

**Increasing Students' Writing Ability Through Printed  
Mass Media**

**(A Classroom Action Research at Eleventh Grade of MA  
Muallimin Muhammadiyah Makassar)**



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education Makassar  
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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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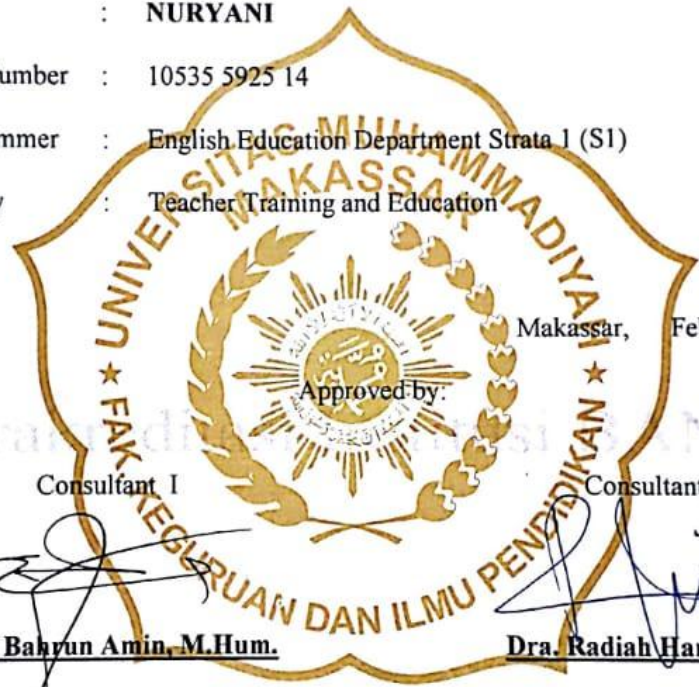
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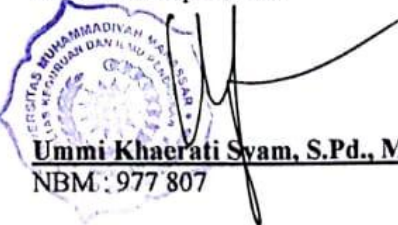
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## ABSTRACT

**Nuryani, 2019.** *Increasing Students' Writing Ability through Printed Mass Media (A Classroom Action Research at the Eleventh Grade of Ma Muallimin Muhammadiyah Makassar).* Guided by Bahrin Amin and Radiah Hamid.

The research was aimed to improve the students' writing ability through printed mass media. The subject of this research was conducted at Class XI-MIA of MA Muallimin Muhammadiyah Makassar in Academic Year 2018/2019. The class consisted of 28 students.

The research of this study was conducted by using Classroom Action Research as the methodology of this research. The technique of analyzing data was analytical scoring rubric and classification score used by the researcher to analyse the students' writing. The technique of collecting the data was applied by three written test they were Diagnostic Test, Test Cycle I and Test Cycle II.

From the writing test, the Diagnostic Test mean score was 57.7 categorized as "poor" in the Cycle I the mean score was 66.7 categorized as "fairly good", in the Cycle II the mean score was 76.1 categorized as "good". It can be concluded that teaching writing through Printed Mass Media can **significantly improve** the students' writing ability at MA Mualliimin Muhammadiyah Makassar.

**Keywords:** *Students' Writing Ability, Printed Mass Media, Classroom Action Research.*

## ABSTRAK

**Nuryani**, 2019. Meningkatkan Kemampuan Menulis Siswa melalui Media Massa Cetak (Penelitian Tindakan Kelas di Kelas XI Ma Muallimin Muhammadiyah Makassar). Dipandu oleh Bahrun Amin dan Radiah Hamid.

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis siswa melalui media massa cetak. Subjek penelitian ini dilakukan di Kelas XI-MIA MA Muallimin Muhammadiyah Makassar pada Tahun Ajaran 2018/2019. Kelas terdiri dari 28 siswa.

Penelitian penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas sebagai metodologi penelitian ini. Teknik analisis data adalah rubrik penilaian analitik dan skor klasifikasi yang digunakan oleh peneliti untuk menganalisis tulisan siswa. Teknik pengumpulan data dilakukan dengan tiga tes tertulis yaitu Tes Diagnostik, Tes Siklus I dan Tes Siklus II.

Dari tes menulis, skor rata-rata Tes Diagnostik adalah 57,7 dikategorikan sebagai "buruk" dalam Siklus I skor rata-rata adalah 66,7 dikategorikan sebagai "cukup baik", pada Siklus II

skor rata-rata adalah 76,1 dikategorikan sebagai "baik". Dapat disimpulkan bahwa mengajar menulis melalui Media Massa Cetak dapat secara signifikan meningkatkan kemampuan menulis siswa di MA Mualliimin Muhammadiyah Makassar.

**Kata kunci:** *Kemampuan Menulis Siswa, Media Massa Cetak, Penelitian Tindakan Kelas.*

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Makassar, 2019

**Nuryani**

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## CHAPTER I

### INTRODUCTION

#### **A. Background**

Language is one of the important media of communication for human being. People needed the language since constitutes an effective tool for them to communicate. By using a language someone can express their ideas and thoughts. Language takes important rule in human's life. English in Indonesia plays an important role in many aspects of life. English is a second language or a foreign language that requires a lot of resources from many countries. Problem in teaching English, Indonesia introduced English since elementary school as local content, and University. Brown in Pratiwi (2017:1) says that English in Indonesia becomes the first foreign to give English to children as early as possible to prepare them in covering globalization era. English is a compulsory subject in Junior High School, Senior High School language which has to be taught in school as a compulsory subject. English is taught in Junior High School from the first year to the third year, and one of it goals is to develop oral and written communication competence in four language skills there are writing, reading, speaking, and listening.

One of language skills is writing, should be mastered well by students because writing is an essential factor that influences one's activity in communication. Kepmendiknas in Ramadani (2013:1), states that in the writing skill, the graduate of senior high school must be able to write short written functional texts and simple essays in the forms of recount, narrative, procedure, descriptive, news item, report, analytical exposition, spoof, explanation,

discussion, and review in the daily life context. In line with this policy, the teacher should try hard to encourage the students reach the purpose of English learning, especially in writing.

The fact is the students' writing ability is still low especially to mastered content and organization, based on the researcher's experience on the observed during *Magang 3* activity at Ma Muallimin Muhammadiyah Makassar, there were some difficulties faced by students of VIII.2 class. First is they do not have idea to write. Second, they still confused in organizing the writing. Third, they often do some mistakes with the lack of knowledge in vocabularies. These problems can be influenced by some factors. These problems appear caused by method or technique in teaching writing, because some teachers taught writing just gave explanation and exercises.

The next cause was from the outside of the teacher and the students. It came from the material and the atmosphere of the class. The material use is not interesting, such as the text containing unfamiliar words, made the students feel burdened and hard to learn. Besides, the unsupported classroom atmosphere is a negative contribution to students' learning. As a means of mass aducation, the press covers some highly valued articles, which can be written by the public to improve their knowledge. Although in this era of technology has been very developed but print media such as magazine or newspaper were also still in great demand by the public. Gagne and Briggs (1979: 175) give their opinion that media is the physical means of communication (book, printed modules,



programmed texts, computers, slide/tape presentation, film, videotapes, and so on) which enable students to learn.

Magazine is one kind of printed media, which has been known since along time ago. According to Michael and Smith (1998: 498), a magazine is a living-breathing organism and must meet its readers' needs in more fundamental, more emotional, and more empathetic ways. Magazines are cheap and magazine will have to continue to offer an intelligent perspective on the world. There are advantages to use magazine, it has high quality printing, magazines provide authentic information that contains a wide variety of text type. It is interesting to read and to write many ideas from it because the language styles easily found as writing materials. It is understandable since magazines are published in various types according to the need of the society. There are magazines especially published for women, men, and teenagers. There are also magazines, which specialize in news, hobby, housekeeping, sport, health, and so on. Magazines are motivating since it offers so many interesting materials to write.

Based on the experience on the observed during *Magang 3* students at the Eleventh Grade of MA Muallimin Muhammadiyah Makassar, the researcher finds the students' difficulties in writing skill, there are some facts that indicate the problem. Students' interest of writing is still low, students' vocabulary mastery are still lack, students' has difficulties in understanding the sentences. In this research, the writer has a target to achieve by using texts from magazines in teaching writing. The target deal with academic achievement that the improvement of students' writing ability, the target score is 76. From this

experience, the researcher choose MA Muallimin Muhammadiyah Makassar as a place of research. Considering the funtion of mass media especially the press in education and the curriculum of senior high school that emphasizes writing in the teaching of English, the writer interest in conducting an action research in teaching writing by using printed mass media. The reason leads the writer to conduct a research entitled *“Increasing Students’ Writing Ability By Using Printed Mass Media at Eleventh Grade of MA Muallimin Muhammadiyah Makassar”*.

#### **B. Reaserch Question**

According to the background of the research above, the researcher formulates the research question as follow.

“How is the improvement of students’ writing ability by using Printed Mass Media at Eleventh Grade of MA Muallimin Muhammadiyah Makassar?”

#### **C. Objectives of the Research**

Base on the formulation of the research question above, the objective to be achieved in this research is to find out the improvement of students’ writing ability by using Printed Mass Media at Eleventh Grade of MA Muallimin Muhammadiyah Makassar.

#### **D. Significance of research**

The results of the research expected to provide useful information, such as :

1. Theoretical Benefits

- a. To produce a new knowledge in teaching foreign language, like English especially on writing using printed mass media as a media to teach.
- b. For the readers, this research can be used as a reference in a solving problem related to English writing.

## 2. Practical Benefits

- a. For the school, the result of this research can give contribution to the teaching learning activity especially in English writing.
- b. For the English teacher, hope the teacher in this study will provide much information for the improvement of the quality of the teaching and learning process.
- c. For the students, the research can provide some input to increase their skill in writing and to provide interesting nuance in learning process.
- d. For the researcher herself, the research can develop her mind through the process in problem solving and be a valuable experience related to her knowledge in research on education.

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

The research focuses on how to apply Printed Mass Media especially magazine to increase students' writing ability at Eleventh Grade of MA Muallimin Muhammadiyah Makassar. The research limits the problems on increasing students' writing ability focus on content (clear and meaningful, logical, communicated and knowledgable) and organization (generic structure). Here the

research limit the use of printed mass media only magazine, especially *Harper's Bazaar Art edition* magazine.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, will take about of related literature after finding out some researchers information about the teaching writing. This chapter outlines a brief information for many sources like journals, web page, and research findings that the researcher constructs to selected theories.

