Terms of Content (Pre Test and Post Test)	44
Table 4.3 Students' Writing Invitation Letter Using Padlet Application in Terms of Organization	45
Table 4.4 Classification of the Students' Writing Invitation Letter Using Padlet Application in Terms of Organization (Pre Test and Post Test)	46
Table 4.5 The Improvement of Pre Test and Post Test in Terms of Content and Organization	46
Table 4.6 The Significance Between Pre Test and Post Test Score of the Students' Writing Invitation Letter in Terms of Content	48
Table 4.7 The Significance Between Pre Test and Post Test Score of the Students' Writing Invitation Letter in Terms of Organization	49
Table 4.8 T-test Value of the Students' Ability Using Padlet Application	50

## **LIST OF FIGURES**

Figure 2.1 Conceptual Framework	28
Figure 4.1 The Mean Score of the Students' Writing Invitation Letter Using Padlet Application in Terms of Content	43
Figure 4.2 The Mean Score of the Students' Writing Invitation Letter Using Padlet Application in Terms of Organization	45
Figure 4.3 The Improvement of Pre Test and Post Test in Terms of Content and Organization	47

## CHAPTER I

### INTRODUCTION

#### A. Background

The problem that faced by students one of them in learning language is writing. In writing there are some important aspects to write good sentence. According to Jacob et al in Suardi (2012:12), the components of writing consist of five are content, organization, language use/grammar, mechanics and vocabulary. Content is all about unity and completeness of the paragraph so that the readers easily get the point of it. Organization is concern to coherence. Good paragraph made if one sentence coherence with another sentence. Coherence means that how the previous sentence continue with next sentence without less the meaning of the sentences because writer has arranges and organizes the ideas. Language use/grammar is about structure of language like one sentence has to consist of subject, verb, adjective, adverb so that the sentence can categorized complete sentence. Mechanics is refers to punctuation, spelling, and capitalization. If one of them is incorrect it means the meaning of the sentence also wrong. Vocabulary is words. Writer has to prefer right words to write explain their thought. Wrong vocabulary means that wrong sentence also.

In Untung (2013), Schools and teachers have always been expected to promote social skills among students, modeling how to collaborate, negotiate conflict, exchange information, and evaluate truth. When used properly and

developed with smart pedagogy, the principles of today's social networking can be used to enhance and build on traditional classroom learning and develop 21st century skills that future employers and the world economy now consistently demand, such as technological proficiency, civic duty, communication, teamwork, cultural awareness, and financial literacy.

In 21<sup>st</sup> Century, technology has a big influence in education field especially in teaching learning. Nowadays, internet has become a necessity for everyone include students even in the classroom. We know that the first web technology appeared was Web 1.0 *World Wide Web* and this era is Web 2.0 it called *Social Web*. Padlet include Social Web that has big potential to help teacher convey materials easily, make students interest and improve their achievement especially in writing skill. Padlet is sticky notes virtual application that students can write, communicate, collaborate and share to their friends in the class. Padlet make teacher easy to gathering ideas of students. Through Padlet teacher no need using whiteboard to write question and for students no need using book to write answer. Students directly write their answer and automatically their answer can be seen by their friends/group. Every students/group has to sent answer because it can be seen from LCD. After that teacher explain one by one the answer directly without wasting time because teacher just typing and write the correction. Beside that, design or wallpaper of the padlet is various so that make students interest in learning English.

As we know that for us Indonesian, English is foreign language. The students sometimes admit English is difficult when they are cannot using English correctly for instance to arrange sentence. They cannot write correctly because their grammar and vocabulary is limited. Beside that students admit English is difficult because the pronounce when we speak and write is different so that sometimes students getting confused about that. It is due to they always listen the words after that try to speak but never to write it. The other reason is level of students participation in learning English is very low. That is caused perhaps teacher using conventional ways. There is no innovation in teaching learning process so that make student feels bored and lazy to learn English especially in writing. This is the lack of teacher methods currently. Because of that teacher needs new design or method in teaching in writing skill.

## **B. Problem Statements**

In writing class, students often felt bored in learning writing subject, it might be because of the way of teaching or the subject itself. Educators, in this case teacher, should find out an attractive way to gain their interest in learning writing subject. This study answered the following research questions:

Does the use of Padlet Application able to improve students writing ability?

### **C. Objective of the Research**

This study objective is to find out:

To analyze whether or not the use of Padlet Application able to improve students writing ability

### **D. Significance of the Research**

The significant of the study classified into two – theoretically and practically. Theoretically, the result of this study can be as a document of research that proved whether this study works or not and also as a reference for other teacher so it improve their teaching way in the classroom. Practically, for the teachers the result of this study can give contribution to enrich their ways in teaching writing, for the students this study give them information how they can deploy application to improve their writing, for other researcher this study give them information regarding to the use of application in the classroom.

### **E. Scope of the Research**

The object of this study focus on eleventh grade students of MAN 1 Makassar. This study only using Padlet application as one of the way to teach writing skills in the classroom. The researcher focus on the Content and Organization of writing. The researcher using invitation letter. Invitation letter is one of the material that should be mastered by eleventh grade students of MAN 1 Makassar based on syllabus K13. This study's scope relied on

Padlet application improve students ability in writing skill which is about content and organization using Padlet application.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

Lestari (2017: 15) at Universitas PGRI Madiun, the result of this research is proved through Padlet application can improve writing students ability. Students admit that Padlet make them easy to explore their ideas and collaborate with their friends. They interest because they could upload video, picture, or recording suitable with the topic.

Masrah (2017: 5) at Universiti Tun Hussein On Malaysia, wrote that Padlet application as an alternative tools in teaching learning short stories literature shows that able to improve achievement and performance of students. This aim of this research is compared between modern method which used Padlet application and traditional method in teaching learning. This research used quasi experimental which consist of experimental group and controlled group. The experimental group shows that implication of padlet is effective and make students more enjoyable in learning literature.

Kleinsmith(2017) in her researcher explained that students were satisfied to use Padlet. This study was successful increase the engagement of students in fifth grade basic skills mathematics classroom. Beside that, researcher found that less of consistent as the result of study and further studies are needed to validate findings.



Asriati (2013) in her journal wrote this research successful develop the students' ability to write narrative text viewed from generic structure and language used with SWELL method. This research was Classroom Action Research that consisted of two cycles. In cycles 2 test result increased (77,81) from mean score in cycle 1 (66,98).

Asriati and Maharida (2013) in her journal used Classroom Action Research and proved that this writing process method could improve of students' writing skill and their activeness in learning process. In cycle 1 the mean score of students was 66,38 while in cycle 2 after revision increased 70,79.

Hartono (2017) in a survey used quantitative and qualitative survey. The researcher introduced some of Interactive Online Apps (IOA) like Quizlet, Padlet, Canva, Grammarly, Answer the Public.com, Evernote, Scrapbook, and Socrative to English teachers in Indonesia. Based on the survey, the intensity and frequency of IOA implemented by teachers were Quizlet (47,1%), Canva (29,4%), Grammarly (17,6%), and Scrapbook (5,9%). It proved that IOA was an interesting app for students to use in learning.

Nurviyani(2018:72) stated that with Padlet application students can improve their critical reading skill through written text and image that teacher put in Padlet. Students can easily to match and pair the texts and images so that students easy to understand the point. It proved from their

achievement in critical reading test in the second cycle which more than eighty percent of students got good score.

Dewit, Alias, Siraj (2014), did this research how the lesson was designed for interactivity using Padlet. Padlet used in synchronous online debate among 40 students learning about computers in an institute of higher education. The findings indicated that students could learn and generate when new ideas when using this tool.

Septina (2015) stated that recently people like everything about gadget and technology. Thus, teaching learning process is more enjoyable and effective by using technology application. Beside it is effective in using time, it is also effective in giving scoring. Based on the result of Septina's research, there was some benefits by using this application both for teacher and students. For teacher, are: interaction with students are not only at class, can check, evaluate, review, scoring, students post easily. While the benefits for students are: can do assignments everywhere, simple, effective, paperless, motivate them to do the task because they can see their friends' post.

Based these thesis and journal above describe about how the effectiveness of application that had teacher brought to the class. It was proved that there is interest of student in learning English especially on first research above. Researcher has implemented Padlet application to improve writing ability of students. The thesis shows in cycle 2 was 77,10 it means there is a significant increase from before. Some of previous

research used classroom action research (car) so that they had long time (two cycle) to see how the significance of students result through Padlet application while my research using pre experimental design which the process is shorter to see the improvement of students through Padlet.

## **B. Some Pertinent Ideas**

### **1.Theory of Writing**

#### **A. Definition of Writing**

According to Harmer in Saiful(2004: 86) writing is a process and influence of the strength of genre. It is a form of thinking, but it is thinking for a particular audience and a particular occasion. It is different from Yakkop in Saiful, (2006: 34) defines that writing is a communicative activity and so is carried out in accordance with certain general principles in which underline the use of language in communication.

The statements above are different from Meyers in Saiful(2002: 2) states that writing is an action or a process of discovering and organizing ideas, putting them on a paper and reshaping and revising them. This is almost similar to Prichard, (2013: 98) states that writing is a way of expressing thought from mind to print materials. We can state that writing is a kind of activity where the writer puts all the ideas in his mind on the paper from words to sentences, sentences to paragraph and paragraph to essay.Byrne in Rahid, Nair, Kaur, and Louis (2008) argues that writing is difficult because of psychological,

linguistic and cognitive problems that students undergo. The actual writing test requires them to write individually and independently unlike in the writing class where interaction and immediate feedback are available. In addition, it is also stressful to write the essay

There are many experts who give their views about the definition of writing. According to Bader cited in Kheder (2011:9) writing is means of communication between people. It should follow some conventions that are unique of all which relate letters to words and words to sentence which must be well organized to have a coherent who called “text “. ForSapkota (2013:70) also suggest that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.

Writing is essentially a thinking process and those thoughts are finally imprinted in awritten form as writing. Not only it can help to reconstruct thinking into the written form, it also supplies important clues for improving the coherence of the text. It can give us a fornicating insight into what goes on as we struggle to translate meaning into words (Sapkota,2013 :71).

Another statement about writing comes from Good in Yakkop (2006: 47) states that writing is the graphic representation of a language that follows some systematic orders, pictures, or graphics symbols are not considered a form of writing unless they form part system that can be grasped by the readers' familiar with the system.

Bowker in Farid (2007) states that writing is a skill that required in many contexts throughout life. For instance, you can write an email to a friend or reflect on what happened during the day in your personal diary.

Dietsch in Farid (2006) writing is a process of discovery. As you write, you will discover thought and ideas that lie beneath the surface of your mind. You will become more aware of your own beliefs and value-what is important to you. Your curiosity my sprout and spur you to read and research new avenues. Writing assignment will challenge you to expand your knowledge.

Based on statements above, the writer concludes that writing is a means of communication which is used to transmit messages or ideas in our mind in written materials.

## **B. Component of Writing**

Jacob et al (2017: 15) there are five component of writing

### **1. Content**

Content consist of two parts, are unity and completeness. A good reader able to focus on some words or sentences which

shows the unity and completeness of the text so that the reader easily understand the meaning of it.

## 2. Organization

Organization is correlate with coherence. A text can be classify as organize if one sentence to another sentence to be continue. It means that the point of message is not break.

## 3. Language Use/Grammar

Language use in writing consist of correct language and point of grammar. Grammar in English writing involve the use of subject, verb, adjective, adverb, and using right tense. A sentence with right grammar and tense will help reader to understand the meaning of the sentence.

## 4. Mechanics

Some part which include in writing mechanism are capitalization, punctuation and spelling. Sentence with incorrect capitalization, punctuation or spelling can make the meaning of sentence also incorrect.

## 5. Vocabulary

Vocabulary is related with choose right words. If a word put in wrong sentence so that the meaning of sentence also incorrect. The word have to match with the point of the text.

### **C. Characteristic of a Good Writing**

There are some characteristics of a good writing as Adelstein and Pival, (1984: 198) in Saiful state as follow:

1. Good writing reflects the writer's ability to use the appropriate voice. Even through all good writing conveys the sound of someone talking to someone else, the voice heard through the writing must also suit the purpose and the audience of the occasion.
2. Good writing reflects the writers' ability to organize the material into a coherent whole so that it move logically from a central, dominant idea to the supporting points and finally to a consistent entry, conveying to the reader a sense of a well thought outplay.
3. Good writing reflects the writers' abidingly to write clearly and ambiguously, to use sentence structure, language and example. So that the one possible meaning is the writers' intend one.
4. Good writing reflects the writers' ability to write convincingly to interest readers in the subject and to demonstrate a thought and sound understanding of it.

Good writing reflects the writers' ability to criticize the first draft and revise it. Good writing reflects the writers pride in manuscript the willingness to spell and punctuate accurately and to check word meanings and grammatical relationship

within the sentence before submitting the finished product to the security of an audience.

#### **D. Writing Process**

The writing is a way of looking at writing instruction in which the emphasis is shifted from students' finished products to what students think and do as they write. Furthermore, writing activity generally requires several processes namely prewriting, drafting, revising, editing, and publishing

##### **1. Pre-writing**

Pre writing is first step in writing process. This step includes brainstorming, gathering information, thinking, planning, and listing. This step is begin to concept in our mind what we will write. Writers develop a topic, decide the type of writing and audience, and determine the purpose for writing.