#### A. Previous Related Finding

There are some researchers that related with the present research, as follows:

1. Hartini (2016), *Improving Students' Reading Ability by Using Printed Mass Media "Newspaper"*( *Jakarta Post*, "Features" in July 2015 Edition) *With Technique of Reading Aloud at SMA Negeri 4 Langsa*. The writer collecting the data using test, the form test is reading a text. From test analysis, the writer found that the t-score (2,884) is higher than t-table by using 5% and 1% alpha of significance (2,02)(2,71). Since t-score > t-table, it proved that there is a significant difference between the teaching of reading using treatment ( technique of reading aloud) and the teaching of reading without demonstration (treatment).
2. Aulia (2015), *The Effectiveness of Mass Media in Improving Students' writing skill in Spoof Text at SMA Pembangunan III YPI Jakarta*. The writer presents humor pictures which are taken from mass media which students may find it easy to relate the events to their own experience or knowledge because the pictures characterized by time, people and happening in familiar places. For language teacher it is a good thing to

recognize the value of mass media, especially for teaching and learning purposes.

3. Laila (2009) . *Improving Students' Reading Ability By Using Printed Mass Media at SMP N 3 Colomadu Karanganyar Surakarta*. There is enhancement of students' reading comprehension ability taught by using texts from magazines. The writer can imply that the use of printed mass media in teaching reading can be suitable teaching materials to improve students' achievement and enhance students' motivation. It means that the use of texts from magazines can be developed in the process of teaching and learning language. This is proven to be an effective material resource to improve students' reading ability.

Based on the previous research findings above, the researcher can conclude the similarity of the research, all the researches use mass media as a media to improve students learning. The differences are the research place and in skill development, two of the researchers Hartini's and Laila's uses mass media to improve students' reading skill while in this research using mass media to improve Writing Skill.

## **B. Concept of Writing**

### **1. The Definition of Writing**

Ager, (2018) in his article "*What is Writing*" said writing is a method of representing language in visual or tactile form. Writing system use sets of symbols to represents the sounds of speech, and may also have symbols for such things as punctuation and numerals. Ramlan (1992) states " that there

are two types of writing: first, writing in which each character is picture of an object or idea, called picture writing or ideographic writing. Second, writing in which each character represent speech sound called alphabetic writing, most languages, including English and Indonesian, use alphabetic writing to represent their speech sound, which is used by public in books, paper, magazines, and writing letters". Caroline (2006: 98) writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are present in manner that is published and comprehensible to readers.

Harmer (2004:3) writing is one of language skills which combine to process and productive skill that can be used to preserve thoughts, ideas, and speech sounds. Writing really start in long ago, it is remain for of most its history a minority occupation because although most all human being grow up speaking their first language and sometimes their second or third as a matter of course. Writing has to be thought. Spoken language, for a child is required naturally because of being expose to it, whereas the ability to write has to be consciously learned.

Based on definitions above, it can be concluded that writing is one of language skills and productive skill that will be learnt by students in junior high school, senior high school and University. Students will be able to express their ideas and feeling by English writing.

## **2. The Components of Writing**

Wilber (2009), in his article states there are five elements of writing. There are:

a. Central idea

This elements of good writing involves on a clear, manageable idea, argument, or thesis around which organize your material. It includes selecting subordinate ideas that support and reinforce your central idea.

b. Organization

This elements of writing has to do with coherent arrangement of material.it involves keeping the reader oriented to the central and subordinate ideas. Good organization is logical and sequential. It guides the reader between division of the material.

c. Supporting material

Explanation example, statistic, and quotation make the ideas and informing presented meaningful and memorable for the reader. In exposition, the role of supporting material is to clarify in argument, to persuade.

d. Expression, word choice, and point of view

Language is clear, specific, and appropriate to the audience, purposes, and material. Variety in sentence structure and length creates emphasis.

e. Spelling, grammar, and punctuation

This element of writing counts only when it's wrong, fair or not, your readers will notice your spelling, grammar, od punctuation only when you make a mistake.

Brown (2004), says that there are 5 components of writing:

a. Content



It includes the related ideas, development of ideas, logical of ideas, communicated, clear of ideas, meaningful and knowledgable, illustration, fact, and opinions.

b. Organization

It includes the effetiveness of introduction, logical aquence of ideas, generic structure, conclusion and appropriate length.

c. Discourse

It includes topic senteses, paragraph unity, transitions, discourse markers, cohesion, rhetorical, reference, fluency, economy, variation.

d. Vocabulary

e. Mechanics

It includes spelling, punctuation, and citation of references, neatness and appearance.

### **3. The Importance of Writing**

Nunan (1995:84) says in the modern world written language a range of function in every life, there are three functions of written language.

- a. Primarily for action, in this part written language has the fuction to give public sign as a direction for public people that they will do based on written they have read.
- b. Primarily for information, in this case written language can be used to give contribution to many people as a field of information, someone may take some information from magazine, newspaper, and nonfiction book for their needs including sports, business, politics, vacancy, and medical.

- c. Primarily for entertainment, most of people need to be enjoyable, some of them spend the part of time to entertain themselves by watching television, listening music, going recreation and activities that they like, by reading newspaper, magazine and some books, some people feel relaxed and entertained beside they get many knowledge.

#### **4. The Process of Writing**

Harmer (2004:4-6) states that there are four elements in writing process, those are planning, drafting, editing (editing and revising) and final version.

- a. Planning

Harmer (2004:4) states that in planning process, there are three main issues that have to be thought by students. The first is students have to decide the purpose of writing. Next, students have to think the language style, finally students have to consider the content.

- b. Drafting

Harmer (2004:5) drafting is the first version of a piece of writing. In this point the students should be given a lot of time, because they need to focus on the development ideas and the organization of those ideas more than the development of perfect grammar, punctuation, or spelling.

- c. Editing

Harmer (2004:5) states that in editing the students have to read again what they write as a draft to check their writing if there are mistakes. After the students found the mistakes then revise. By doing those the mistakes can be minimize.

d. Final Version

Harmer (2004:5-6) states that the last is final version after all process have done, the students make final version. It is possible that the final version is much different in the plan and the draft has been made before. It happens since there are many change in editing process. Any unimportant information state in the draft can be deleted.

Richard and Renandya (2002) says pre-writing is any activity in the classroom that encourage students to write. Is stimulates thought for getting started about the topic before writing of first draft. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for waiting. Pre-writing become a way of warming up writers brain before they write.

The second is drafting. At the drafting stage, the writers focus in the fluency of the writing and are not preoccupied with grammatical accuracy or the neatness of the draft. Writer can refer to the first version of a piece of writing as a draft. This first go to text is often done on the assumption that is will be amended later. As the writing process proceeds into editing a number of draft may be produced on the way to the final version.

The third is revising, the revising occurs when a writer looks for feedback from a teacher or another student. The teacher does not need to be the only person to give students feedback. Besides learning to revise on their own, students revise, they review their texts of the basis of the feedback given in the responding stage. They re-examine to the reader. Revising is not merely checking for language

errors, it is done improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

The last stage is editing. Students rearrange in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotation, examples and the like. Formal editing is deferred till this phase in order that its application not disrupts the free flow of ideas during the drafting and revising stages.

Based on descriptions above, it can be concluded that in producing the final draft which can be served to the readers, it need some steps such as planning or pre-writing, drafting, and editing.

## **5. The Purpose of Writing**

The writer has purposes to convey message to the reader. Any kind of writing the writer does, they should have a specific and class purpose. According to Grenville (1990), there are three purposes of writing.

### **a. To entertain**

Writing to entertain generally takes the form of imaginary or creative writing.

It means that the writer need to use their creativities. It must not make the readers laugh. But engage their feeling in some ways.

### **b. To inform**

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, and events. It can be seen in

newspaper and articles, scientific or business reports, instruction or procedures, and essay for school and university.

c. To persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it.

The purpose of writing not only to express the ideas, feeling or thought in written symbol but it has also specific purposes such as to entertain, to inform, and to persuade the readers.

**C. Concept of Mass Media**

**1. Definition of Printed Mass Media**

Thorne (2018) in an article says mass media is any transmission of information that reaches large numbers of people, usually within a short time frame, in a one to many communications. Gagne and Briggs (1979: 175) give their opinion that media is the physical means of communication (book, printed modules, programmed texts, computers, slide/tape presentation, film, videotapes, and so on) which enable students to learn. Gray and Rogers (1959) have expressed this thought well: It is an indispensable factor in modern life, interwoven with work, recreation, and other activities of young people and adults. It's great value lies in two facts; printed materials provide the most illuminating and varied record of human experiences that are now available; and they can be examined and restudied time and again at the readers' convenience in acquiring clear understandings in developing rational

attitudes and in reaching sound conclusions. Some of these values can not be attained so effectively through other media because the individual is not free to pause and deliberate at will.

Mass media as part of visual aids are used as teaching aid in teaching English at junior high school. It gives a lot of contribution because with mass media, the teacher can find authentic texts that are used for reading material. According to Michael & Bernard (1998: 14), the mass media teach, and their lessons are cumulative. Another expert Emery and Agee (1968: 12) give their opinion about another advantage of using mass media as the teaching aid. They say :

“The mass media have a common need for men and women with creative minds, who can use words and pictures effectively to transmit information and ideas. This is the true whether the communication is intended to enlarge the recipient’s knowledge, entertain him or convince him through advertising that he should purchase a commercial product or service.”

Generally printed mass media is instrument for storing or communicating information, the printed mass media responsible for gathering and publishing news in the form of newspaper or magazine.

## **2. Definition of Magazine**

Magazines are printed media besides newspaper, books, pamphlets, direct mail, and billboards. Magazines can be found in many countries with many types and size. Mott (1995) says, “magazine may be defined as bound pamphlets, published periodically. They are issued in various sizes with a

variety of formats and contain miscellaneous subject matter which frequently has entertainment as it's primary objectives”.

Based on Wikipedia magazine is a publication, usually a periodical publication which is printed or electronically published sometimes referred to as an online magazine. Magazine are generally published on a regular schedule and contain a variety of content.

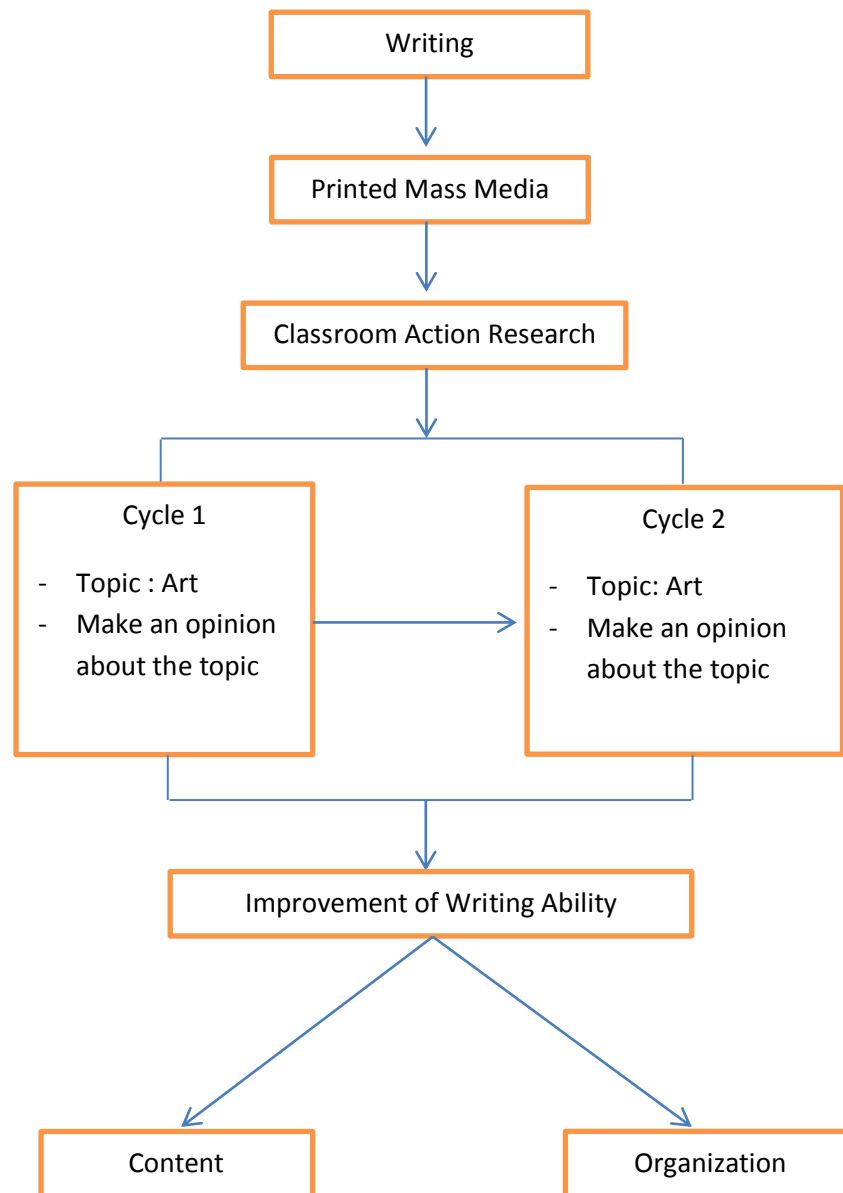
According to Michael and Bernard (1998: 498), a magazine is a living-breathing organism and must meet its readers' needs in more fundamental, more emotional, and more empathetic ways. Magazines are cheap and magazine will have to continue to offer an intelligent perspective on the world.

In contrast to the daily newspaper, magazine have several strong points. Magazine never appears more frequently than once a week. Thus, they have more time to dig into issues and situation than daily newspaper, and consequently they have a better opportunity to brings events into focus and interpret their meaning Emery and Agee (1968: 251).

From the explanation above, magazines can give authentic information that contains a wide variety of text types, language styles easily found as a writing materials, contain many stories, and lots of advertisement that sell products.

#### **D. Conceptual Framework**

This research conduct to find out how is the improvement of students' writing ability by using printed mass media.



Based on the conceptual framework above the researcher use diagnostic test, test for cycle I as an instrument study in improving students' writing ability. When unsuccessful the researcher continued cycle II to improving the result in students' writing ability through the use of printed mass media.



## **E. Action Hypothesis**

The conceptual framework above is the teaching strategy that assume to be able to improve learning activities. The running of writing learning process needs an effective strategy. It needs a period of time and efforts to reach a successful writing instruction. A writing teaching and learning process is said to be good if the teacher provides effective way for the students. Effective ways can be defined as strategy that can attract students' interest in writing. Realizing the problems above, the researcher concludes that there is a learning strategy that should be done to make students interested in doing the writing activity.

Based on the theoretical framework above, the hypothesis can be formulated as follows: the use of printed mass media can improve students' writing ability of Eleventh Grade Senior High School at MA Muallimin Muhammadiyah Makassar.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The research following the principal working of Classroom Action Research (CAR) that contained of four stages; they were: Planning, Implementation of Action, Observation, and Reflection.

In this classroom action research conducted through cycle 1 to observe the use of printed mass media to improve students' writing ability. After finding the result of the cycle I but, unsuccessful the researcher continued cycle II to improving the result in students' writing ability through the use of printed mass media.

#### Cycle I

The first cycle in this action research consist of planning, action, observation, and reflection/evaluation as follows:

##### 1. Planning

- a. In this section the teacher preparing the materials is given to the students
- b. The teacher will introduces and explain the task and helps students prepare.
- c. The teacher determining the students' writing score improves at the same as the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* of English (76.0) or above.

##### 2. Action

- a. The teacher is probably controlling all students action from the front of the class
- b. The teacher and students' circulate freely round the class doing the survey.
- c. The teacher gives instruction to the students about implementing the use of printed mass media.
- d. The teacher make more controlled formulas for students movement can also be set up with difficult classes. The teacher can intervene here to the correct language or suggest improvement to the reports.

### 3. Observation

The teacher observes the students' writing ability which is found during the teaching and learning action research, the reflection discuss of each meeting by the action.

### 4. Evaluation/Reflecting

The result of the data have been done continued in the analysis until can be reflection after action research, the reflection discuss as well as guidance lecturer while researcher makes research planning for the next cycle.

## **Cycle II**

### 1. Planning

- a. The teacher will continue the activities that have done in the first cycle.
- b. Improving the weakness in the first cycle.

- c. The teacher make planning again in the scenario learning process from the result of cycle I reflection.
- d. Action research repair.

## 2. Action

- a. The teacher will explain again about the use of printed mass media.
- b. The students sit in groups about four or five to learn about vocabulary and mechanics by using printed mass media ( magazine).
- c. The teacher gives material about opinion text.
- d. The teacher asks students to write opinion text about one topic in the magazine.
- e. The teacher asks to students' difficult words.
- f. The teacher gives the test to the students.

## 3. Observation

The teacher evaluates the action step by using observation sheet.

## 4. Reflection

The result of cycle II in observation step is to analysis whether the action research that had improved the students' interest in writing opinion text.

The reflection by seeing the result of the observation whether the learning process of vocabulary and mechanics by using printed mass media researches success. Most of the process of learning are good after the cycle

II.

## **B. Research Subject**

Subject of the research was XI-A students of MA Muallimin Muhammadiyah Makassar. Consist 28 students as the experiment. Characteristics of research subject were most of students' still get difficulties to learn English in the class, especially in learning their English writing. Most of them look confused when they were going to write English text.

## **C. Research Instrument**

In this research, the researcher used written test as an instrument to collect the data. There were three written test conducted. The first was Diagnostic Test of writing that conduct to know the preliminary data about students' writing ability. The second was written test for Cycle 1 that is administrate in order to know the achievement of the students in writing. The last written for Cycle 2 was conduct to know the final result after implementing magazine as a media to teach writing in the classroom. Students will be asked to write the opinion text based on the one of the topic in the magazine. They might use their own ideas and imaginations in all of tests.

**Table 1**

**Scoring Guidance and The Explanation of Criterion**

**Content**

**1. Clear and meaningful**

<b>Classification</b>	<b>score</b>	<b>Performance Description</b>
Excellent	90-100	The idea is complete and clear and detiles are relating to the topic.
Very Good	80-89	The idea is complete and clear but the details are almost relating to the topic
Good	70-79	The idea is complete and clear but the details are not relating to the topic.
Fairly Good	60-69	Thr idea is not clear and the details are not relating to the topic.
Fairly	50-59	No complete sentences are write

**2. Logical, Communicated and Knowledgeable**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent	90-100	Shows a clear of related idea, understanding of writing topic and main idea
Very Good	80-89	Shows a good of a related idea, understanding of writing topic and main idea development
Good	70-79	Shows some good of related idea, understanding of main idea and less development.
Fairly Good	60-69	Shows a little understanding of main idea and not related to the topic
Fairly	50-59	No evidence of concept of writing and not related to the idea

## Organization

### Generic Structure

Classification	Score	Performance Description
Excellent	90-100	Identification structure is complete and descriptions are arranged with proper connection with the idea.
Very Good	80-89	Identification structure is almost complete and descriptions are arranged with almost proper connection with the concept of writing.
Good	70-79	Identification structure is not complete and descriptions are arranged with few of connection with the concept of writing.
Fairly good	60-69	Identification structure is not complete and descriptions are arrange with misuse of connectives.
fair	0-59	No evidence of srtucture in concept of writing

(Brown, 2004)

## D. Variables and Indicators

### a. Variables

There were two variables in this research, they were dependent and independent variable. The students' writing skill was dependent variable and the used of printed mass media was independent variable.

### b. Indicators

The indicators of students' skill in writing were content and organization. content is to measure (clear and meaningful, logical, communicated and knowledgable) and organization (generic structure).

## E. Technique of Collecting Data

The procedure of collecting data were as follows:

1. Diagnostic Test

The researcher used Diagnostic Test to find out the preliminary data about students' writing ability.

2. Written test for cycle 1 and cycle 2

The researcher gave reading text from the magazine to find out their improvement of students' writing skill by using printed mass media (magazine).

- a. Researcher prepared test material or topic for students.
- b. Researcher ask students to read 2 times of the text for about 15 minutes.
- c. Researcher ask the students' to follow all step in writing.

Comprehension based on their mistakes. There were components that concern of the researcher in this research to measure. That were content (clear and meaningful, logical, communicated and knowledgable) and organization (generic structure).