##### **2. Drafting**

Students write their ideas on paper. They just focus on ideas or information without concern in punctuation, grammar or neatness. Students should not worry about spelling, grammar, punctuation, or correct words. It is like students develop their rough concept on paper.

##### **3. Revising**

There are many suggestion and comments from classmates to improve our writing. This is to rich our knowledge in



writing. Based the suggestion we will write correctly with teachers help.

#### 4. Editing

Editing means going back over and making changes to its organization, style, grammatical and lexical correctness, and appropriateness. Students work with the teacher or peers with to correct all mistakes in grammar and spelling.

#### 5. Publishing

The final step is publication. This time that the author can sharing their writing to the others. Author publish their writing by making a copy in their neatest handwriting or using a word processor.

## **2. Some Concept of Technology**

### **A. Definition of Technology**

What's on your mind if you heard 'Technology' ?. It might sounds like something can changes everything, something that has to run on electricity. Technology is the use of scientific knowledge for practical purposes or applications, whether in industry or in our everyday lives. Technology related with complete equipment but can be easy to use by human. Technology is the application of scientific knowledge to practical tasks by organizations that involve people and machines.

Nowadays, technology has been helped a lot of human works especially in the field of education. Many teachers utilize the use of technology in the learning process in the classroom. This is because the students are sometimes bored of using conventional methods in learning process so that educators needs more ways to make students interest in learning process in the classroom. One way is to use technology.

## **B. The Function of Technology in Learning**

Information and Communication Technology (ICT) has three main functions, used in learning activities, namely (1) technology functions as a tool (tools), in this case ICT is used as a tool for users or students to help learning, for example in processing words, numbers, create graphic elements, create database, create administrative programs for students, teachers and staff, staffing data, financial services and so on.

(2) Technology functions as science. In this case technology as part of scientific discipline that must be mastered by students. for example computer technology is studied by several departments in universities such as informatics, information management, computer science. In learning at schools according curriculum 2006 have CT subjects as a science knowledge that must be mastered by students of all of their competencies. (3) Technology

functions as materials and tools for learning (literacy). In this case the technology is interpreted as learning material at once as a tool to master a computer-assisted competency. In this case the computer has been programmed in such a way that students are guided in stages using the principle of complete learning for master competence. In this case the position of technology is like a teacher which functions as : facilitator, motivator, transmitter, and evaluator (Riyana, 2017).

### **C. The Implementation of Technology**

Based the three main function above the implementation of technology in learning process is very relevant to social media appearances. Generally, there are two kinds learning tools that usually teacher using in learning process in the classroom :

#### **1. Social Media**

##### **a. What are social media ?**

Facebook, Twitter, Instagram et al. are all social media platforms, but what is meant by social media and why is this relevant to education ?

Facebook was originally referred to as a social network. That characteristic still applies, but with a great deal more functionality. In the late 2010s, social media are means of communication that make it easy to grow networks and share multimedia content.

b. Who uses social media ?

When Prensky (2001) in Peter said that people who had grown up using computers. This was before social media and before many users of Snapchat were born. It is a common fear that people with social media or usually called millennials will more often bend over their smartphone rather than bending their head to read book. Millennials are also known as Generation Y (coming after Gen X), social natives, Generation AO or 'always on' (Foulger, 2014), the 'IM (Instant Message) generation' (Lenhart,2001, cited in Ingle AND Duckworth, 2013), 'cyber humans', 'grasshopper minds' (Sahin, 2009, cited in Uygarer et al., 2016) and the Gamer Generation (Pedro, 2006, cited in Uygarer et al.,2016).

Nowadays, as millennials we aware that the essential of literacy is eroded. People more than looking for the books or references through internet and social media. Social media appears as a new source in education as long as we can use it well so that the advantages will be more than disadvantages.

c. To skill or de- skill ?

At the start of the new millennium, one could safely assume that young people bowing their heads towards their phones and engaging their thumbs were texting. Now, they could be

studying, working on the move, business networking, outsourcing; watching video content, gambling, applying for a job; calculating, buying, selling or investing, comparing; live streaming or constructing their social persona. They will be learning that writing effective emails to your boss requires a different set of skills from making a Snapchat story for friends; networking or applying for a job on LinkedIn necessitates skills that are different from tweeting about issues. At the same time, teachers may be resistant to these skills, fearing that they de-skill. (Carrington and Robinson in Peter .2009).

From the 2010s, there was a significant multiplication of social media. Monthly Facebook users soared from 100 million in 2008 to 2 billion in 2017 (Statista, 2017). 'Digital natives', or people familiar with digital technologies (Prensky, 2001), started to integrate their media consumption with social media. Would they expect their learning to be social too? would educators seek to limit learners' use of this phenomenon, protecting traditional learning methods? If they embraced this new personalized, anarchic web of technologies, would they have the skills and understanding to use them as a productive pedagogic tool (Noor Al- Deen and Hendricks in Peter, 2013).

#### d. Learning by participating

Social media help people participate and can remove a feeling of being excluded. It is clear that teens at the end of the 2000s were beginning to feel empowered by the removal of many ‘gatekeepers’ to expression and communication : podcasting and blogging (later vlogging or video blogging) were emerging not only as part of many people’s flow of information and entertainment but as a viable entry into the world of work. Indeed, as Berg (2015) in Peter, revealed in Forbes magazine, many ‘YouTubers’ are now serving as powerful role models for young people entering the world of work, as they build a brand then diversify into intellectual property ownership, publishing and lucrative sponsorship deals.

Those who benefited from social media employed the skill of ‘creative problem solving’ (Jenkins,2009), which is increasingly desirable in a world in which a teenager may work in an industry that does not yet exist.

Some extant definitions are relatively simple, focusing on the nature of message construction in social media. For example, Blatter, et al in Peter (2009:22) defined social media as, “those that facilitate online communication, networking, and collaboration”. These definitions are problematic in that they could easily be applied to other communication

technologies such as email, missing the unique technological and social affordances that distinguish social media.

Additional definitions of social media have been offered from beyond communication science. Within public relations, Leach in Peter (2013) broadly defined social media as, ‘any interactive communication channel that allows for two-way interaction and feedback,’ further specifying modern social media are characterized by their, ‘potential for real-time interaction, reduced anonymity, a sense of propinquity, short response times, and the ability to ‘time shift’ or engage the social network whenever suits each particular member” (p.645). Within medicine, social media has been, “loosely defined as user-generated content utilizing internet-based publishing technologies, distinct from traditional print and broadcast media,” (Prichard, 2013) and distinguished from traditional (either print or online) media, but do not clearly exclude other ‘new media,’ such as email and text messaging, which are not typically included in typological lists of social media.

In short, social media has been developed following the times. Along with advances in technology, social media attracted the attention of many people, especially social media makes it easier to communicate between one person with others and not

impossible also can be utilized in the field of education where teachers can use as a medium of learning in the classroom.

## **2. Interactive Online Application**

According to Badawi in Wu (2017), with the development of the computer and mobile phone, learning is not limited to traditional methods. Online learning, like MOOC (Massive Open Online Courses), TED (Technology, Entertainment, Design) is becoming mainstreaming way for breaking the barriers of studying (Educational technology n.d.). As for language learning, grammar correcting software like “Grammarly”, online dictionary like “Google Translate” “Youdao Dictionary”, vocabulary applications like “Magoosh Vocabulary Builder” are broadly used by second language learners. The application of modern technology can attract students and explore more potentials for them.

Using interactive online applications in English classrooms is a new paradigm of language teaching in Indonesia. This activity is one example of IT-based language teaching approach popularized and implemented by many experts of education and teachers around the world. Some of Interactive Online Apps (IOA) like Quizlet, Padlet, Canva, Grammarly, Answer the Public.com, Evernote, Scrapbook, and Socrative to English teachers in Indonesia.



## **C. Concept of Padlet Application**

### **1. Definition of Padlet Application**

According Fuschs in Lestari (2016) padlet is an application where students can collaborate and share their writing. Here, they can post video, picture and short essay with the topic or theme. Based on the Fuchs result in 2014, by using Padlet students can participate in discussion and activities in asking some questions and give comments, so it will make them not bored and it can apply everywhere. Padlet is an application to create an online bulletin board so that one can use it to display information for any topic. No matter what kind of device that teacher and students use in the class, all of students can access it. This bulletin board is a great place to gather ideas of students, share and also discuss about the ideas. From the gather ideas usually students can classify and determine the different of one idea and another idea. Through this application students can independence and feel free to discuss with their friends without influence of teacher. On Padlet note, the user has added an important link, YouTube videos, files and image; they could later arrange them in sequence for better communication purpose. Some teachers have been found to use the application for pre and post assessment to ensure if the students are able to recall what they were taught in the previous class and what needs to be taught next. Also, at times when the teachers begin with a new lesson they stop somewhere in the middle of the lesson and ask the students to

guess what will happen next. This helps the teacher understand, the comprehension level of each students in the classroom and guide them accordingly.

## **2. Procedure of Padlet Application**

Although registering is not required, it is free and easy to do via Padlet's own registration portal, or using a Google (or open ID) account. Once users are registered, they can create their first bulletin board and ( in the top left corner) edit the title and description of the "wall". Teachers can create a topic, or simply post a question for students to answer. Users can also edit the image associated with the wall, which functions as an identifying logo. (students looking to create a World War II wall could use, for example, a propaganda poster like Rosie the Riveter as the logo). Lastly, users can select the design template and set access privileges (which includes a custom URL ID).

After the wall is established, users can add a "post it" note by double-clicking anywhere on the wall. Text, audio, videos, and images can be posted to the wall (videos and images automatically display a zoom picture when clicked on- a temporary pop-up window for viewing).

How to use the tool in classroom :

- a. Set up a wall with information to share with your student !  
creative way to share information with students

- b. Set up a wall for students to collaborate on a specific topic!  
Allowing students to share text or file to start collaborating
- c. Set up a wall for your students to provide feedback during a lecture. Allow the wall to be up at all times so students can post questions that you can address throughout your lecture or at the end of your lecture
- d. Students set up a wall to collaborate within groups and to share with the class
- e. Have students create unique presentation by designing their own wall and use to it express themselves over a topic or subject!

### **3. Implementation, Advantages and Disadvantages of Padlet Application**

According Sitti Masrah (2017) in her research about the using of Padlet to learn KOMSAS, used of Padlet in learning that was different from the method traditional which often used by Malay language teachers. Using padlet changed the stigma of students who consider KOMSAS difficult to master and boring. Additionally, learning through Padlet allowed pupils to obtain new experiences and create fun learning. Immediately, Padlet appeals could attract and focused on learning KOMSAS because there were interactive and collaborative features. For example, students could get as much information as the teacher gave in Padlet. Even students themselves could upload their

acting video materials into the wall Padlet to share with other friends or as a group assignment evident them. Any other learning materials such as notes and graphics could be shared by teacher or pupil in the same Padlet. Padlet provide virtual or online communication facilities making it easier for students to continue learning without being bound by time teaching and learning in the classroom. They could use Padlet for communicate with friends or teachers during school holidays, on time and different locations. The interesting and interactive Padlet content allowed explore the links provided by teachers. Therefore, students could adding more understanding of a topic. Students with smartphones could also be trained to utilize gadgets. They were because these applications could be downloaded easily and they used such gadgets for learning purposes such as to review materials the learning contained in the Padlet. Learning through Padlet app can be become one of the methods that could attract further interest students achievement in KOMSAS learning. The importance of the study to the teachers is to provide opportunities to teachers to diversify web-based teaching methods in the process delivery of teaching and learning. Teachers could upload as many information and materials related to the topic of the lesson rather than the traditional method limited to the use of textbooks or reference books. Teachers could also provide teaching materials should a teacher leave or attend a course. The teaching process could still be done although teachers were not in school because

students could referring to the Padlet wall while being monitored by their replacement teachers. Indirectly, teachers would understand clearly about padlet-based learning that was more appropriate with the performance of different pupils at the level of ability and thus attracted interest students to learn KOMSAS.

#### Advantages

1. This application is free and easy. Only teacher who make the own account and create the wall wisher to start the lesson and students join with the Padlet from the link that teacher has shared to students.
2. This application is also mobile, allowing students can use any device in the classroom if they cannot bring laptop or in the school there is no computer, students can use their smartphone.
3. Making it easier for students to think critically and independence because many ideas are accepted
4. Making students more interested in learning because of the wall variety of application that teacher has been made.
5. Padlet can be used in many subject, for instance can using in subject Math or even English.

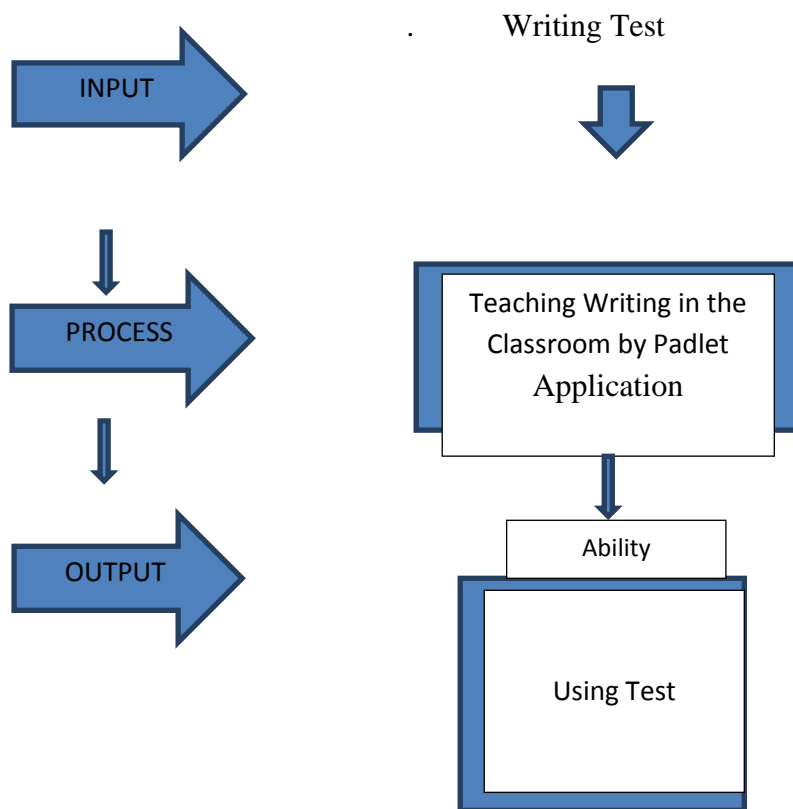
#### Disadvantages

1. The teacher has no more function to control what students will type. Students think and type everything on their mind. This is

make teacher curious about the rules that students have to focus also.

2. It is difficult to use this application if students do not have any device at all.

#### 4. Conceptual Framework



(Figure: 2.1. Conceptual Framework)

**INPUT** : The researcher gives a writing test to every student in the classroom.

**PROCESS** : The researcher teaches how to make a good writing through Padlet application

**OUTPUT** : At the end of the learning, the improvement of students' ability in writing invitation letter will be improved through Padlet application

## **5. Research Hypothesis**

- a. Null Hypothesis (Ho) : "There is no significant difference between the students writing ability before and after treatment by using Padlet Application".
- b. Alternative Hypothesis (H1) : "There is a significant difference students writing ability before and after treatment by using Padlet Application

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In Creswell (2012), research is process to collect information and analyze to increase our understanding about one problem or topic. At a general level research consist of three steps are pose a question, collect data to answer the question, and present an answer to the question.

Some quantitative researchers seek to test whether an educational practice or idea make a difference for individuals. Experimental research procedures are ideally suited for this study. *Experimental designs* (also called intervention studies or group comparison studies) are procedures in quantitative research in which the investigator determine whether an activity or materials make a difference in results for participants. You assess this impact by giving one group one set of activities (called an *intervention*) and withholding the set from another group.

The design of this research was pre experimental method with one group pre test and post test design which involves pre-test (Y1), treatment (X), and tested post-test (Y2). The result of treatment can be compared with the situation before given treatment.

**Table 3.1 The design of this study presented in the following table**

Pre-test	Treatment	Post-test
O1	X	O2

(Sugiyono, 2014:75)



O1 : Pre test value (before using Padlet application)

O2 : Post test value (after using Padlet application)

The Effectiveness of Padlet application to improve students writing skills = (O2-O1)

The procedures of the research described as follow :

1. Pre test

Pre test was administered on the first meeting. The steps of pre test :

- a. The researcher ask to students what they know about formal and informal invitation letter
- b. The researcher gave some topics to students about formal and informal invitation letter. Students must chose one of topic that provided on the paper.

2. Treatment

After giving pre test, the students was given invitation letter by using Padlet application. Treatment was given 4 meetings. The first and second meetings have been given individually while the third and fourth meetings have been given group to students.

The steps of first and second treatment :

- a. The students as individually
- b. The researcher asked each students joined in the researcher padlet account through the researcher's facebook account

- c. The research wrote three questions that students must be answered on the wall of researcher padlet account
- d. The researcher collected ideas of each students about invitation letter
- e. The researcher upload some picture of invitation form and shows common format of a formal and informal invitation letter. The researcher used LCD, laptop, and handphone in lab. Students used computer and their handphone.
- f. The researcher and students discussed about some topic that researcher gave to students in pre test

The steps of third and fourth treatment :

- a. The students consisted of 5 groups in class
- b. Each groups at least had one or two handphone
- c. The researcher asked each group joined in the researcher padlet account through the researcher's facebook account
- d. The research wrote three questions that groups must be answered on the wall of researcher padlet account
- e. The researcher collected ideas of each groups about invitation letter
- f. The researcher upload some picture of invitation form and shows common format of a formal and informal invitation letter. The researcher and students only used handphone in class.

c. Post test

The post test gave after treatment. This was because we would know the effectiveness of using Padlet application to guide students wrote invitation letter. The steps of post test :

- a. The students return as individually
- b. The researcher asked to each students wrote one topic that had determined by researcher about opening a school (formal invitation)
- c. The researcher asked to each students filled a questionnaire sheet.

## **B. Population and Sample**

A samples a subgroup of the target population that the researcher plans to study for generalizing about the target population. In an ideal situation, you selected a sample of individuals who were representative of the entire population

### **1. Population**

The population of the research was the first semester of the second grade of students in MAN 1 Makassar academic year 2018/2019. There were 8 classes with a population of 240 students.

### **2. Sample**

The researcher took only one class as the sample of this research. The members of the sample were 17 students in class 11

MIPA 1. This sample was chosen by purposive sampling. Purposive sampling was used if the target of the sample decided by researcher based some characteristics. Purposive sampling was used if the target of the sample under study had certain characteristics so that no sample may be taken that did not meet the specified characteristics. The sample of this research was class 11 MIPA 2 because in this class less in writing skill.

### **C. Research Variables and Indicator**

There were two variables in this research, they were independent variable and dependent variable:

#### **1. Variables**

##### **a. Independent Variable (X)**

An independent variables an attribute or characteristic that influences or affects an outcome or dependentvariable. Sometimes an intervening variableexists in a research study, and sometimes it did not. In research studies, you will found the independent variables called factors, treatments, predictors, determinants, or antecedentvariables. Regardless of name, researchers measure this type of variable distinctly (independently) from the dependent variable, and they identify these variables as worthyof study because they expect them to influence the outcomes.Padlet application as independent variable used to improve writing skill.

## b. Dependent variable (Y)

A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. You may find them labeled in the literature as the outcome, effect, criterion, or consequence variables. Researchers typically investigate multiple dependent variables in a single study (e.g., you hit another car, the other car hit the car in front of it, and so forth), although in many studies, one of the dependent variables is typically of central interest. Dependent variables can be measured using continuous or categorical scores. The dependent variable was students writing skill especially problem in content and organization in writing.

## 2. Indicators

After the students were trained to write invitation letter by using Padlet application, the students have a good quality on content and organization in their writing.

## **D. Research Instrument**

To collecting data, the researcher gave writing test and questionnaire to students. The test consist of pre test and post test. The pre test was given before the treatment to knowstudents knowledge in invitation letter.The post test to find out the students achievement in writing skill after gave treatment. In analyzing the data related to the students test of writing ability, the researcher used analytical scoring rubric

for writing ,i.e, content and organization. In this study, the researcher combined content and organization component. The following table was the analytical scoring rubric used by researcher to analyze the students writing. Questionnaire used by researcher to measure the interest of student about Padlet application. Researcher used Likert scale 4-1 for positive question (+) and scale 1-4 (-) for negative question that consisted of strongly disagree, disagree, agree and strongly agree.

**Table 3.2 Analytical Scoring Rubric**

Aspects	Score	Explanations
<b>Content (Completeness)</b>	18-20	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflectstthought.
	15-17	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.

	<p>12-14</p> <p>6-11</p>	<p>Development of ideas not complete or essay is somewhat off topic; paragraphs are not divided exactly right.</p> <p>Ideas complete; essay does not reflect careful thinking or was hurried written; no adequate effort in area of content.</p>
	<p>1-5</p>	<p>Essays completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully.</p>

Aspects	Score	Explanations
<b>Organizations (Introduction, Body and Conclusion)</b>	18-20	Appropriate title, effective introductory paragraph, topics stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	15-17	Adequate title, introduction, and conclusion; body of essays acceptable, but some evidence may be lacking, some does are not fully developed; sequences logical but transitional expression may be absent or misused.



	12-14	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	6-11	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization
	1-5	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)

(Brown,2004 :244)

## E. Technique of Data Analysis

### 1. Writing Test

Writing test gave to measure students improvement in writing ability by using Padlet application. The steps were undertaken in quantitative employing the following formula

- a. Scoring the students correct answer of Pre-test and Post-test by used this formula :

$$\text{Score} : \frac{\text{Students Correct Answer}}{\text{Total Number of items}} \times 100\%$$

- b. Calculating the percentage of increasing achievement is used the following formula :  $X_2 - X_1$

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

- c. Calculating the mean score of the students, the researcher used IBM Statistic SPSS 22 Software.

After collected the data of the students, the researcher classified the score of the students into the following criteria:

**Table 3.3. Classification of The Students' Score**

Score	Classification
<b>96-100</b>	Excellent
<b>86-95</b>	Very Good
<b>76-85</b>	Good
<b>66-75</b>	Fairly Good
<b>56-65</b>	Fair
<b>36-55</b>	Poor
<b>00-35</b>	Very Poor

(Depdikbud Amirullah, 2012 :32)

d. The significance difference (t-test) between the students' Pre-test and Post-test, the researcher applied IBM Statistic SPSS 22 Software. The criteria for the hypothesis as follows :

**Table 3.4 Hypothesis Testing**

Testing	Hypothesis	
	Ho	H <sub>1</sub>
t-test > t-table	Rejected	Accepted
t-test < t-table	Accepted	Rejected

After got the students significance scores (value of it) it was compared with the value of t-table. When it found that the value of t-test was equal or greater than the value of t-table, it means that Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Hi) was accepted because there was significance difference between pre-test and post-test and after taught by using Padlet application.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter answers of problem statement in the previous chapter and consists of findings and discussion. Findings showed description of result from the data that had been collected through writingtest in pre-test and post-test which are described in graphic or chart or table form. Then, discussion contains explanation of findings which reflect to the result of the data. In this discussion, the researcher used their own word to explain it.

#### **A. Findings**

The findings of the research that teaching writing through Padlet application could improve writing skill in Content and also could increase writing skill in organization. For further interpretation of the data analysis are given below:

##### **1. The Improvement of Students' Writing Ability Using Padlet Application**

Researcher using Padlet Application to measure the improvement students' writing ability. In writing test, the researcher divided two kinds of component in writing, content and organization.

##### **a. Students' Writing Invitation Letter Using Padlet Application in Terms of Content**

Students' writing skill using Padlet application had different in Pre-test and Post-test. In pre-test students still less understand about Content but after applied Padlet application the students

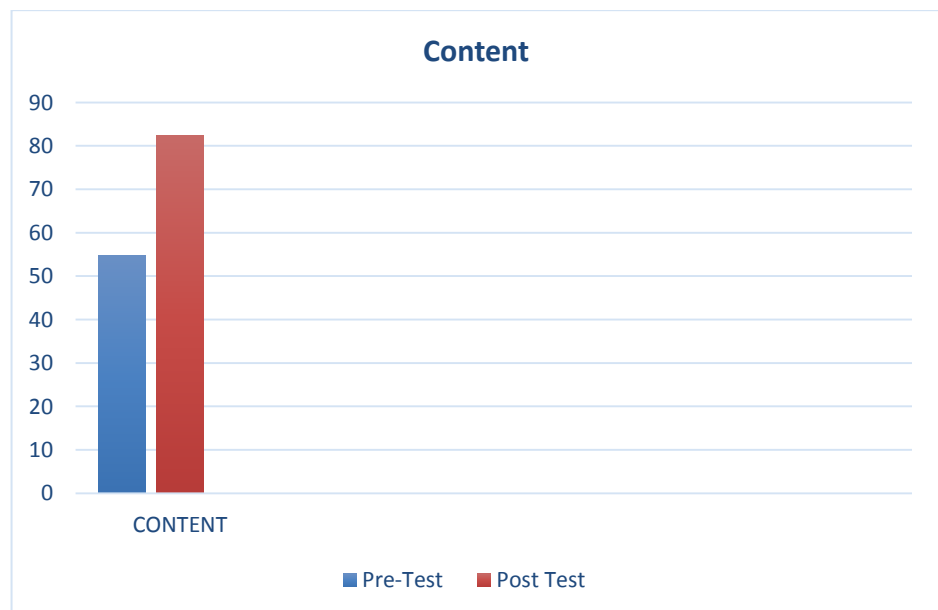
more understand about Content and organization, can be seen clearly in the table 4.1:

**Table 4.1 Students’ Writing Invitation Letter Using Padlet Application in Terms of Content**

No	Component of Writing Skill	The Student’s Score		
		Pre-Test	Post-Test	Improvement
	Content	54.70	82.35	50.54 %

Table 4.1 shows that the mean score of content skill from students in post-test improved after teaching Writing Invitation Letter in terms of content by using Padlet application. The mean score of the students in Pre-test was 54.70 and Post-test which to be 82.35. The improvement was 50.54 %.