#### **F. Data Analysis**

In analysis the data related to the students' test of writing ability, the researcher uses analytical scoring rubric adapted from Brown (2004). There were five components presented in the analytical scoring rubric for writing, those are content, organization, vocabulary, discourse, and mechanics. In this research, the researcher combined content and organization component. The following table was the analytical scoring rubric used by the researcher to analyse the students' writing.



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

In which:

X : Mean

$\sum X$  : Individual score

N : Number of student

(Sugiono, 2007).

To get the class percentage which passes the minimum mastery criteria (Kriteria Ketuntasan Minimum) 76 (seventy six), the score percentage of each cycle will be calculated by using this formula the researchers uses.

The formula:

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

P : the class percentage score

F : total percentage score

N : number of student

Sudijono, 2008

The data collect through the test was analyzed by using the classification as follows:

- Score 90-100 is classified as excellent
- Score 80-89 is classified as very good
- Score 70-79 is classified as good
- Score 60-69 is classified as fairly good
- Score 0-59 is classified as poor

(Brown, 2004)

## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter the researcher presents two sections, findings and discussion. Findings consist of the data of students' writing ability through printed mass media especially in content and organization, while discussion contains analysis findings.

#### A. Findings

##### 1. Result of the Students' Writing Ability in Content by Using Printed Mass Media

**Table 4.1: Rate Percentage of the Students' Score in Indicator "Clear and Meaningful".**

Classification	Range	D-Test		Application of Printed Mass Media Strategy			
		F	%	Cycle I		Cycle II	
				F	%	F	%
Excellent	90 - 100	0	0	0	0	0	0
Very Good	80 - 89	0	0	4	14.3%	11	39.3%
Good	70 - 89	3	10.8%	11	39.3%	15	63.6%
Fairly Good	60 - 69	9	32.1%	13	46.4%	2	7.1%
Fair	50 - 59	16	57.1%	0	0	0	0
<b>Total</b>		<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

The table above shows that, the rate percentage of the students' writing ability in Diagnostic Test before used Printed Mass Media (magazine) strategy was used revealed that there was no students got Excellent and very good

classification score at all. Meanwhile, there 3 students, (10.8%) were classified as good, which mean the idea is complete and clear but the details are not relating to the topic, and 9 students (32.1%) were classified as fairly good (the idea is not clear and the details are not related to the topic), and 16 students (57.1%) were classified as fair (no complete sentences are write) from 28 respondents. After applying treatment especially in variable of content (clear and meaningful), the last evaluation showed that the first cycle, there 4 students (14.3%) were classified as very good (the idea is complete and clear but the details are not related to the topic) , there 11 students (39.3%) were classified as good (the idea is complete and clear but the details are not relating to the topic), and there 13 students (46.4%) were classified fairly good (the idea is not clear and the details are not related to the topic) from 28 respondents. Meanwhile, the second cycle. There 11 students (39.3%) were classified as very good (the idea is complete and clear but the details are not related to the topic), there 15 students (63.6%) were classified as good (the idea is complete and clear but the details are not relating to the topic), and there 2 students (7.1%) were classified fairly good (the idea is not clear and the details are not related to the topic) from 28 respondents.

**Table 4.2: The Mean Score of the Students Score in Indicator “Clear and Meaningful”.**

<b>Mean Score of Indicator “Clear and Meaningful”</b>		
<b>Before applying Printed Mass Media</b>	<b>The Application of Printed Mass Media Strategy</b>	
<b>D-Test</b>	<b>Cycle I</b>	<b>Cycle II</b>
57.6	68.6	75.2

The table above shows that the mean score of the students writing ability through printed mass media in term of variable content (clear and meaningful) in especially diagnostic test was 57.6 after applying treatment in the first cycle, the mean score was 68.6, meanwhile in the second cycle, the mean score was 75.2.

**Table 4.3: Rate Percentage of the Students’ Score in Indicator “Logical, Communicated and Knowledgeable”.**

Classification	Range	D-Test		Application of Using Printed Mass Media (Magazine)			
		F	%	Cycle I		Cycle II	
				F	%	F	%
Excellent	90-100	0	0	0	0	0	0
Very Good	80-89	0	0	4	14.3%	11	39.3%
Good	70-79	3	10.8%	11	39.3%	14	50%
Fairly Good	60-69	9	32.1%	13	46.4%	3	10.7%
Fair	50-59	16	57.1%	0	0	0	0
<b>Total</b>		<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

The table above shows that the rate percentage of the students’ writing ability in diagnostic test before used printed mass media was used revealed that there was no students got excellent and very good at all. Meanwhile there 3 students (10.8%) were classified as good (shows some good of related idea, understanding of main idea and less development), 9 students (32.1%) were classified as fairly good (shows a little understanding of main idea and not related to the topic), and 16 students (57.1%) were classified as fair (no evidence of concept of writing and not related to the idea), from 28 respondents. After

applying treatment especially in variable of content (logical,communicate and knowledgeable), in the last evaluation it showed that the first cycle were 4 students (14.3%) were classified as very good (shows a good of related idea, understanding of writing topic and main idea development), 11 students (39.3%) were classified as good (shows some good of related idea, understanding of main idea and less development), and 13 students (46.4%) were classified as fairly good from 28 respondents, meanwhile the second cycle were 11 students (39.3%) were classified as very good (shows a good of related idea, understanding of writing topic and main idea development), 14 students (50%) were Classified as good and 3 students (10.7%) were classified as fairly good (shows a little understanding of main idea and not related to the topic) from 28 respondents.

**Table 4.4: The Mean Score of the Students' Score in Indicator “ Logical, Communicated and Knowledgeable”.**

<b>Mean Score of Indicator “Logical, Communicated and Knowledgeable”</b>		
<b>Before applying printed mass media</b>	<b>The Application of Using Printed Mass Media (Magazine)</b>	
<b>D-Test</b>	<b>Cycle I</b>	<b>Cycle II</b>
57.8	70	76.3

The table above shows that the mean score of the students writing ability in variable of content (Logical, Cmmunicative and Knowledgeable) in Diagnostic Test before the using of Printed Mass Media was 57.8. After applying treatment in the first cyle, the mean score was 70, meanwhile in the second cycle, the mean score was 76.3.

## 2. Result of the Students' Writing Ability in Organization "Generic Structure"

**Table 4.5: Rate Percentage of the Students' Score in Indicator "Generic Structure"**

Classification	Range	D-Test		Application of Using Printed Mass Media (Magazine)			
		F	%	Cycle I		Cycle II	
				F	%	F	%
Excellent	90-100	0	0	0	0	0	0
Very Good	80-89	0	0	0	0	9	32.1%
Good	70-79	3	10.8%	10	35.7%	15	53.6%
Fairly Good	60-69	9	32.1%	18	64.3%	4	14.3%
Fair	50-59	16	57.1%	0	0	0	0
<b>Total</b>		<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>	<b>28</b>	<b>100%</b>

The table above shows that the rate percentage of the students' writing ability in opinion text in diagnostic test before used printed mass media was used revealed that there were 3 students (10.8%) were classified as good (identification structure is not complete and descriptions are arranged with few of connection with the concept of writing), 9 students (32.1%) were classified as fairly good (identification structure is not complete and description are arranged with misuse of connectives) and 16 students (57.1%) were classified fair (no evidence of structure in concept of writing) from 28 respondents. After applying treatment the evaluation it showed that the first cycle were 10 students (35.7%) were classified as good (identification structure is not complete and descriptions are arranged with few of connection with the concept of writing), 18 students (64.3%) were classified as fairly good (identification structure is not complete and description

are arranged with misuse of connectives) from 28 respondents, meanwhile the second cycle were 9 students (32.1%) were classified as very good (identification structure is almost complete and descriptions are arranged with proper connection with the concept of writing), 15 students (53.6%) were Classified as good (identification structure is not complete and descriptions are arranged with few of connection with the concept of writing), and 4 students (14.3%) were classified as fairly good (identification structure is not complete and description are arranged with misuse of connectives) from 28 respondents.

**Table 4.6: The Mean Score of the Students' Score in Indicator "Generic Structure"**

<b>Mean Score of Indicator "Generic Structure"</b>		
<b>Before applying Printed Mass Media</b>	<b>The Application of Using Printed Mass Media (Magazine)</b>	
<b>D-Test</b>	<b>Cycle I</b>	<b>Cycle II</b>
57.1	69.3	77

The table above shows that the mean score of the students writing ability in variable of organization (generic structure) in Diagnostic Test before the using of Printed Mass Media was 57.1. After applying treatment in the first cyle, the mean score was 69,3, meanwhile in the second cycle, the mean score was 77.

### **3. Result of the Students' Writing Proficiency**

The improve of the students' writing ability to write opinion text at second year students of MA Muallimin Muhammadiyah Makassar by using Printed Mass Media strategy as result of the students' assessment, described as follows:

**Table 4.7: The Mean Score of the Students' Proficiency in Writing Opinion Text**

D-Test $\Sigma X$	Cycle	Variables			Mean Score
		Content		Organization	
		Clear and meaningful	Logical, Communicated and Knowledgeable	Generic Structure	
57,7	I	68,6	70	69,3	66,7
	II	75,2	76,3	77	76,1

The table above shows the means score of the students writing opinion text in D-Test was 57.7. Then the first cycle shows the means score of clear and meaningful was 68,6, the mean score of logical, communicated, and knowledgeable was 70, the mean score of generic structure was 69.3, and the total of the mean score in the first cycle was 66,7. Meanwhile in the second cycle, the means score of clear and meaningful was 75.2, the mean score of logical, communicated, and knowledgeable was 76.3, the mean score of generic structure was 77, and the total of the mean score in the second cycle was 76,1.

**Table 4.8: The Development Percentage of the Students' Ability in writing Opinion Text**

No	Variables	Indicator	Score		Percentage (%)
			Cycle I	Cycle II	
1	Content	Clear and Meaningful	68.6	75.2	9.7%
		Logical, communicate and knowledgeable	70	76.3	9%
2	Organization	Generic Structure	69.3	77	11.1%
$\Sigma X$			66.7	76.1	14.0%



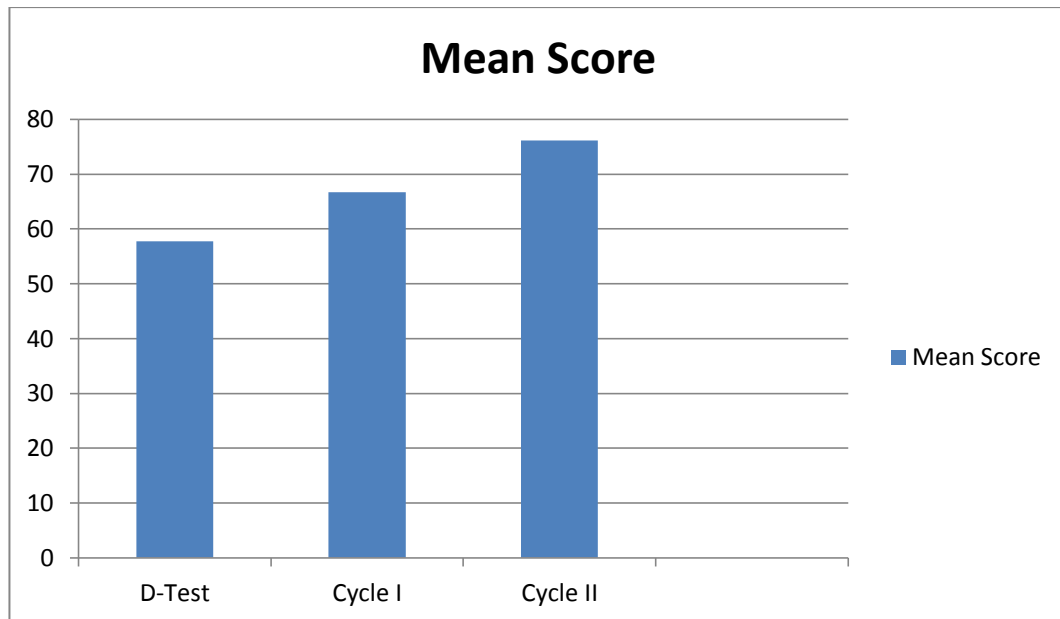
The table above shows that the mean score of the students' achievement in content (clear and meaningful) in the first cycle was 68.6, meanwhile in the second cycle was 75.2, and the percentage was 9.7%. Variable of content (Logical, Communicate and knowledgeable) in the first cycle was 70, meanwhile in the second cycle was 76.3, and the percentage was 9%. Variable of organization (generic structure) in the first cycle was 69.3, meanwhile in the second cycle was 77, and the percentage was 11.1%. Therefore, mean score of students' writing in each cycle was improved from 66.7 in the top 76.1 in the second cycle and the percentage was 14.0%.

**Table 4.9: Classification of the Students' Writing Enhancement in Writing**

No	Cycle	Score	Mean Score	Classification
1	D-Test	1617	57.7	Poor
2	Cycle I	1868	66.7	Fairly Good
3	Cycle II	2133	76.1	Good

The table above shows that, the students' mean score of diagnostic test before implementation of printed mass media (magazine) was 57.7 it was categorized as "poor". After conducted the first cycle and the second cycle, the result showed that the students' score in the first and second cycles improved. In the first cycle, the mean score of students was 66.7 as classification "fairly good", meanwhile the mean score of students in the second cycle was 76.1 as classification "good".

The data above can also be seen in form of diagram below:



The diagram above shows that there was improved in each cycle after implementation of printed mass media (magazine). Where, the mean score in D-Test was 57.7, the mean score in the first cycle was 66.7, and the mean score in the second cycle was 76.1.

#### **4. The Result of Students' Activeness in Teaching and Learning Process**

The result of the students' activeness in teaching and learning toward the application of Printed Mass Media (Magazine) in increasing the students' writing ability at the Eleventh Grade of Ma Muallimin Makassar in Class XI-Mia which is conducted in 2 cycles during 8 x 45 minutes meetings in taken.

The result above is formulated based on the technique of the data analysis and the students' scores that are collected. In cycle I the students' activeness in each meeting improved significantly. It can be seen clearly in the table that the students' activeness in the fourth meeting is great than the first, second

and third meeting, where the fourth meeting in cycle 1 the students' activeness is 52.67%. meanwhile the fourth meeting in cycle II the improvement of the students' activeness is improves to 81.96%. this is caused by the teaching material is really interesting for the students.

## **B. Discussion**

The discussion deal with argument and further interpretation of the research findings related to Brown (2014), and Depdikbud in Bakri (2013).

The discussion aims at answering the research question such as follows:

1. The students' improvement in writing ability in term of its content through Printed Mass Media (magazine).

There were 5 components of writing: Content, Organization, Discourse, Vocabulary and Mechanics. After analyzing the data of this component, the writer find out that the Second Year Students of MA Muallimin Muhammadiyah Makassar had fair ability to comprehend the sub they were (clear, meaningful). It was proved by diagnostic test before the application of the using printed mass media (magazine). In which the classified as poor. After the implementation of the used of printed mass media (magazine) in writing, the result showed that component of content of students score in the first and second cycles improved. In the first cycle, the score classified as "fairly good", meanwhile classification score of students in the second Cycle was "good". In term of sub content (clear and meaningful).

Meanwhile another component namely sub content logical, communicate, and knowledgeable, the research find out that students had fair ability in term of this sub content. It was proved by diagnostic test before the application of using printed mass media (magazine) was classified as poor. After the implementation of the printed mass media (magazine) in writing, the result showed that component of content of the result of the students' in the first and second cycles improved too. In the first cycle was classified as "good". Meanwhile in second cycle was classified as "good". The researcher found out the improvement of the students' comprehends and ability about this sub content.

From the description above, it could be concluded that the students' writing ability after applying printed mass media (magazine) was improved in every cycle especially content of opinion text, not only sub content clear and meaningful but also sub content logic, communicated and knowledgeable.

## 2. The Students' Improvement in Writing Ability in term of its Organization through Printed Mass Media (Magazine).

Organization in writing opinion text and other from of writing involves generic structure of opinion text namely organization, complication, resolution connected languages and point of grammar should be one that is capable, and reorientation. The generic structure of opinion text is the characteristic of opinion text. Therefore, the students'

must understand and identify the generic structure of opinion text as the indicator to measure the students' understanding about opinion text.

After analyzing the data of this component, the researcher found out that the Second Year Students of MA Muallimin Muhammadiyah Makassar had fair ability to comprehend the organization (generic structure). It was proved by diagnostic test before the application of printed mass media (magazine) in writing had classified as fair. After the implementation of printed mass media (magazine), the result showed that the students score in the first and second cycles improved. In the first cycle, was classified as "fairly good", meanwhile second cycle was classified as "good". From the description above, it could be concluded that the students' writing ability in opinion text in term of organization (generic Structure) after conducted the implementation of printed mass media (magazine) in learning writing enhanced in every cycle I to cycle II is 11.11% and from the result of those tests indicates that there was a significant improvement of students' mean score achievement in writing result.

The research result is supported by Emery and Agee (1968:12) "the mass media have a common need for men and woman with creative minds, who can use words and pictures effectively to transmit information and ideas. This is the true whether the communication is intended to enlarge the recipient's knowledge, entertain or convince him through advertising that should purchase a commercial product or service".

Based on the discussion above shows that the use of Printed Mass Media especially Magazines in learning English can improve students' writing skills.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter the researcher present two sections, they are conclusion and suggestion, the use of printed mass media to improve students' writing ability.

#### A. Conclusion

After conducting the research about the using of printed mass media (magazine) at Eleventh Grade of MA Muallimin Muhammadiyah Makassar, and based on the result of the data analysis and the discussion of the result in the previous chapter, the researcher concluded that:

1. Printed Mass Media can be used to help improve students' writing ability. It is **significantly proved** by the first cycle and the second cycle. In the first cycle the mean score of students was 66.7 as classification "fairly good" meanwhile the mean score of students in the second cycle was 76.1 as classification "good".
2. The enhancement of students' writing ability is also supported by the result of the test score, the sub content clear and meaningful, in diagnostic test the score was 57.6 after applying treatment in the first cycle the mean score was 68.6 and the second cycle, the mean score was 75.2. The sub content logic, communicated and knowledgeable in diagnostic test the score was 57.8. After applying treatment in the first cycle, the mean score was 70, and in the second cycle the mean score was 76.3.

The enhancement of students' writing ability in organization the sub generic structure, in diagnostic test the score was 57.1 after applying treatment in the first cycle the mean score was 69.3 and the second cycle, the mean score was 77.

## **B. Suggestion**

Based on the result of the research which positively indicates that the use of Printed Mass Media especially magazine could improve the students' writing ability, especially some suggestions for the teaching learning English are proposed as follows:

1. For English teacher at Eleventh Grade of MA Muallimin Muhammadiyah Makassar, it is useful to apply Printed Mass Media as one of alternative teaching and do the variation of teaching-learning process so the students' will feel more spirit.
2. For the next researcher, this research discusses the use of Printed Mass Media to improve students' writing ability which is conducted on the Eleventh Grade of Senior High School Students. The researcher hopes that this technique can be applied by other researcher in the other level students and it is suggested to use this thesis as an addition reference.