**Figure 4.1. The Mean Score of The Students’ Writing Invitation Letter Using Padlet Application in Terms of Content**



**Table 4.2. Classification of the Students' Writing Invitation Letter Using Padlet Application in Terms of Content (Pre-test and Post-test)**

No	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	96-100	-	-	-	-
2	Very Good	86-95		-	5	29.41
3	Good	76-85		-	6	35.29
4	Fairly Good	66-75	3	17.64	6	35.29
5	Fairly	56-65	5	29.41	-	-
6	Poor	36-55	7	41.17	-	-
7	Very Poor	0.0-35	2	11.76	-	-
<b>Total</b>			<b>17</b>	<b>100</b>	<b>17</b>	<b>100</b>

Table 4.2 shows that the Classification of the students Score in Content Skill from pre-test there were 3 (17.64%) students fairly good, 5 (29.41%) students got fairly, 7 (41.17%) got poor, 2 (11.76%) got very poor and none of them got excellent, very good and good. While, from post-test there were 5 (29.41%) students very good, 6 (35.29%) students got fairly good, and none of them got excellent, fairly, poor and very poor.

**b. Students' Writing Invitation Letter Using Padlet Application in Terms of Organization**

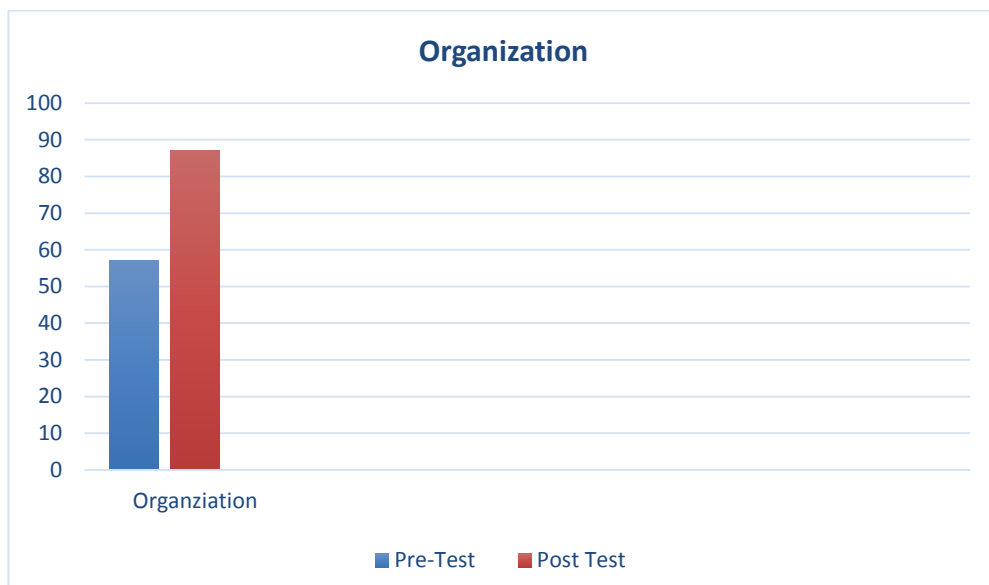
Students' content skill in Writing Invitation Letter using Padlet application had different in pre-test and post-test. In pre-test students still less understand about organization but after applied Padlet Application the students more understand about organization, can be seen clearly in the table 4.3:

**Table 4.3 Students' Writing Invitation Letter Using Padlet Application in Terms of Organization**

No	Component of Writing Skill	The Student's Score		
		Pre-Test	Post-Test	Improvement
	Organization	57.05	87.05	52.58 %

Based on the table 4.3 above, it shows that the mean score of students' Organization Skill in post-test improved after teaching writing Invitation Letter in by using Padlet Application. The mean score of the students in pre-test was 57.05 and post-test which to be 87.05. The improvement was 52.58 %.

**Figure 4.2. The Mean Score of The Students' Invitation Letter Using Padlet Application in Terms of Organization**



**Table 4.4 Classification of the Students' Writing Invitation Letter Using Padlet Application in Terms of Organization(Pre-Test and Post Test)**

No	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1	Excellent	96-100	-	-	-	-
2	Very Good	86-95	-	-	8	47.05
3	Good	76-85	-	-	8	47.05
4	Fairly Good	66-75	2	11.76	1	5.88
5	Fairly	56-65	6	35.29	-	-
6	Poor	36-55	9	52.94	-	-
7	Very Poor	0.0-35	-	-	-	-
<b>Total</b>			<b>17</b>	<b>100</b>	<b>17</b>	<b>100</b>

Table 4.4 shows that the Classification of the students score in Organization Skill from pre-test there were 2 (11.76%) students fairly good, 6 (35.29%) students got fairly, 9 (52.94%) students got poor and none of them got excellent, very good, good, and very poor. While, from Post-test there were 8 (47.05%) students got very good, 8 (47.05%) students got good, 1 (5.88%) students got fairly good and none of them got excellent, fairly, poor, and very poor.

**Table 4.5 The Improvement of Pre Test and Post Test in terms of Content and Organization**

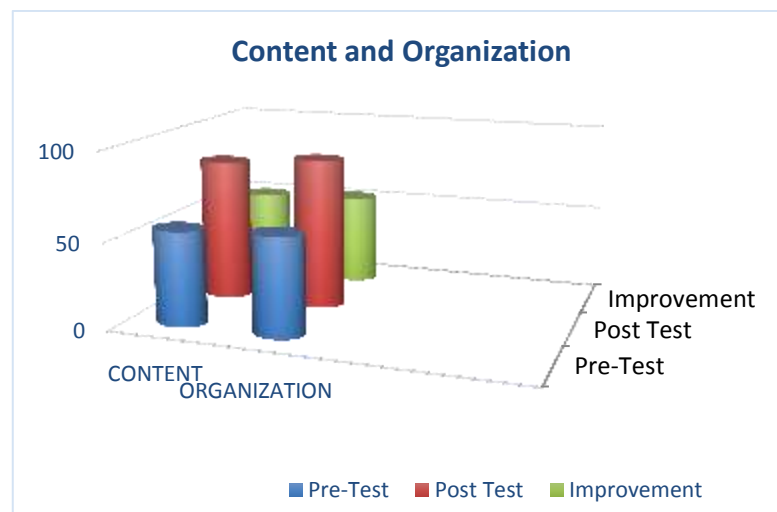
Component of Writing Skill	Pre Test	Post Test	Improvement
<b>Content</b>	54.70	82.35	50.54 %
<b>Organization</b>	57.05	87.05	52.58 %

The table above shows that the improvement of pre test to post test in terms of content and organization. We could see the



improvement of pre test to post test in terms of content was 50.54 % while in terms of organization was 52.58 %. Based the result we know that the improvement of organization was higher than content.

**Figure4.3 The Improvement of Pre Test and Post Test in terms of Content and Organization**



Based the table above, it can be seen that there was significant different between pre test and post test towards the improvement even in terms of content and also organization. The improvement of organization was higher than content.

### c. Hypothesis Testing

The hypothesis is tested by using T-test analysis. In this case, the researcher used t-test (test of significance) for paired sample test, that is, a test to know the significant difference between the result of students' mean scores in pretest and post test the researcher used t-test analysis on the level of significant ( $\alpha$ ) = 0.05 with the degree of

freedom (df) = N – 1, where N = Number of subject (17 students) then the value of t-table was 2.11 the t-test statistical, analysis for paired sample is applied. The result of the data analysis t-test of the students' writing skill through Padlet Application are showed in the table below;

**Table 4.6The Significance between Pre-Test and Post-Test Score of the Students' Writing Invitation Letter in Terms of Content**

**Paired Samples Test**

		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower
Pair 1	Content hypothesis testing – content hypothesis testing	27.647	6.873	1.667	24.113

**Paired Samples Test**

		Paired Differences	T	Df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	Content hypothesis testing- content hypothesis testing	31.181	16.585	16	.000

Table 4.6 shows the hypothesis testing that was done by Using IBM Statistic SPSS 22 Software shows that Sig (2-tailed) is 0.000, because of Sig <  $\alpha$  (0.000 < 0.05), so it indicates that the students

score of content between Pre-Test and Post-Test is significantly different. Besides that, the value of the t- test is higher than the value of t-table. The t-test value of content was greater than t-table ( $16.58 > 2.11$ ). Thus, the alternative hypothesis ( $H_1$ ) is accepted and null hypothesis ( $H_0$ ) is rejected

**Table 4.7 The Significance between Pre-Test and Post-Test Score of the Students' Writing Invitation Letter in Terms of Organization**

Paired Samples Test					
		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	
		95% Confidence Interval of the Difference			
		Lower			
Pair 1	Organization hypothesis testing–organization hypothesis testing	30.000	3.536	.857	28.182

Paired Samples Test					
		Paired Differences	T	Df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	Organization hypothesis testing–organization hypothesis testing	31.818	34.986	16	.000

Table 4.7 shows the hypothesis testing that was done by Using IBM Statistic SPSS 22 Software shows that Sig (2-tailed) is 0.000, because of Sig < level of significance ( $\alpha$ ) ( $0.000 < 0.05$ ), so it

indicates that the students score of Organization between Pre-Test and Post-Test is significantly different. Besides that, the value of the t- test is higher than the value of t-table. The t-test value of content was greater than t-table ( $34.98 > 2.11$ ). Thus, the alternative hypothesis ( $H_1$ ) is accepted and null hypothesis ( $H_0$ ) is rejected.

**Table 4.8 T-test value of the students' ability using Padlet Application**

Variable	T-test	T-table	Comparison	Classification
<b>Content</b>	16.585	2.11	t-test > t table	Significant
<b>Organization</b>	34.986	2.11	t-test > t table	Significant

The data on table 4.7 shows that the value of t-test was higher than the value of t-table . It indicated that there was a significant different between the result of students' ability to write content and organization.

## **B. Discussion**

### **1. The Improvement of Students' Writing Ability Using Padlet Application**

The description of the students' writing skill in Terms of Content and Organization deals with the result of data that is explained previously in findings and the description of the students' writing between Pre-test and Post-test.

Lestari (2017) at Universitas PGRI Madiun, the result of this research is proved through Padlet application improved writing students ability. This research used classroom action research. Students mean score in pre cycle was 69.15, cycle 1 was 73.63, and cycle 2 was 77.10. Based on the results above, it can be concluded that implementing padlet application could improve students Non English Department' writing skill.

Masrah (2017) at Universiti Tun Hussein on Malaysia, wrote that Padlet application as an alternative tools in teaching learning short stories literature shows that able to improve achievement and performance of students. Based on the result of the research, there is no difference between the achievement score of the experimental group with the control group in the pre test with the significant value of  $p=0.60$ . Meanwhile, in the post test, the research result shows differences in achievement score between the experimental group and the control group with the significant value of  $p=0.00$ . Apart from that, the control groups score differs between the pre and post test with the significant value of  $p=0.00$ . The experimental group as well shows difference in their achievement between their pre and post test with significant value of  $p=0.00$ . In addition, this study also shows the level of students interest towards the usage of Padlet application, is high, in the teaching and learning short stories literature.

Students' Content Skill is supported by the mean score of students on Pre-test and Post-test in Content was 54.7 (poor) and 82.35 (good). Before applied Padlet Application the students could not make a good

content in writing invitation letter but after applied Padlet Application the students easily to make content in writing as well.

The improvement of students' writing skill in Terms of Content can be seen between Pre-test and Post-test. The students' result is significantly different before and after applied Padlet Application in teaching writing. The students' written in Terms of Content in Pre-test does not put introductory words that can convey information to the reader clearly. Because of that the development of ideas is not complete. Students more concern to develop design of invitation like gave color in the letter. The sample of their writing are presented below :

Birthday invitation  
You are invited  
Celebrating 17<sup>th</sup> Birthday  
Saturday, April 8<sup>th</sup>  
6.00pm, Aton Hotel  
R.S.V.P: 0411.782.698

When padlet applied in classroom researcher upload image, videos, link, etc to make researcher easy to gathered students idea. In the first treatment students did their task and used their own device like handphone or computer, while in second treatment researcher used group to gather ideas of each group. In this research, the researcher measure two parts of writing students skill are content and organization. Content consist of address, ideas and material of invitation letter while organization refers to who someone invite, body of invitation, and inviter. Based the characteristics, researcher found that the students' content in writing invitation letter in Post-test is better than Pre-test. Development of ideas

has been completely developed; their writing have been coherent enough to the topic as explained before by Jacob in Suardi that the writing content have to be clear for the readers to be able to understand the message and information from it. The sample of their writing are presented below:

SMA NEGERI 1 BANYUWANGI  
Kertosari Street No.87 Banyuwangi

November, 27,2018

No : 001/SMAN 1 Banyuwangi/X/2018

Atachment : -

Subject : Invitation to come in opening new school

To :

SMAN 10 Banyuwangi

Ertosari Street No.102 Banyuwangi

With respect,

To headmaster of SMAN 10 Banyuwangi, we will opening a new school,please come to ceremony and it will held :....

Therefore, it can be concluded that Padlet Application could improve the students' writing skill in Terms of Content.