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## APPENDIX A

### 5. Attendent list of the students' learning process

No	Student Code	Attendent List			
		Cycle I & Cycle II			
		1	2	3	4
1	Std-01				
2	Std-02	√	√	√	√
3	Std-03	√	√	√	√
4	Std-04	√	√	√	√
5	Std-05	√	√	√	√
6	Std-06	√	√	√	√
7	Std-07	√	√	√	√
8	Std-08	√	√	√	√
9	Std-09	√	√	√	√
10	Std-10	√	√	√	√
11	Std-11	√	√	√	√
12	Std-12	√	√	√	√
13	Std-13	√	√	√	√
14	Std-14	√	√	√	√
15	Std-15	√	√	√	√
16	Std-16	√	√	√	√
17	Std-17	√	√	√	√
18	Std-18	√	√	√	√
19	Std-19	√	√	√	√
20	Std-20	√	√	√	√
21	Std-21	√	√	√	√
22	Std-22	√	√	√	√
23	Std-23	√	√	√	√
24	Std-24	√	√	√	√
25	Std-25	√	√	√	√
26	Std-26	√	√	√	√
27	Std-27	√	√	√	√
28	Std-28	√	√	√	√

## APPENDIX B

### MA MUALLILIM MUHAMMADIYAH MAKASSAR

**MATA PELAJARAN : BAHASA INGGRIS**

**KELAS/SEMESTER : XI/GANJIL**

**TAHUN PELAJARAN : 2018/2019**

#### SCORE OF DIAGNOSTIC TEST

No	Students' Code	WRITING (RESPONSES)			Score	Classification
		CONTENT		ORGANIZATION		
		Clear and Meaningful	Logical, Communicated and Knowledgeable	Generic Structure		
1	Std-01	50	50	50	50	Poor
2	Std-02	55	50	50	52	Poor
3	Std-03	65	60	60	62	Fairly Good
4	Std-04	50	55	55	54	Poor
5	Std-05	65	68	65	66	Fairly Good
6	Std-06	55	50	55	54	Poor
7	Std-07	65	65	65	65	Fairly Good
8	Std-08	68	67	60	65	Fairly Good
9	Std-09	50	50	50	50	Poor
10	Std-10	50	55	50	52	Poor
11	Std-11	70	70	70	70	Good
12	Std-12	65	60	60	62	Fairly Good
13	Std-13	50	55	50	52	Poor
14	Std-14	50	55	50	52	Poor
15	Std-15	65	65	65	65	Fairly Good
16	Std-16	50	50	55	52	Poor
17	Std-17	50	50	50	50	Poor
18	Std-18	55	55	55	55	Poor
19	Std-19	50	55	50	52	Poor
20	Std-20	60	60	60	60	Fairly Good
21	Std-21	55	50	55	54	Poor
22	Std-22	50	55	50	52	Poor
23	Std-23	70	70	70	70	Good
24	Std-24	65	65	65	65	Fairly Good
25	Std-25	60	60	60	60	Fairly Good
26	Std-26	70	70	70	70	Good

27	Std-27	50	55	55	54	Poor
28	Std-28	55	50	50	52	Poor
TOTAL		1.613	1.620	1.600	1.617	
Mean Score		57,6	57,8	57,1	57,7	Poor
Maximum Score		70	70	70	70	Good
Minimum Score		50	50	50	50	Poor

The mean score of students in clear and meaningful:

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

$$X = \frac{1613}{28}$$

$$X = 57,6$$

The mean score of students' in logical, communicated and knowledgeable:

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

$$X = \frac{1620}{28}$$

$$X = 57,8$$

The mean score of students' in generic structure:

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

$$X = \frac{1600}{28}$$

$$X = 57,1$$

The mean score of students' in Diagnostic Test:

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

$$X = \frac{1617}{28}$$

$$X = 57,7$$

**MA MUALLILIM MUHAMMADIYAH MAKASSAR**

**MATA PELAJARAN : BAHASA INGGRIS  
 KELAS/SEMESTER : XI/GANJIL  
 TAHUN PELAJARAN : 2018/2019**

**SCORE OF CYCLE 1**

No	Students' Code	WRITING (RESPONSES)			Score	Classification
		CONTENT		ORGANIZATION		
		Clear and Meaningful	Logical, Communicated and Knowledgeable	Generic Structure		
1	Std-01	60	65	60	62	Fairly Good
2	Std-02	65	60	70	65	Fairly Good
3	Std-03	60	70	70	67	Fairly Good
4	Std-04	65	70	65	67	Fairly Good
5	Std-05	70	75	60	68	Fairly Good
6	Std-06	72	70	65	69	Fairly Good
7	Std-07	65	60	70	65	Fairly Good
8	Std-08	70	65	60	65	Fairly Good
9	Std-09	75	70	75	73	Good
10	Std-10	65	65	70	67	Fairly Good
11	Std-11	80	80	65	75	Good
12	Std-12	65	70	65	67	Fairly Good
13	Std-13	70	70	65	68	Fairly Good
14	Std-14	74	80	75	76	Good
15	Std-15	70	60	65	65	Fairly Good
16	Std-16	65	65	65	65	Fairly Good
17	Std-17	65	60	70	65	Fairly Good
18	Std-18	70	65	65	67	Fairly Good
19	Std-19	65	65	70	67	Fairly Good
20	Std-20	68	65	65	66	Fairly Good
21	Std-21	68	68	68	68	Fairly Good
22	Std-22	80	80	65	75	Good
23	Std-23	70	75	70	72	Good
24	Std-24	65	65	65	65	Fairly Good

25	Std-25	70	75	65	70	Good
26	Std-26	80	78	65	74	Good
27	Std-27	80	70	70	73	Good
28	Std-28	75	80	65	73	Good
TOTAL		1922	1.947	1.941	1.868	
Mean Score		68,6	70	69,3	66,7	Fairly Good
Maximum Score		80	80	75	75	Good
Minimum Score		60	60	60	62	Fairly Good

The mean score of students in clear and meaningful:

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

$$X = \frac{1922}{28}$$

$$X = 68,6$$

The mean score of students' in logical, communicated and knowledgeable:

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

$$X = \frac{1947}{28}$$

$$X = 70$$

The mean score of students' in generic structure:

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

$$X = \frac{1941}{28}$$

$$X = 69,3$$

The mean score of students' in Cycle I:

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

$$X = \frac{1868}{28}$$

$$X = 66,7$$

**MA MUALLILIM MUHAMMADIYAH MAKASSAR**

**MATA PELAJARAN : BAHASA INGGRIS  
 KELAS/SEMESTER : XI/GANJIL  
 TAHUN PELAJARAN : 2018/2019**

**SCORE OF CYCLE II**

No	Students' Code	WRITING (RESPONSES)			Score	Classification
		CONTENT		ORGANIZATION		
		Clear and Meaningful	Logical, Communicated and Knowledgeable	Generic Structure		
1	Std-01	70	65	68	68	Fairly Good
2	Std-02	70	70	68	69	Fairly Good
3	Std-03	68	75	75	73	Good
4	Std-04	69	69	69	69	Fairly Good
5	Std-05	75	75	80	77	Good
6	Std-06	78	80	75	78	Good
7	Std-07	80	75	70	75	Good
8	Std-08	70	75	75	73	Good
9	Std-09	75	68	75	75	Good
10	Std-10	75	75	80	77	Good
11	Std-11	80	80	85	82	Very Good
12	Std-12	88	88	88	88	Very Good
13	Std-13	80	80	88	83	Very Good
14	Std-14	78	78	78	78	Good
15	Std-15	73	80	78	77	Good
16	Std-16	75	76	70	74	Good
17	Std-17	75	88	80	81	Very Good
18	Std-18	75	80	75	77	Good
19	Std-19	80	80	75	78	Good
20	Std-20	80	85	88	84	Very Good
21	Std-21	78	78	70	75	Good
22	Std-22	80	80	68	76	Good



23	Std-23	70	78	70	73	Good
24	Std-24	75	75	80	77	Good
25	Std-25	80	75	80	78	Good
26	Std-26	80	78	75	78	Good
27	Std-27	80	70	75	75	Good
28	Std-28	80	80	75	78	Good
TOTAL		2107	2.137	2.156	2.133	
Mean Score		75,2	76,3	77	76,1	Very Good
Maximum Score		88	88	88	88	Very Good
Minimum Score		68	65	70	72	Very Good

The mean score of students in clear and meaningful:

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

$$X = \frac{2107}{28}$$

$$X = 75,2$$

The mean score of students' in logical, communicated and knowledgeable:

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

$$X = \frac{2137}{28}$$

$$X = 76,3$$

The mean score of students' in generic structure:

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

$$X = \frac{2156}{28}$$

$$X = 77$$

The mean score of students' in Cycle II:

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

$$X = \frac{2133}{28}$$

$$X = 76,1$$

**A. The Percentage of the Students' Improvement in Content**

**(Clear and Meaningful).**

$$\begin{aligned} 1. \text{ D-Test} \rightarrow \text{CI P} &= \frac{XI - (D - \text{Test})}{D - \text{Test}} \times 100 \\ &= \frac{68.6 - 57.6}{57.6} \times 100 \\ &= 19.44\% \end{aligned}$$

$$\begin{aligned} 2. \text{ CI} \rightarrow \text{CII P} &= \frac{XI - X2}{X2} \times 100 \\ &= \frac{75.2 - 68.8}{68.8} \times 100 \\ &= 9.62\% \end{aligned}$$

$$\begin{aligned} 3. \text{ D-Test} \rightarrow \text{CII P} &= \frac{X2 - (D - \text{Test})}{D - \text{Test}} \times 100 \\ &= \frac{75.2 - 57.6}{57.6} \times 100 \\ &= 30.55\% \end{aligned}$$

**B. The Percentage of the Students' Improvement in Content**

**( Logical, Communicated and Knowledgeable).**

$$1. \text{ D-Test} \rightarrow \text{CI P} = \frac{XI - (D - \text{Test})}{D - \text{Test}} \times 100$$

$$= \frac{70-57.8}{57.8} \times 100$$

$$= 21.10\%$$

$$2. \text{ CI} \rightarrow \text{CII P} = \frac{X1-X2}{X2} \times 100$$

$$= \frac{76.3-70}{70} \times 100$$

$$= 9\%$$

$$3. \text{ D-Test} \rightarrow \text{CII P} = \frac{X2-(D-Test)}{D-Test} \times 100$$

$$= \frac{76.3-57.8}{57.8} \times 100$$

$$= 32.00\%$$

**C. The Percentage of the Students' Improvement in Organization (Generic Structure).**

$$1. \text{ D-Test} \rightarrow \text{CI P} = \frac{X1-(D-Test)}{D-Test} \times 100$$

$$= \frac{69.3-57.1}{57.1} \times 100$$

$$= 21.36\%$$

$$2. \text{ CI} \rightarrow \text{CII P} = \frac{X1-X2}{X2} \times 100$$

$$= \frac{77-69.3}{69.3} \times 100$$

$$= 11.11\%$$

$$\begin{aligned}
3. \text{ D-Test} \rightarrow \text{CII P} &= \frac{X_2 - (D\text{-Test})}{D\text{-Test}} \times 100 \\
&= \frac{77 - 57.1}{57.1} \times 100 \\
&= 34.85\%
\end{aligned}$$

**D. The Percentage of the Students' Improvement in Writing Skill**

$$\begin{aligned}
1. \text{ D-Test} \rightarrow \text{CI P} &= \frac{X_1 - (D\text{-Test})}{D\text{-Test}} \times 100 \\
&= \frac{66.7 - 57.7}{57.7} \times 100 \\
&= 15.6\%
\end{aligned}$$

$$\begin{aligned}
2. \text{ CI} \rightarrow \text{CII P} &= \frac{X_1 - X_2}{X_2} \times 100 \\
&= \frac{76.1 - 66.7}{66.7} \times 100 \\
&= 14.09\%
\end{aligned}$$

$$\begin{aligned}
3. \text{ D-Test} \rightarrow \text{CII P} &= \frac{X_2 - (D\text{-Test})}{D\text{-Test}} \times 100 \\
&= \frac{76.1 - 57.7}{57.7} \times 100 \\
&= 32.23\%
\end{aligned}$$