Students' Writing Skills in Terms of Organizationis supported by the mean score of students on Pre-test and Post-test. The students' mean score in Pre-test and Post-test were 57.05and 87.05which are classified as good and very good.Before applying Padlet Application, the students were difficult to have a good Organization in writing invitation letter as well. But after applying the application they are easily to arrange the general structure of invitation letter. It means that the use of Padlet Application is effective to improve the students' writing skill. As we know that general structure of invitation letter consist of invite, body of invitation(day/date,

time, place and occasion) and inviter. Many students wrote this irregularly or forgot several things from that. The sample of their writing are presented below:

You are invited to :  
Shalsabila Angela's  
17<sup>th</sup> Birthday Party  
4 March 2018  
4 in the afternoon  
The summer  
RSVP 912.225.156

Based the example above it is not clear who is invite because in the letter only put wrote you (the name) and also there is no place where the party will be held. Beside that students had to put the name of inviter in bottom corner whether in the right or left. It means that this letter does not yet had a complete and organize structure.

On the other hand, the students' organization in writing in Post test is better than Pre-test. Generally, students had been able to correctly distinguish and arrange the general structure of invitation letter. The sample of their writing are presented below:

To : Mr. Richard and Mrs. Rachel  
Please join us for our :  
Grand Opening  
"Celebes International School"

You are invited to celebrate the Celebes International School can be held on :



Saturday, 6 pm-9 pm at hall of our school

We hope you can come

Please reply Tiwiks (214-457-0246)

Jeremy

Headmaster

So, the researcher concludes that 11<sup>th</sup>Grade Students at MAN 1 Makassar have a good result writing after taught invitation letter using Padlet Application. According to Adelstein and Pival, Good writing reflects the writers' ability to organize the material into a coherent text, so that it moves logically from a central, dominant idea to the supporting points and finally to a consistent ending, and then convening to the reader sense of well thought out plan. Therefore, it can be concluded that Padlet Application could improve the students' writing skill in Organization.

By seeing the effectiveness of the students' Content and Organization in writing skill. It is concluded that Padlet Application could improve the students' writing skill in Terms of Content and Organization. It could be showed from the students' writing test in Pre-test and Post-test. In Pre-test, some students were confused how to write invitation letter especially the Content and Organization. But, the students' writing invitation letter in Post-test, which the content and organization could be understood. And then, the students were easy to generate their ideas and write it to be a good invitation letter.

From the discussion above, it could be concluded that the 11<sup>th</sup> Grade Students of MAN 1 Makassar have good skills in writing skills after being taught through Padlet Application especially in Terms of Content and Organization of Invitation Letter.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After conducting The Experimental Research about The Use of Padlet Application in Improving The Students' Writing Skill and based on the researcher findings in the previous chapter, the researcher concluded that:

1. Padlet Application is effective to improve the students' writing skill in Terms of Content, it was shown by the mean score of content before and after giving treatment is 54.70 becomes 82.35 with the t-test value of Content is greater than t-table ( $16.58 > 2,11$ ) and the Sig (2-tailed) of Content is lower than level of Significance  $.000 < 0.05$ . It means that there is significance difference between before and after giving the treatment.
2. Padlet Application is effective to improve the students' writing skill in Terms of Organization, it was shown by the mean score before and after giving treatment is 57.05 becomes 87.05 with the t-test value of organization is greater than t-table ( $34.98 > 2,11$ ), and the Sig (2-tailed) of Organization is lower than level of Significance  $.000 < 0.05$ . It means that there is significance difference between before and after giving the treatment.

## **B. Suggestion**

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

1. It is suggested that the teacher especially for the English Teacher at the 11<sup>th</sup> Grade Students of MAN 1 Makassar, to use Padlet Application one alternative among other teaching that can be used in teaching writing skill.
2. For the next researcher, it is suggested to this thesis as an additional reference with different discussion.

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## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Sekolah** : **MAN 1 Makassar**

**Mata Pelajaran** : **Bahasa Inggris**

**Kelas/Semester** : **X/1**

**Materi Pembelajaran: Formal Invitation**

**Alokasi Waktu** : **90 menit**

### **A. Kompetensi Inti (KI)**

KI.1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI.2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotongroyong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI.3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual dan procedural berdasarkan rasa ingintahuny tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan yayasankemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI.4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang di pelajari di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

### **B. KOMPETENSI DASAR (KD)**



- 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks undangan resmi, sesuai dengan konteks penggunaannya

### **C. INDIKATOR PENCAPAIAN KOMPETENSI (IPK)**

- 3.4.1 Peserta didik mampu mengetahui format undangan resmi yang sebenarnya
- 1.4.2. Peserta didik mampu menuliskan undangan resmi berdasarkan pengetahuan yang telah mereka dapatkan

### **D. TUJUAN PEMBELAJARAN**

- Peserta didik mampu mengidentifikasi ciri-ciri undangan resmi
- Peserta didik mampu menyusun sebuah undangan resmi berdasarkan ciri-ciri yang telah diketahui

### **E. MATERI PEMBELAJARAN**

Tekstulis berbentuk undangan resmi

Fungsi sosial

Menjalinkan hubungan interpersonal dalam konteks formal

Struktur text

(gagasan utama dan informasi rinci)

- a. Menyebutkan tujuan undangan
- b. Menyebutkan informasi rinci undangan

Unsur kebahasaan

- (1) Ungkapkan kosakata yang lazim digunakan dalam undangan resmi
- (2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
- (3) Ucapan, tekanan kata, intonasi
- (4) Ejaan dan tanda baca
- (5) Tulisan tangan

## Topik

Kegiatan dan acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang relevan dengan kehidupan peserta didik, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama dan bertanggung jawab

## Making invitations

Invitations are often structured into three parts : asking the person if they're free, saying what the event is, then inviting the person to attend. For example: Do you know how to invite someone to your house for dinner or to go to the movies?

What do you say in English when someone invites you? Here are some common expressions you can use when making or responding to invitations

### Inviting :

- Do you want to go to the movies tonight?
- Would you like to go to the theater tomorrow ?
- Would you be interested in going to the stadium next Sunday ?
- How do you fancy going to the restaurant for dinner ?
- How about going to the movies ?
- Care to come over for lunch?
- I was just wondering if you would like to come over for a drink
- We'd be delighted to have you ever for my birthday party.

### Accepting invitations

- Sure. What time ?
- I'd love to, thanks
- That's very kind of you, thanks
- That sounds lovely, thank you
- What a great idea, thank you
- Sure. When should I be there ?

### Declining invitations

- I can't. I have to work
- This evening is no good. I have an appointment
- I'm busy tomorrow. Can I take rain check\* on that ?
- That's very kind of you, but actually I'm doing something else this afternoon
- Well, I'd love to, but I'm already going out to the restaurant
- I'm really sorry, but I've got something else on
- I really don't think I can- I'm supposed to be doing something else

(\*rain check : used to tell someone that you cannot accept invitations now, but would like to do so at a later time)

Mike and Ann are in wedding party:

Mike : Do you want to dance ?

Ann : No thanks. I'm a bit tired right now

Mike : How about having a drink?

Ann : Sure, I'd love to!

**F. Metode :** Padlet Application

**G. Media :** Papantulis, spidol, pulpen, paper sheet

**H. Sumber :**

- Buku Pathway 1 wajib- Th. Sudarwati- Euodia Grace-PenerbitErlangga, Jakarta Unit 1
- KamusInggris-Indonesia

**I. LANGKAH – LANGKAH PEMBELAJARAN**

**PERTEMUAN KE-1**

**a. KegiatanPendahuluan**

- Guru memberi salam (greeting);
- Guru memeriksakehadiransiswa;

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan local, nasional dan internasional;
- Guru mengajukan pertanyaan tentang kaitan antar pengetahuan sebelumnya dengan materi yang akan dipelajari

## **b. Kegiatan Inti**

### *Mengamati*

- Peserta didik bekerja secara individu
- Setiap peserta didik diberi paper sheet
- Setiap peserta didik memperhatikan dan menemukan ciri-ciri surat resmi melalui aplikasi padlet

### **Menanya**

- Peserta didik menanyakan kepada guru perbedaan surat resmi dan surat tidak resmi
- Peserta didik menanyakan hal penting yang harus ditemukan dalam contoh surat resmi yang diberikan

### **Mengeksplorasi**

- Guru menuliskan tiga pertanyaan yang harus dijawab peserta didik melalui dinding aplikasi padlet yang telah disediakan oleh guru
- Guru mengumpulkan ide-ide peserta didik berdasarkan jawaban yang telah mereka tuliskan pada dinding aplikasi padlet
- Guru menunjukkan beberapa gambar terkait surat resmi dan tidak resmi di dinding aplikasi padlet
- Guru dan peserta didik mendiskusikan tentang beberapa topic yang yang diberikan kepada peserta didik saat tes awal
- Peserta didik dalam mengidentifikasi format undangan resmi yang harus tercantum dalam undangan resmi yang akan disusun
- Peserta didik saling berdiskusi dan memberikan ide mereka terkait topic yang diberikan

### **Mengasosiasi**

- Peserta didik menuliskan hasil diskusi undangan resmi mereka berdasarkan topic yang diberikan guru

### **Mengkomunikasikan**

- Peserta didik diminta membacakan hasil kerjanya di depan kelas

### **Kegiatan Penutup**

- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru dan peserta didik membuat kesimpulan hasil pembelajaran
- Siswa membuat refleksi dalam mengikuti pembelajaran tersebut
- Guru membuat refleksi dalam membawakan materi tersebut
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## **J. PENILAIAN HASIL PEMBELAJARAN**

### **1. Jenis/Teknik Penilaian:**

- a. Penilaian diri sendiri
- b. Test Tulis (Hasil Kerja)

### **2. Bentuk Instrumen:**

- a. Aspek Sikap: Observasi dan Peer assessment
- b. Aspek Pengetahuan: Uraian
- c. Aspek Keterampilan: Writing

### **Rubrik Penilaian:**

- a. Rubrik Penilaian Sikap

No	Aspek yang Dinilai	Kriteria	Score
1	Santun	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4

		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	Jujur	Sangat sering menunjukkan sikap jujur	5
		Sering menunjukkan sikap jujur	4
		Beberapa kali menunjukkan sikap jujur	3
		Pernah menunjukkan sikap jujur	2
		Tidak pernah menunjukkan sikap jujur	1
3	Percaya Diri	Sangat sering menunjukkan sikap jujur	5
		Sering menunjukkan sikap jujur	4
		Beberapa kali menunjukkan sikap jujur	3
		Pernah menunjukkan sikap jujur	2
		Tidak pernah menunjukkan sikap jujur	1

b. Rubrik Penilaian Pengetahuan

<b>No</b>	<b>Aspek yang Dinilai</b>	<b>Kriteria</b>	<b>Score</b>
1	Tujuan Komunikatif	Sangat memahami Memahami Cukup memahami Kurang memahami Tidak memahami	5 4 3 2 1
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut Struktur teks yang digunakan runtut Struktur teks yang digunakan cukup runtut Struktur teks yang digunakan kurang runtut Struktur teks yang digunakan tidak runtut	5 4 3 2 1
3	Pilihan Kosa Kata	Sangat variatif dan tepat Variatif dan tepat Cukup variatif dan tepat Kurang variatif dan tepat Tidak variatif dan tepat	5 4 3 2 1

c. Rubrik Penilaian Keterampilan

Untuk Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Score
1	Keaslian Penulisan	Sangat original	5
		Original	4
		Cukup Original	3
		Kurang Original	2
		Tidak Original	1
2	Keruntutan Teks	Keruntutan teks sangat tepat	5
		Keruntutan teks tepat	4
		Keruntutan teks cukup tepat	3
		Keruntutan teks kurang tepat	2
		Keruntutan teks tidak tepat	1
3	Pilihan Kosa Kata	Pilihan kosa kata sangat tepat	5
		Pilihan kosa kata tepat	4
		Pilihan kosa kata cukup tepat	3
		Pilihan kosa kata kurang tepat	2
		Pilihan kosa kata tidak tepat	1

**Mengetahui**  
**Guru Mapel Bahasa Inggris,**

**Hj. Anianti S.Pd**  
**NIP : 196404131995122003**

**Makassar , Agustus 2018**  
**Mahasiswa**

**Zurtia Musdir**  
**NIM : 10535581214**



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Sekolah** : MAN 1 Makassar

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : X/1

**Materi Pembelajaran**: Formal Invitation

**Alokasi Waktu** : 90 menit

### A. Kompetensi Inti (KI)

KI.1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI.2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI.3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual dan procedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI.4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang di pelajari di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

## **B. KOMPETENSI DASAR (KD)**

4.4 Menangkap makna teks undangan resmi

## **C. INDIKATOR PENCAPAIAN KOMPETENSI (IPK)**

4.4.1 Peserta didik mampu mengetahui makna teks undangan resmi

4.4.2 Peserta didik mampu mengetahui tujuan dibuatnya undangan resmi

## **D. TUJUAN PEMBELAJARAN**

- Peserta didik mampu mengetahui makna teks undangan resmi
- Peserta didik mampu mengetahui tujuan dibuatnya undangan resmi

## **E. MATERI PEMBELAJARAN**

Tekstulisberbentukundanganresmi

Fungsisosial

Menjalinhubungan interpersonal dalamkonteks formal

Struktur text

(gagasanutamadaninformasirinci)

a. Menyebutkantujuanundangan

b. Menyebutkaninformasirinciundangan

Unsurkebahasaan

(1) Ungkapandankosa kata yang lazimdigunakandalamundanganresmi

(2) Penggunaan nominal singular dan plural secaratepat, denganatautanpa

a, the, this, those, my, their, dsbsecaratepatdalamfrasa nominal

(3) Ucapan, tekanan kata, intonasi

(4) Ejaandantandabaca

(5) Tulisantangan

Topik

Kegiatandanacara formal yang terkaitdengansekolah, rumah,

danmasyarakat yang relevandengankehidupanpesertadidik,

denganmemberikanketeladanan tentangperilakujujur, disiplin, percayadiri,

kerjasamadanbertanggungjawab

## Making invitations

Invitations are often structured into three parts : asking the person if they're free, saying what the event is, then inviting the person to attend. For example: Do you know how to invite someone to your house for dinner or to go to the movies?

What do you say in English when someone invites you? Here are some common expressions you can use when making or responding to invitations

### Inviting :

- Do you want to go the movies tonight?
- Would you like to go to the theater tomorrow ?
- Would you be interested in going to the the stadium next Sunday ?
- How do you fancy going to the restaurant for dinner ?
- How about going to the movies ?
- Care to come over for lunch?
- I was just wondering if you would like to come over for a drink
- We'd be delighted to have you ever for my birthday party.

### Accepting invitations

- Sure. What time ?
- I'd love to, thanks
- That's very kind of you, thanks
- That sounds lovely, thank you
- What a great idea, thank you
- Sure. When should I be there ?

### Declining invitations

- I can't. I have to work
- This evening is no good. I have an appointment
- I'm busy tomorrow. Can I take rain check\* on that ?

- That's very kind of you, but actually I'm doing something else this afternoon
- Well, I'd love to, but I'm already going out to the restaurant
- I'm really sorry, but I've got something else on
- I really don't think I can- I'm supposed to be doing something else  
(\*rain check : used to tell someone that you cannot accept invitations now, but would like to do so at a later time)

Mike and Ann are in wedding party:

Mike : Do you want to dance ?

Ann : No thanks. I'm a bit tired right now

Mike : How about having a drink?

Ann : Sure, I'd love to!

**F. Metode :** Padlet Application

**G. Media :** Papantulis, spidol, pulpen, paper sheet

**H. Sumber :**

- Buku Pathway 1 wajib- Th. Sudarwati- Euodia Grace- Penerbit Erlangga, Jakarta Unit 1
- Kamus Inggris-Indonesia

## **I. LANGKAH – LANGKAH PEMBELAJARAN**

### **PERTEMUAN KE-1**

#### **a. Kegiatan Pendahuluan**

- Guru memberi salam (greeting);
- Guru memeriksa kehadiran siswa;
- Guru menyiapkan peserta didik secara fisik dan psikis untuk mengikuti proses pembelajaran;
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan local, nasional dan internasional;

- Guru mengajukan pertanyaan tentang kaitan antarpengetahuan sebelumnya dengan materi yang akan dipelajari

## **b. Kegiatan Inti**

### **Mengamati**

- Peserta didik bekerja secara individu
- Setiap peserta didik diberi paper sheet
- Setiap peserta didik memperhatikan teks undangan resmi

### **Menanya**

- Peserta didik menanyakan kepada guru makna teks undangan resmi
- Peserta didik menanyakan tujuan dibuatnya undangan resmi

### **Mengeksplorasi**

- Guru menuliskan tiga pertanyaan yang berkaitan dengan teks dan tujuan undangan resmi yang harus dijawab peserta didik melalui dinding aplikasi padlet yang telah disediakan oleh guru
- Guru mengumpulkan ide-ide peserta didik berdasarkan jawaban yang telah mereka tuliskan pada dinding aplikasi padlet
- Guru menunjukkan beberapa gambar terkait surat resmi dan tidak resmi di dinding aplikasi padlet
- Guru dan peserta didik mendiskusikan tentang makna teks dan tujuan dibuatnya undangan resmi berdasarkan topic yang telah diberikan guru saat tes awal

### **Mengasosiasi**

- Peserta didik menuliskan hasil diskusi undangan resmi mereka berdasarkan topic yang diberikan guru

### **Mengkomunikasikan**

- Peserta didik diminta membacakan hasil kerjanya di depan kelas

## **c. Kegiatan Penutup**

- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru dan peserta didik membuat kesimpulan hasil pembelajaran

- Siswa membuat refleksi dalam mengikuti pembelajaran tersebut
- Guru membuat refleksi dalam membawakan materi tersebut
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## J. PENILAIAN HASIL PEMBELAJARAN

### 1. Jenis/Teknik Penilaian:

- Penilaian diri sendiri
- Test Tulis (Hasil Kerja)

### 2. Bentuk Instrumen:

- Aspek Sikap: Observasi dan Peer assesment
- Aspek Pengetahuan: Uraian
- Aspek Keterampilan: Writing

### Rubrik Penilaian:

#### a. Rubrik Penilaian Sikap

No	Aspek yang Dinilai	Kriteria	Score
1	Santun	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	Jujur	Sangat sering menunjukkan sikap jujur	5

		Sering menunjukkan sikap jujur	4
		Beberapa kali menunjukkan sikap jujur	3
		Pernah menunjukkan sikap jujur	2
		Tidak pernah menunjukkan sikap jujur	1
3	Percaya Diri	Sangat sering menunjukkan sikap jujur	5
		Sering menunjukkan sikap jujur	4
		Beberapa kali menunjukkan sikap jujur	3
		Pernah menunjukkan sikap jujur	2
		Tidak pernah menunjukkan sikap jujur	1

b. Rubrik Penilaian Pengetahuan

No	Aspek yang Dinilai	Kriteria	Score
1	Tujuan Komunikatif	Sangat memahami	5
		Memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut	5

		Struktur teks yang digunakan runtut	4
		Struktur teks yang digunakan cukup runtut	3
		Struktur teks yang digunakan kurang runtut	2
		Struktur teks yang digunakan tidak runtut	1
3	Pilihan Kosa Kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

c. Rubrik Penilaian Ketrampilan

Untuk Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Score
1	Keaslian Penulisan	Sangat original	5
		Original	4
		Cukup Original	3
		Kurang Original	2
		Tidak Original	1
2	Keruntutan Teks	Keruntutan teks sangat tepat	5
		Keruntutan teks tepat	4



		Keruntutan teks cukup tepat	3
		Keruntutan teks kurang tepat	2
		Keruntutan teks tidak tepat	1
3	Pilihan Kosa Kata	Pilihan kosa kata sangat tepat	5
		Pilihan kosa kata tepat	4
		Pilihan kosa kata cukup tepat	3
		Pilihan kosa kata kurang tepat	2
		Pilihan kosa kata tidak tepat	1

**Mengetahui**

**Guru Mata Pelajaran Bahasa  
Inggris,**

**Hj. Anianti S.Pd**

**NIP : 196404131995122003**

**Makassar , Agustus 2018**

**Mahasiswa**

**Zurtia Musdir**

**NIM: 10535581214**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Sekolah** : MAN 1 Makassar

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : X/1

**Materi Pembelajaran**: Formal Invitation

**Alokasi Waktu** : 90 menit

### A. Kompetensi Inti (KI)

KI.1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI.2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotongroyong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI.3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual dan procedural berdasarkan rasa ingintahuny tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan yayasankemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI.4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang di pelajari di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

## **B. KOMPETENSI DASAR (KD)**

- 4.6 Menyusun teks tulis undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks

## **C. INDIKATOR PENCAPAIAN KOMPETENSI (IPK)**

- 4.6.1 Peserta didik mampu menyusun teks tulis undangan resmi dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks

## **D. TUJUAN PEMBELAJARAN**

- Pesertadidikmampu menyusun teks tulis undangan resmi dengan memperhatikan fungs sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks

## **E. MATERI PEMBELAJARAN**

Tekstulisberbentukundanganresmi

Fungsisosial

Menjalinhubungan interpersonal dalamkonteks formal

Struktur text

(gagasanutamadaninformasirinci)

c. Menyebutkantujuanundangan

d. Menyebutkaninformasirinciundangan

Unsurkebahasaan

1. Ungkapandankosa kata yang lazimdigunakandalamundanganresmi

2. Penggunaan nominal singular dan plural secaratepat, denganatautanpa a, the, this, those, my, their,dsbsecaratepatdalamfrasa nominal

(a) Ucapan, tekanan kata, intonasi

(b) Ejaandantandabaca

(c) Tulisantangan

Topik

Kegiatandanacara formal yang terkaitdengansekolah, rumah, danmasyarakat yang relevandengankehidupanpesertadidik,

denganmemberikanketeladanantentangperilakujujur, disiplin, percayadiri,  
kerjasamadanbertanggungjawab

### Making invitations

Invitations are often structured into three parts : asking the person if they're free, saying what the event is, then inviting the person to attend.

For example: Do you know how to invite someone to your house for dinner or to go to the movies?

What do you say in English when someone invites you? Here are some common expressions you can use when making or responding to invitations

### Inviting :

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- Would you be interested in going to the the stadium next Sunday ?
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- How about going to the movies ?
- Care to come over for lunch?
- I was just wondering if you would like to come over for a drink
- We'd be delighted to have you ever for my birthday party.

### Accepting invitations

- Sure. What time ?
- I'd love to, thanks
- That's very kind of you, thanks
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- What a great idea, thank you
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- Well, I'd love to, but I'm already going out to the restaurant
- I'm really sorry, but I've got something else on
- I really don't think I can- I'm supposed to be doing something else  
(\*rain check : used to tell someone that you cannot accept invitations now, but would like to do so at a later time)

Mike and Ann are in wedding party:

Mike : Do you want to dance ?

Ann : No thanks. I'm a bit tired right now

Mike : How about having a drink?

Ann : Sure, I'd love to!

**F. Metode :** Padlet Application

**G. Media :** Papantulis, spidol, pulpen, paper sheet

**H. Sumber :**

- Buku Pathway 1 wajib- Th. Sudarwati- Euodia Grace- Penerbit Erlangga, Jakarta Unit 1
- Kamus Inggris-Indonesia

## **I. LANGKAH – LANGKAH PEMBELAJARAN**

### **PERTEMUAN KE-1**

#### **a. Kegiatan Pendahuluan**

- Guru memberi salam (greeting);
- Guru memeriksa kehadiran siswa;
- Guru menyiapkan peserta didik secara fisik dan psikis untuk mengikuti proses pembelajaran;
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasinya dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan local, nasional dan internasional;

- Guru mengajukan pertanyaan tentang kaitan antarpengetahuan sebelumnya dengan materi yang akan dipelajari

## **b. Kegiatan Inti**

### **Mengamati**

- Peserta didik bekerja secara kelompok
- Setiap kelompok diberi paper sheet
- Setiap kelompok memperhatikan dengan seksama teks undangan resmi

### **Menanya**

- Setiap kelompok menanyakan kepada guru terkait cara menyusun teks undangan resmi dengan benar

### **Mengeksplorasi**

- Guru menuliskan tiga pertanyaan yang berkaitan dengan menyusun teks undangan resmi yang harus dijawab peserta didik melalui dinding aplikasi padlet yang telah disediakan oleh guru
- Guru mengumpulkan ide-ide peserta didik berdasarkan jawaban yang telah mereka tuliskan pada dinding aplikasi padlet
- Guru menunjukkan beberapa gambar terkait surat resmi dan tidak resmi di dinding aplikasi padlet
- Guru dan setiap kelompok mendiskusikan tentang cara menyusun teks undangan resmi berdasarkan topic yang telah diberikan guru saat tes awal

### **Mengasosiasi**

- Setiap kelompok menuliskan hasil diskusi undangan resmi mereka berdasarkan topic yang diberikan guru

### **Mengkomunikasikan**

- Setiap kelompok diminta membacakan hasil kerjanya di depan kelas

## **c. Kegiatan Penutup**

- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru dan peserta didik membuat kesimpulan hasil pembelajaran
- Siswa membuat refleksi dalam mengikuti pembelajaran tersebut
- Guru membuat refleksi dalam membawakan materi tersebut

- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## J. PENILAIAN HASIL PEMBELAJARAN

### 1. Jenis/Teknik Penilaian:

- Penilaian diri sendiri
- Test Tulis (Hasil Kerja)

### 2. Bentuk Instrumen:

- Aspek Sikap: Observasi dan Per assesment
- Aspek Pengetahuan: Uraian
- Aspek Keterampilan: Writing

### Rubrik Penilaian:

- Rubrik Penilaian Sikap

No	Aspek yang Dinilai	Kriteria	Score
1	Santun	Sangat sering menunjukkan sikap santun	5
		Sering menunjukkan sikap santun	4
		Beberapa kali menunjukkan sikap santun	3
		Pernah menunjukkan sikap santun	2
		Tidak pernah menunjukkan sikap santun	1
2	Jujur	Sangat sering menunjukkan sikap jujur	5

		Sering menunjukkan sikap jujur	4
		Beberapa kali menunjukkan sikap jujur	3
		Pernah menunjukkan sikap jujur	2
		Tidak pernah menunjukkan sikap jujur	1
3	Percaya Diri	Sangat sering menunjukkan sikap jujur	5
		Sering menunjukkan sikap jujur	4
		Beberapa kali menunjukkan sikap jujur	3
		Pernah menunjukkan sikap jujur	2
		Tidak pernah menunjukkan sikap jujur	1

b. Rubrik Penilaian Pengetahuan

No	Aspek yang Dinilai	Kriteria	Score
1	Tujuan Komunikatif	Sangat memahami	5
		Memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut	5