## Appendix C

### The Observation of Students' Activeness in Teaching Learning Process in Cycle I and Cycle II

No	Students	Meeting							
		Cycle I				C2ycle II			
		1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>	
1	Std-01	1	2	3	2	4	3	3	4
2	Std-02	2	2	2	1	3	2	4	3
3	Std-03	2	1	3	2	2	4	4	4
4	Std-04	2	1	1	1	3	3	3	4
5	Std-05	1	2	1	1	4	2	4	3
6	Std-06	3	2	2	1	2	3	3	3
7	Std-07	1	2	2	2	1	3	4	4
8	Std-08	2	1	3	2	3	2	4	3
9	Std-09	2	2	1	2	2	3	4	4
10	Std-10	1	1	2	3	4	3	4	3
11	Std-11	1	2	2	3	1	3	3	4
12	Std-12	2	1	2	2	2	4	3	4
13	Std-13	2	2	1	2	3	1	3	4
14	Std-14	1	1	2	3	2	3	4	2
15	Std-15	3	1	1	1	2	2	3	3
16	Std-16	2	1	2	3	1	4	3	3
17	Std-17	2	2	2	2	2	4	3	3
18	Std-18	2	2	1	3	3	2	4	3
19	Std-19	2	2	1	2	1	4	3	3
20	Std-20	1	2	2	1	1	3	3	4
21	Std-21	1	1	2	2	1	2	3	4
22	Std-22	1	2	2	3	2	1	3	4
23	Std-23	2	2	1	1	2	3	2	4

24	Std-24	2	2	2	3	1	3	3	4
25	Std-25	1	2	3	2	2	3	2	4
26	Std-26	1	2	2	3	3	3	3	4
27	Std-27	2	2	2	3	1	2	4	4
28	Std-28	2	2	2	3	2	4	4	4
<b>Total Score</b>		<b>47</b>	<b>50</b>	<b>55</b>	<b>59</b>	<b>70</b>	<b>79</b>	<b>93</b>	<b>100</b>
<b>Percentage</b>									

**Note :**

**4 : Very Active**

**3 : Active**

**2 : Less Active**

**1 : Not Active**

**The Formula for Analyzing**

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

### **1. Cycle I**

#### **a. The First Meeting**

$$P = \frac{47}{4 \times 28} \times 100$$

$$= 38.6\%$$

$$P = \frac{50}{4 \times 28} \times 100$$

$$= 44.7\%$$

**b. The Second Meeting**

$$P = \frac{55}{4 \times 28} \times 100$$

$$= 49.10\%$$

$$P = \frac{59}{4 \times 28} \times 100$$

$$= 52.67\%$$

2. Cycle II

**a. The Third Meeting**

$$P = \frac{70}{4 \times 28} \times 100$$

$$= 57.37\%$$

$$P = \frac{79}{4 \times 28} \times 100$$

$$= 70.53\%$$

**b. The Fourth Meeting**

$$P = \frac{93}{4 \times 28} \times 100$$

$$= 76.22\%$$

$$P = \frac{100}{4 \times 28} \times 100$$

$$= 81.96\%$$

## DIAGNOSTIC TEST

**Name :**

**Class :**

1. Read the paragraph carefully!
2. Write down your opinion in one paragraph with minimum 60 words !
3. Use past tense in your sentences !
4. Write down in 30 minutes !

**Topic : Art**

### THE GALERY OF GNANI ART

#### BRIEF PROFILE

Founded in early 2003, *The Galery of Gnani Arts* has been a local and regional trend-setter its area of research, curation and collection expertise-South Indian contemporary art by masters and international artist. Apart from curating and marketing its primary collection of art masters and senior artist. The galery continues to launch the careers of a selective number of artist from Singapore ( where ir based) and from other parts of the globe.

Clients of The Galery of Gnani Arts include the Singapore Art Museum of the National Herritage Board (Singapore) and numerous and southeast Asia. In the Tamil language, the word of ‘Gnani’, pronounce as ‘Niyani’, refers to one who is enlightened, spiritually or intellectually.



## MISSION STATEMENT

The pursuit, policies and principles of The Gallery Of Gnani Arts will be persistent in facilitating dynamic and diversified avenues that bring about acquisition, appreciation, inspiration and knowledge pertaining to the arts, with curatorial integrity and market competence as a Singapore-based international entity.

*(Harper's Bazaar Art Indonesia, 2018).*

## **TEST FOR CYCLE 1**

**Name :**

**Class :**

1. Read the sentence below carefully!
2. Write down the meaning of the sentence below in your opinion in one paragraph with minimum 60 words!
3. Use past tense in your sentences!
4. Write down in 30 minutes!

**Topic : Art**

### **WHAT'S ON ART JAKARTA**

#### **Edition 2018**

Indonesian and international art galleries will again participate in Art Jakarta 2018.

*(Harper's Bazaar Art Indonesia, 2018).*

## TEST FOR CYCLE 2

**Name :**

**Class :**

1. Read the paragraph carefully!
2. Write down your opinion about the meaning of the paragraph below in one paragraph with minimum 60 words !
3. Use past tense in your sentences !
4. Write down in 15 minutes !

### CHRISTINE RADJIMIN ON CHRISTINE AY TJOE

Starting out as a graphic artis after graduating from the Bandung Institute of Technology (ITB) in 1997, Christine Ay Tjoe continued her journey with textiles before findiing canvas as a major medium to reflect her personality. “Her work is very original and sentimental,” said Christine Radjimin, who admires Ay Tjoe’s works wholeheartedly. “Through her work, one can delve into her imotion, be it joy, melancholia, struggle, or even pain. Ay Tjoe’s exploration with dry-point technique enriches her practice on using linea as the framework of her creation. “She demonstrates her deep emotion in her own way, with her signature line works and technique,” Christine added.

*Harper’s Bazaar Indonesia, 2018:14*

## Scope of Learning Activity

### 1. Pre-reading activity

Conveying opinions about the main material in the magazine (Intertainment)

**Genre connection:** get to know the article that contains opinions about the entertainment in the magazine.

### 2. Reading Activity

Read articles in the magazine about Intertainment

### 3. Post reading activity

**Discussion:** Discuss matters related to the text content based on the list of questions given.

**Personal Journal Writing:** Writing down opinions about an intertain (artist).

### 4. Building Blocks

- Distinguishing opinions and facts
- How to express opinions
- Response to opinion

### 5. Let's Practice

Practice writing opinions quickly

Deliver and respond to opinions politely

### 6. Active Conversation

Complement and practice transactional conversations according to the topics found

### 7. Writing

Write opinions about the issues given and present them in front of friends

## 2013 CURRICULUM

### LESSON PLAN

**School** : MA Muallinim Muhammadiyah Makassar  
**Subject** : English  
**Class/ Semester** : XII / 1  
**Material** : Giving an opinion text  
**Time allocation** : 8 x 45 Minutes

#### A. Core Competence

1. To live and practice the religious teachings that he embraces.
2. Living and practicing honest, disciplined, responsible, caring (cooperative, tolerant, peaceful) behavior, courteous, responsive and pro-active and showing attitudes as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.
3. Understand, apply, analyze factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and apply procedural knowledge to specific field of study according to his or her talents and interests to solve problems.
4. Cultivate, reason, present, and create in the realm of concrete and abstract realms related to the development of the self-study in the school independently, and able to use methods according to scientific rules.

#### B. Basic Competence

- 3.2. Applying social functions, text structures, and interactive and transactional text linguistic elements that involve actions to ask for information regarding actions/ activities/ events that have been/ have been done/ happened are linked to a time point in the past,

present, and future time, according to the context of user, (note the linguistic element past perfect, present perfect, future perfect).

- 4.2. Compile transactional and written transaction text that involve giving and requesting information related to action/ activities/ events/ that have been/ have been done/ happened at this time/ the future time by taking into account the social function, structure and linguistic elements that are correct and consistent with the context.

### **C. Indicators**

- 3.2.1. Identify opinion from the topic of magazine
- 3.2.2. Explain the function of an opinion properly
- 4.2.1. Ask for others opinion properly
- 4.2.2. Give opinion properly

### **D. Learning Objective**

Based on the indicators above the aim of learning are :

1. Students are able to identify opinion from the topic of magazine properly.
2. Students are able to explain the function of an opinion from the topic of magazine properly.
3. Students are able to ask for others opinion from the topic of magazine properly.
4. Students are able to give opinion from the topic of magazine properly.

### **F. Learning Resources / Media**

1. Source : English Book XI, Kementrian Pendidikan dan Kebudayaan, 2014.
2. Media : Harper Bazaar Magazine, Art Edition, 2018.

### **G. Learning Method**

Approach : Scientific Approach  
Learning Model : Cooperative Learning

## H. Learning Material

### Opinions

An opinion is the way you feel or think about something. Our opinion about something or someone is based on our perspective. Whenever we give or express our opinion, it is important to give reasoning or an example to support our opinion.

Some opinions:

**There are some types of Opinion text. They consist of 4 types:**

1. Discussion text : Opinion text to present pro and contra.
2. Hortatory Exposition (Tema Positive): Opinion text to persuade one side opinion of issue.
3. Analytical exposition ( Negative Thinking): Opinion text to persuade one side opinion of issue.
4. Review text: A text to critic art creation.

- **The Simple Past Tense**

The simple past tense is used to talk an action that happened in the past.

The simple past tense pattern:

**Verbal:**

(+) S + V2 + O/C

(-) S + DID NOT (DIDN'T) + V1 + O/C

(?) DID + S + V1?

**Example:**

(+) She Studied English yesterday.

(-) She did not (didn't) study English yeaterdy.

(?) Dis she study English yesterday?

**Nominal:**

(+) S + to be (was/were) + Adjective/Noun/Adverb

(-) S + to be (was/were) + not + Adjective/Noun/Adverb

(?) To be (was/were) + S + Adjective/Noun/Adverb

**Example:**

(+) She was sleepy.

(-) She was not sleepy

(?) Was she sleepy?