		Struktur teks yang digunakan runtut	4
		Struktur teks yang digunakan cukup runtut	3
		Struktur teks yang digunakan kurang runtut	2
		Struktur teks yang digunakan tidak runtut	1
3	Pilihan Kosa Kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

b. Rubrik Penilaian Ketrampilan

Untuk Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Score
1	Keaslian Penulisan	Sangat original	5
		Original	4
		Cukup Original	3
		Kurang Original	2
		Tidak Original	1
2	Keruntutan Teks	Keruntutan teks sangat tepat	5
		Keruntutan teks tepat	4

		Keruntutan teks cukup tepat	3
		Keruntutan teks kurang tepat	2
		Keruntutan teks tidak tepat	1

3	Pilihan Kosa Kata	Pilihan kosa kata sangat tepat	5
		Pilihan kosa kata tepat	4
		Pilihan kosa kata cukup tepat	3
		Pilihan kosa kata kurang tepat	2
		Pilihan kosa kata tidak tepat	1

**Mengetahui**

**Makassar , Agustus 2018**

**Guru Mata Pelajaran Bahasa  
Inggris,**

**Mahasiswa,**

**Hj.Anianti S.Pd**

**Zurtia Musdir**

**NIP : 196404131995122003**

**NIM: 10535581214**

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Sekolah** : MAN 1 Makassar

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : X/1

**Materi Pembelajaran:** Formal Invitation

**Alokasi Waktu** : 90 menit

### **A. Kompetensi Inti (KI)**

- KI.1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI.2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI.3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual dan procedural berdasarkan rasa ingintahuny tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan yayasankemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI.4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

## **B. KOMPETENSI DASAR (KD)**

4.5 Menyunting undangan resmi dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks

## **C. INDIKATOR PENCAPAIAN KOMPETENSI (IPK)**

- 4.5.1 Peserta didik mampu menemukan kesalahan yang biasanya terdapat dalam teks undangan resmi
- 4.5.2 Peserta didik mampu menulis kembali teks undangan resmi dengan benar berdasarkan kesalahan yang telah diperbaiki

## **D. TUJUAN PEMBELAJARAN**

- Peserta didik mampu menemukan kesalahan yang biasanya terdapat dalam teks undangan resmi
- Peserta didik mampu menulis kembali teks undangan resmi dengan benar berdasarkan kesalahan yang telah diperbaiki

## **E. MATERI PEMBELAJARAN**

Tekstulisberbentukundanganresmi

Fungsisosial

Menjalinhubungan interpersonal dalamkonteks formal

Struktur text

(gagasanutamadaninformasirinci)

a. Menyebutkantujuanundangan

b. Menyebutkan informasi rinci undangan

Unsur kebahasaan

- (a) Ungkapandankosa kata yang lazimdigunakandalamundanganresmi
- (b) Penggunaan nominal singular dan plural secaratepat, denganatautanpa  
a, the, this, those, my, their, dsbsecaratepatdalamfrasa nominal
- (c) Ucapan, tekanan kata, intonasi
- (d) Ejaandantandabaca
- (6) Tulisantangan

Topik

Kegiatandanacara formal yang terkaitdengansekolah, rumah, danmasyarakat yang relevandengankehidupanpesertadidik, denganmemberikanketeladanantentangperilakujujur, disiplin, percayadiri, kerjasamadanbertanggungjawab

Making invitations

Invitations are often structured into three parts : asking the person if they're free, saying what the event is, then inviting the person to attend.

For example: Do you know how to invite someone to your house for dinner or to go to the movies?

What do you say in English when someone invites you? Here are some common expressions you can use when making or responding to invitations

Inviting :

- Do you want to go the movies tonight?
- Would you like to go to the theater tomorrow ?
- Would you be interested in going to the the stadium next Sunday ?
- How do you fancy going to the restaurant for dinner ?
- How about going to the movies ?
- Care to come over for lunch?
- I was just wondering if you would like to come over for a drink
- We'd be delighted to have you ever for my birthday party.

### Accepting invitations

- Sure. What time ?
- I'd love to, thanks
- That's very kind of you, thanks
- That sounds lovely, thank you
- What a great idea, thank you
- Sure. When should I be there ?

### Declining invitations

- I can't. I have to work
- This evening is no good. I have an appointment
- I'm busy tomorrow. Can I take rain check\* on that ?
- That's very kind of you, but actually I'm doing something else this afternoon
- Well, I'd love to, but I'm already going out to the restaurant
- I'm really sorry, but I've got something else on
- I really don't think I can- I'm supposed to be doing something else  
(\*rain check : used to tell someone that you cannot accept invitations now, but would like to do so at a later time)

Mike and Ann are in wedding party:

Mike : Do you want to dance ?

Ann : No thanks. I'm a bit tired right now

Mike : How about having a drink?

Ann : Sure, I'd love to!

**E. Metode :** Padlet Application

**F. Media :** Papantulis, spidol, pulpen, paper sheet

**G. Sumber :**

- Buku Pathway 1 wajib- Th. Sudarwati- Euodia Grace- PenerbitErlangga, Jakarta Unit 1
- KamusInggris-Indonesia

**H. LANGKAH – LANGKAH PEMBELAJARAN**

## **PERTEMUAN KE-1**

### **a. Kegiatan Pendahuluan**

- Guru memberi salam (greeting);
- Guru memeriksa kehadiran siswa;
- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- Guru mengajukan pertanyaan tentang kaitan antarpengetahuan sebelumnya dengan materi yang akan dipelajari

### **b. Kegiatan Inti**

#### **Mengamati**

- Peserta didik bekerja secara kelompok
- Setiap kelompok diberi paper sheet
- Setiap kelompok memperhatikan dengan seksama teks undangan resmi

#### **Menanya**

- Setiap kelompok menanyakan kepada guru terkait kesalahan yang biasanya terdapat dalam teks undangan resmi
- Setiap kelompok menanyakan kepada guru terkait cara menuliskan kembali teks undangan resmi berdasarkan kesalahan yang telah diperbaiki sebelumnya

#### **Mengeksplorasi**

- Guru menuliskan tiga pertanyaan yang berkaitan dengan kesalahan yang terdapat dalam teks undangan resmi dan cara menuliskan kembali yang harus dijawab setiap kelompok melalui dinding aplikasi padlet yang telah disediakan oleh guru
- Guru mengumpulkan ide-ide kelompok berdasarkan jawaban yang telah mereka tuliskan pada dinding aplikasi padlet

- Guru menunjukkan beberapa gambar terkait surat resmi dan tidak resmi di dinding aplikasi padlet
- Guru dan setiap kelompok mendiskusikan tentang kesalahan dalam teks undangan resmi dan cara menuliskan kembali teks undangan resmi berdasarkan topic yang telah diberikan guru saat tes awal

#### **Mengasosiasi**

- Setiap kelompok menuliskan hasil diskusi undangan resmi mereka berdasarkan topic yang diberikan guru

#### **Mengkomunikasikan**

- Setiap kelompok diminta membacakan hasil kerjanya di depan kelas

#### **c. Kegiatan Penutup**

- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru dan peserta didik membuat kesimpulan hasil pembelajaran
- Siswa membuat refleksi dalam mengikuti pembelajaran tersebut
- Guru membuat refleksi dalam membawakan materi tersebut
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

### **J. PENILAIAN HASIL PEMBELAJARAN**

#### **1. Jenis/Teknik Penilaian:**

- a. Penilaian diri sendiri
- b. Test Tulis (Hasil Kerja)

#### **2. Bentuk Instrumen:**

- a. Aspek Sikap: Observasi dan Peer assesment
- b. Aspek Pengetahuan: Uraian
- d. Aspek Keterampilan: Writing

#### **Rubrik Penilaian:**

- a. Rubrik Penilaian Sikap



No	Aspek yang Dinilai	Kriteria	Score
1	Santun	<p>Sangat sering menunjukkan sikap santun</p> <p>Sering menunjukkan sikap santun</p> <p>Beberapa kali menunjukkan sikap santun</p> <p>Pernah menunjukkan sikap santun</p> <p>Tidak pernah menunjukkan sikap santun</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
2	Jujur	<p>Sangat sering menunjukkan sikap jujur</p> <p>Sering menunjukkan sikap jujur</p> <p>Beberapa kali menunjukkan sikap jujur</p> <p>Pernah menunjukkan sikap jujur</p> <p>Tidak pernah menunjukkan sikap jujur</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
3	Percaya Diri	<p>Sangat sering menunjukkan sikap jujur</p> <p>Sering menunjukkan sikap jujur</p> <p>Beberapa kali menunjukkan sikap jujur</p> <p>Pernah menunjukkan sikap jujur</p> <p>Tidak pernah menunjukkan sikap jujur</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>

b. Rubrik Penilaian Pengetahuan

<b>No</b>	<b>Aspek yang Dinilai</b>	<b>Kriteria</b>	<b>Score</b>
1	Tujuan Komunikatif	Sangat memahami Memahami Cukup memahami Kurang memahami Tidak memahami	5 4 3 2 1
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut Struktur teks yang digunakan runtut Struktur teks yang digunakan cukup runtut Struktur teks yang digunakan kurang runtut Struktur teks yang digunakan tidak runtut	5 4 3 2 1
3	Pilihan Kosa Kata	Sangat variatif dan tepat Variatif dan tepat Cukup variatif dan tepat Kurang variatif dan tepat Tidak variatif dan tepat	5 4 3 2 1

c. Rubrik Penilaian Ketrampilan

Untuk Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Score
1	Keaslian Penulisan	Sangat original	5
		Original	4
		Cukup Original	3
		Kurang Original	2
		Tidak Original	1
2	Keruntutan Teks	Keruntutan teks sangat tepat	5
		Keruntutan teks tepat	4
		Keruntutan teks cukup tepat	3
		Keruntutan teks kurang tepat	2
		Keruntutan teks tidak tepat	1
3	Pilihan Kosa Kata	Pilihan kosa kata sangat tepat	5
		Pilihan kosa kata tepat	4
		Pilihan kosa kata cukup tepat	3
		Pilihan kosa kata kurang tepat	2
		Pilihan kosa kata tidak tepat	1

3	Pilihan Kosa Kata	Pilihan kosa kata sangat tepat	5
		Pilihan kosa kata tepat	4
		Pilihan kosa kata cukup tepat	3
		Pilihan kosa kata kurang tepat	2
		Pilihan kosa kata tidak tepat	1

**Mengetahui**  
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**Makassar , Agustus 2018**  
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# APPENDICES

*Appendix 1 : The Students' Scores o Pre-Test and Post-Test*

*Appendix 2 : Data Analysis*

*Appendix 3 : Table Distribution of T-Value*

*Appendix 4 : Documentations of Research*

## Appendix 1

The Students' Scores of Pre-test ( $X_1$ ) and Post-test ( $X_2$ ),

### 1.1 Content

Samples	Content	
	Pre-test	Post-test
S-1	40	75
S-2	45	75
S-3	50	80
S-4	55	85
S-5	30	70
S-6	60	85
S-7	65	85
S-8	70	95
S-9	75	95
S-10	40	75
S-11	30	70
S-12	55	80
S-13	60	85
S-14	65	90
S-15	70	95
S-16	65	90
S-17	55	70
Total	$\sum X=930$	$\sum X=1400$

## 1.2 Organization

Samples	Organization	
	Pre-test	Post-test
S-1	55	80
S-2	40	75
S-3	50	80
S-4	60	90
S-5	65	95
S-6	70	95
S-7	55	85
S-8	55	85
S-9	40	80
S-10	50	80
S-11	55	85
S-12	60	90
S-13	65	95
S-14	70	95
S-15	55	85
S-16	60	90
S-17	65	95
Total	$\sum X=970$	$\sum X=1480$

## Appendix 2

### Data Analysis

#### 2.1 Test of Normality (Pre Test and Post Test)

Kolmogrov-Smirnov

Shapiro-Wilk

	Statistic	df	Sig	Statistic	df	Sig
Content (Pre test)	.156	17	.200	.939	17	.309
Organization (Pre test)	.150	17	.200	.913	17	.114
Content (Post test)	.173	17	.189	.930	17	.219
Organization (Post test)	.179	17	.152	.890	17	.047

#### 2.2. Data Analysis of the Students' Score Based on IBM Statistics SPSS 22 Software

##### Statistics

	Pretest content	Posttest content
N Valid	17	17
Missing	0	0
Mean	54.71	82.35
Std. Error of Mean	3.334	2.149
Median	55.00	85.00
Mode	55 <sup>a</sup>	85
Std. Deviation	13.747	8.860
Variance	188.971	78.493
Range	45	25
Minimum	30	70
Maximum	75	95
Sum	930	1400



### 2.3 Frequency Table of Content

**Pretest Content**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30	2	11.8	11.8	11.8
40	2	11.8	11.8	23.5
45	1	5.9	5.9	29.4
50	1	5.9	5.9	35.3
55	3	17.6	17.6	52.9
60	2	11.8	11.8	64.7
65	3	17.6	17.6	82.4
70	2	11.8	11.8	94.1
75	1	5.9	5.9	100.0
Total	17	100.0	100.0	