## **J. Learning activities**

### ➤ **First meeting (2x45 Minutes) (Cycle I)**

#### **1. Pre-Teaching**

- a) Greet the students and checking the attendance list.
- b) Asking /reminding a little bit about the last meeting material.
- c) Delivering the learning objectives.

#### **2. Core activities**

##### **a. Observing**

1. Students listen to a general explanation of the definitions, functions, structure, and language elements of the opinion text.
2. Teacher gives the examples of opinion text.
3. Teacher gives task about opinion text to the students.
4. Discussion about result of answer of the task about opinion text.

##### **b. Questioning**

- a) Teachers provides opportunities for students to ask questions about things they do not understand.
- b) Teachers provides opportunities to students to answers some questions from the other students.
- c) Teacher gives the right answer about the questions.

#### **3. Closing**

- a) Asking student difficulties for Teaching and Learning Activities
- b) Assigning students to learn / read more about opinion text as a reference.
- c) Pay attention to its content.
- d) Teaching and Learning Activities closed with greetings

### ➤ **Second Meeting (2x45 Minutes) (Cycle I)**

#### **1. Pre-Teaching**

- a) Greet the students and checking the attendance list.
- b) Asking students to sit with their groups.



- c) Asking /reminding a little bit about the last meeting material.
- d) Building knowledge about the material that will be taught by asking them.
- e) Delivering the learning objectives

## **2. Core Activities**

### **a. Observing**

- 1) Students listen to a general explanation of the definitions, functions, structure, and language elements and the types of the opinion text.
- 2) Students observe printed mass media especially magazine provided by the teacher about art.
- 3) Students observe the social functions and structures in the given an article (art).
- 4) Students identify the terms of content and organization of writing that they do not yet know.

### **b. Questioning**

- 1) Teachers provide opportunities for students to ask questions about things they do not understand.
- 2) Teachers answer some questions from students.
- 3) Through question and answer with students, teachers introduce the terms of content and organization.

### **c. Exploring**

- 1) The teacher gives written test of **cycle 1** to student group worksheets.

**Topic : Art**

**WHAT'S ON ART JAKARTA**

**Edition 2018**

Indonesian and International art galleries will again participate in Art Jakarta 2018.

(Harper's Bazaar Art Indonesia, 2018).

- 2) The teacher gives a worksheet about one of the topics from the magazine. When first shown, students are not allowed to do anything, students are only read a text and pay attention carefully. The second time, each student from each group is allowed to make small notes. Students are welcome to work on the sheet provided each group must work on 1 paragraph in minimum 60 words.

**d. Associating**

- 1) After each group is completed. Each group is asked to redeem their work to another group.
- 2) By teacher guidance, each group asked to analyze and correct the results of other groups with the focus of the terms of content and organization used in the opinion text.

**e. Communicating**

After each group regains the result. Each individual in the group asked to do revision process and write back on the task.

**3. Closing**

- a) Asking student difficulties for Teaching and Learning Activities.
- b) Assigning students to learn / read more opinion text as a reference.
- c) Pay attention to its content.
- d) Teaching and Learning Activities closed with greetings.

➤ **Third meeting (2x45 minutes) (Cycle II)**

**1. Pre-Teaching**

- d) Greet the students and checking the attendance list.
- e) Asking /reminding a little bit about the last meeting material.
- f) Delivering the learning objectives.

**2. Core activities**

**c. Observing**

- 1) Students listen to a general explanation of the definitions, functions, structure, and language elements of the descriptive text.
- 2) Students observe printed mass media especially magazine provided by the teacher about art.
- 3) Students observe the social functions and structures in the given an article about sport.
- 4) Students identify terms of content and organization that they do not yet know.

**d. Questioning**

- 1) Teachers provide opportunities for learners to ask questions about things they do not understand.
- 2) Teacher answers some questions from the students.
- 3) Through question and answer with the students, teachers introduce new vocabularies that may be found in the text of the report that will be heard by students.

**e. Exploring**

- 1) Students are formed into groups (5 people) and each student must prepare a small sheet of paper and stationery.
- 2) Teacher presents the text from the magazines to the students. When first shown, students are not allowed to do anything, students are only asked to read and see the meaning of the text carefully. The second time, each student from each group is allowed to make small notes or write down key words and key points of text that can help them in the reconstruction phase.

**Topic : Art**

**CHRISTINE RADJIMIN ON CHRISTINE AY TJOE**

Starting out as a graphic artis after graduating from the Bandung Institute of Technology (ITB) in 1997, Christine Ay Tjoe continued her journey with

textiles before finding canvas as a major medium to reflect her personality. “Her work is very original and sentimental,” said Christine Radjimin, who admires Ay Tjoe’s works wholeheartedly. “Through her work, one can delve into her emotion, be it joy, melancholia, struggle, or even pain. Ay Tjoe’s exploration with dry-point technique enriches her practice on using line as the framework of her creation. “She demonstrates her deep emotion in her own way, with her signature line works and technique,” Christine added.

*Harper’s Bazaar Indonesia, 2018:14*

- 3) Teachers give 30 minutes to discuss with their friends. They will identify and rewrite a opinion text that given by one theme in the magazine that is art.

**f. Associating**

- 1) After each group is done each group is asked to redeem their work to another group.
- 2) By teacher guidance, each group is asked to analyze and correct the reconstruction results of other groups by focusing on the terms of content and organization.

**g. Communicating**

After each group regains its reconstruction results, each individual in the group is asked to do the "revising" and "editing".

**3. Closing**

- e) Asking student difficulties for Teaching and Learning Activities
- f) Assigning students to learn / read more descriptive text as a reference.
- g) Pay attention to its content.
- h) Teaching and Learning Activities closed with greetings

➤ **Fourth Meeting (2x45 Minutes) (Cycle II)**

**3. Pre-Teaching**

- f) Greet the students and checking the attendance list.
- g) Asking students to sit with their groups.
- h) Asking /reminding a little bit about the last meeting material.
- i) Building knowledge about the material that will be taught by asking them.
- j) Delivering the learning objectives

#### 4. Core Activities

##### f. Observing

- 1) Students listen to a general explanation of the definitions, functions, structure, and language elements of the opinion text.
- 2) Students observe printed mass media especially magazine provided by the teacher about art.
- 3) Students observe the social functions and structures in the given an article about art.
- 4) Students identify the terms about content and organization that they do not yet know.

##### g. Questioning

- 1) Teachers provide opportunities for learners to ask questions about things they do not understand.
- 2) Teachers answer some questions from students.

**h.** Through question and answer with students, teachers introduce the content and organization that may be found in the text.

##### i. Exploring

- 1) The teacher gave the written text **Cycle II** to each student group worksheets.

#### **INDO SENI**

Indo Seni promotes quality Indonesian art through advocacy, exhibition, and publication. We are highly selective in collaborating with artist with solid track records that are aesthetically satisfying to the emotional needs with the potential of becoming valuable assets to the

beholders. In 2018. Indo Seni will present an installation titled. “it Takes a Garden to Raise Butterflies”.

There are two main elements; there are the butterflies and the flower garden. Butterflies symbolize a glorious transformed physical being, from their previous states. Garden symbolizes the surrounding environments where the butterflies are surrounded. The gardens become the support ecosystem for butterflies with sufficient nutrition, support and protection for them to grow, play, transform, multiply and rest.

- 2) The teacher gives a text about art to the students. When first shown, students are not allowed to do anything, students are only read the text and pay attention carefully. The second time, each student from each group is allowed to make small notes. Students are welcome to work on the sheet provided each group must work on 1 paragraph in minimum 60 words.

**j. Associating**

- 1) After each group is completed. Each group is asked to redeem their work to another group.
- 2) By teacher guidance, each group is asked to analyze and correct the results of other groups with the focus of the content and organization used for the opinion text.

**k. Communicating**

After each group regains the result. Each individual in the group is asked to do a revising process and write back on their books.

**3. Closing**

- e) Asking students' difficulties for Teaching and Learning Activities.
- f) Assigning students to learn / read more articles and descriptive text as a reference.
- g) Pay attention to its content.

h) Teaching and Learning Activities closed with greetings.

**f. Assessment**

Technique of assessment : Written test

Form of instrument : Opinion text

Instrument : Attached

1. To find out the vocabulary and mechanics

**Organization**

<b>Classification</b>	<b>Score</b>	<b>Performance Description</b>
Excellent	90-100	Identification is complete and descriptions are arranged with proper connective.
Very Good	80-89	Identification is almost complete and descriptions are arranged with almost proper connectives.
Good	70-79	Identification is not complete and descriptions are arranged with few misuse of connectives.
Fair	60-69	Identification is not complete and descriptions are arranged with misuse of connectives.
Poor	0-59	No evidence of concept of writing

## Content

### 3. Clear and meaningful

Classification	score	Performance Description
Excellent	90-100	The topic is complete and clear and details are relating to the topic.
Very Good	80-89	The topic is complete and clear but the details are almost relating to the topic
Good	70-79	The topic is complete and clear but the details are not relating to the topic.
Fairly Good	60-69	The topic is not clear and the details are not relating to the topic.
Fairly	50-59	No complete sentences are write

### 4. Logical, Communicated and Knowledgeable

Classification	Score	Criteria
Excellent	90-100	Shows a clear understanding of writing topic and main idea
Very Good	80-89	Shows a good understanding of writing, topic, and main idea development
Good	70-79	Shows some a good understanding of writing, topic and main idea, less development.



Fairly Good	60-69	Shows a little evidence of disource understanding
Fairly	50-59	No evodence of concept of writing

(Brown, 2004)

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

$$\text{Scoring} = \frac{\text{correct answer score}}{\text{maximum score}} \times 100$$

Makassar,... November 2018

Mahasiswa

Nuryani

## BIOGRAPHY



**Nuryani** was born in Cilacap (Central Java) precisely on June 13, May 1990. She is the second child of four siblings of the couple of Nursalim and Muntafiyah. Began entering formal education at SD 06 Bantarsari Cilacap and graduated in 2002.

Then continued her education at SMPN 2 Seberida, Pangkalan Kasai and graduated in 2005, after which it was continued to SMAN 1 seberida, Pangkalan Kasai and graduated in 2008, the author continued her aducation at Makassar Muhammadiyah Univercity (Unismuh) by choosing the faculty of teacher training and education, majoring in English Departement. Then, in the 2019 the author complied this thesis with the title **"Increasing Students' Writing Ability Through Printed Mass Media"**