**Posttest Content**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	3	17.6	17.6	17.6
75	3	17.6	17.6	35.3
80	2	11.8	11.8	47.1
85	4	23.5	23.5	70.6
90	2	11.8	11.8	82.4
95	3	17.6	17.6	100.0
Total	17	100.0	100.0	

**Statistics**

	Pretestorga nization	Posttestorga nization
N Valid	17	17
Missing	0	0
Mean	57.06	87.06
Std. Error of Mean	2.146	1.608

Median	55.00	85.00
Mode	55	95
Std. Deviation	8.849	6.628
Variance	78.309	43.934
Range	30	20
Minimum	40	75
Maximum	70	95
Sum	970	1480

#### 2.4 Frequency Table of Organization

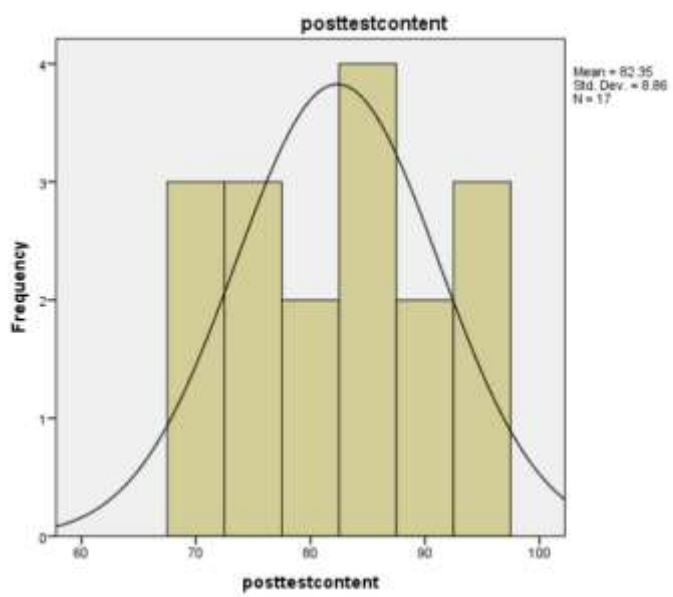
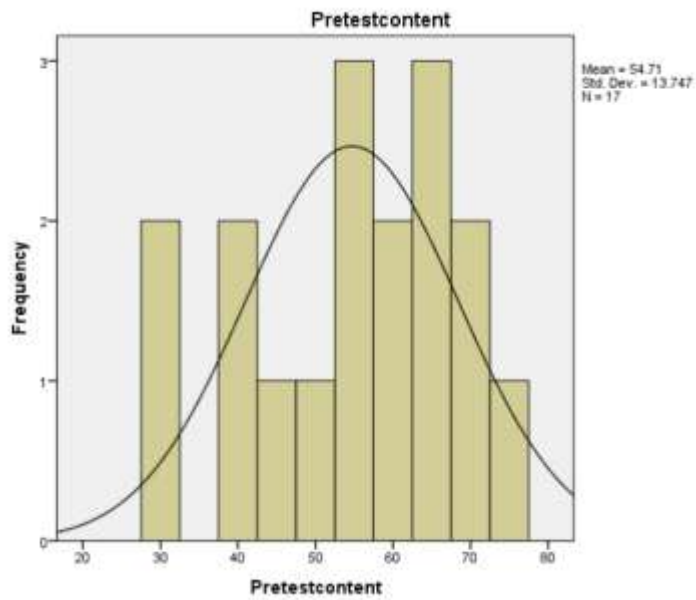
##### Pretest Organization

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	2	11.8	11.8	11.8
50	2	11.8	11.8	23.5
55	5	29.4	29.4	52.9
60	3	17.6	17.6	70.6
65	3	17.6	17.6	88.2
70	2	11.8	11.8	100.0
Total	17	100.0	100.0	

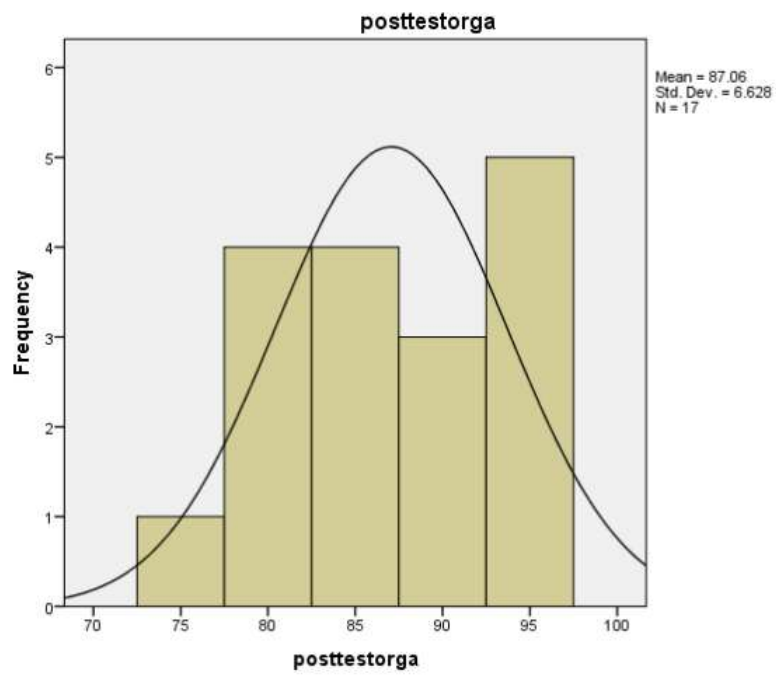
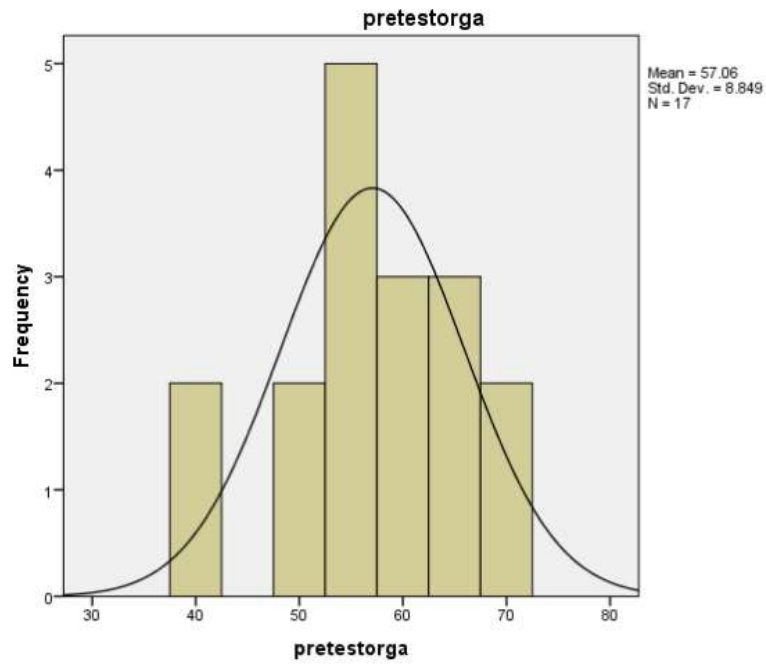
##### Posttest Organization

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 75	1	5.9	5.9	5.9
80	4	23.5	23.5	29.4
85	4	23.5	23.5	52.9
90	3	17.6	17.6	70.6
95	5	29.4	29.4	100.0
Total	17	100.0	100.0	

## 2.5 Histogram of Content



## 2.6 Histogram of Organization



## 2.7 Hypothesis Testing of Content

### Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre test Content	82.35	17	8.860	2.149
Post test Content	54.71	17	13.747	3.334

### Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre test Content & Post test Content	17	.904	.000

### Paired Samples Test

	Paired Differences			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
				Lower
Pair 1 Content hypothesis testing – content hypothesis testing	27.647	6.873	1.667	24.113

### Paired Samples Test

	Paired Differences	t	df	Sig. (2-tailed)	
					95% Confidence Interval of the Difference
					Upper
Pair 1 Content hypothesis testing- content hypothesis testing	31.181	16.585	16	.000	

## 2.8 Hypothesis Testing of Organization

### Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Posttestorganization	87.06	17	6.628	1.608
Pretestorganization	57.06	17	8.849	2.146

### Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Posttestorganization & pretestorganization	17	.935	.000

### Paired Samples Test

	Paired Differences			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower
Pair 1 Organization hypothesis testing – organization hypothesis testing	30.000	3.536	.857	28.182

**Paired Samples Test**

		Paired Differences	t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	Organization hypothesis testing – organization hypothesis testing	31.818	34.986	16	.000

### Appendix 3

**Table Distribution of T-Value**

Degree of freedom (df) =  $N - 1 = 17 - 1 = 16$ , T- table= 2.11991

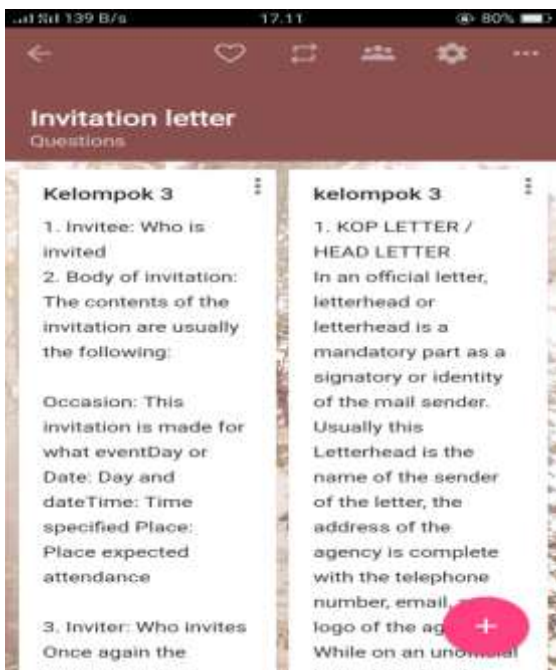
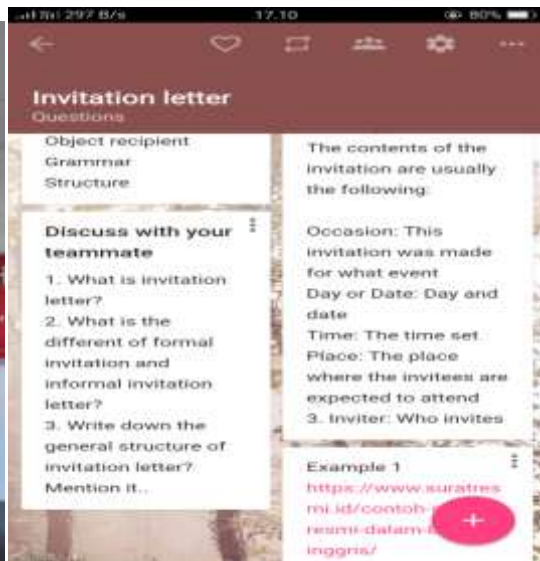
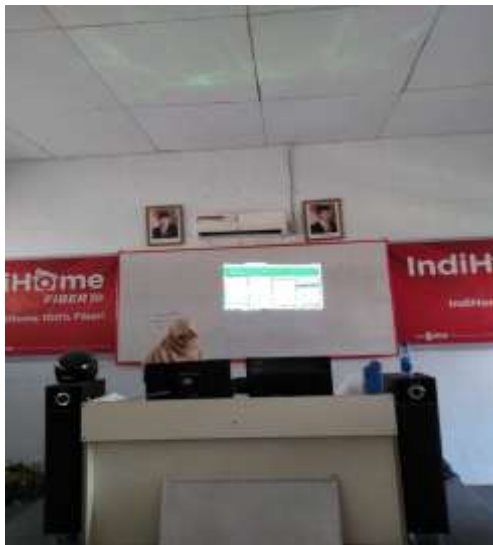
<b>Pr</b>	<b>0.25</b>	<b>0.10</b>	<b>0.05</b>	<b>0.025</b>	<b>0.01</b>	<b>0.005</b>	<b>0.001</b>
<b>Df</b>	<b>0.50</b>	<b>0.20</b>	<b>0.10</b>	<b>0.050</b>	<b>0.02</b>	<b>0.010</b>	<b>0.002</b>
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.6567	318.30884
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.6901	1.33676	1.74588	<b>2.11991</b>	2.58349	2.92078	3.68615
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.6858	1.32124	1.71714	<b>2.07387</b>	2.50832	2.81876	3.50499
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
<b>34</b>	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.6806	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688



## Appendix 4

### Documentation of Research





## CURRICULUM VITAE



**ZURTIA MUSDIR** is a student of English Department in Muhammadiyah University of Makassar. She was born 06<sup>st</sup> January 1996 in Makassar. She is the second of marriage between Musdir and SittiRohani. She has one sister ,ZulfiMusdir. In 2001, she started in elementary school at SDN Monginsidi II, graduated in 2007.

Then she continued her junior high school at SMPN 2 Makassar and graduated in 2010. After that she continued her senior high school at MAN 2 Model Makassar and graduated in 2013. In 2014, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2018 entitle “The Use of Padlet Application (PA) to Enhance Students Writing Ability at MAN 1 Makassar”.