THE EFFECT OF QUICK WRITE STRATEGY AND MOTIVATION TOWARD STUDENTS' WRITING ABILITY OF NEWS ITEM TEXT AT THE FIRST-YEAR STUDENTS OFSMA N 5 PADANG IN 2015/2016 ACADEMIC YEAR

THESIS

By

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This thesis is dedicated to

My dearly beloved husband, Syukri Handrian, S.H and my lovely daughter, Salsabila Fakhira Derian who have patientlysupported, motivated, prayed, encouraged, and sacrificed their timefor me.My parents, Ibunda Mariatis and AyahandaCian for the love, spirit, and prayers. MySisters,My brothers, and my family for their time and help. And also to all my friends, especiallyin PPs UNP, for the friendship, help and contribution that you all have shared.

Thank you very much.

ABSTRAK

Nurjanah Rahmadesi. 2016. Pengaruh Strategi *Quick Write* dan Motivasi terhadap Kemampuan Menulis Teks *News Item* Siswa Kelas X di SMA N 5 Padang pada Tahun Ajaran 2015/2016. Tesis. Program Pascasarjana, Universitas Negeri Padang.

Menulis adalah salah satu kemampuan yang penting untuk dipelajari dengan strategi pengajaran yang tepat. Strategy *Quick Write* bisa digunakan sebagai variasi strategi dalam pengajaran menulis. Tujuan dari penelitian ini adalah untuk mengetahui apakah strategi *Quick Write* dan motivasi memberikan efek yang berarti terhadap kemampuan menulis teks *news item* siswa. Desain penelitian ini adalah Penelitian Eksperimen Semu dengan rancangan faktorial 2x2. Siswa kelas X SMA N 5 Padang Tahun Ajaran 2015/2016 digunakan sebagai populasi. Total populasi dari kelas X adalah 303 siswa yang tersebar dalam 10 kelas. Sample dari penelitian ini adalah kelas eksperimen (X.7) yang terdiri dari 26 siswa dan kelas kontrol (X.8) yang terdiri dari 27 siswa. Lalu, tes menulis dan angket motivasi digunakan sebagai instrumen penelitian. Kemudian, data penelitian dianalisa dengan menggunakan rumus uji-T dan ANOVA Dua Arah. Dari perhitungan data, penulis menemukan bahwa (1) siswa yang diajar dengan menggunakan strategi *Quick Write* memiliki nilai kemampuan menulis teks *news item* yang lebih tinggi dari pada siswa yang diajar dengan menggunakan Strategi Diskusi*, (2) siswa dengan motivasi tinggi yang diajar dengan menggunakan strategi *Quick Write* memiliki nilai kemampuan menulis teks *news item* yang lebih tinggi daripada siswa yang diajar dengan menggunakan Strategi Diskusi, (3) siswa dengan motivasi rendah yang diajar dengan menggunakan strategi *Quick Write* memiliki nilai kemampuan menulis teks *news item* yang lebih tinggi daripada siswa yang diajar dengan menggunakan Strategi Diskusi, dan (4) tidak terdapat interaksi antara kedua strategi pengajaran (*Quick Write* dan Diskusi) dan motivasi terhadap kemampuan menulis teks *news item* siswa.
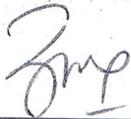
ABSTRACT

Nurjanah Rahmadesi. 2016. The Effect of Quick Write Strategy and Motivation toward Students'Writing Ability of News Item Text at the First-Year Students of SMA N 5 Padangin 2015/2016 AcademicYear. Thesis. Graduate Program, Universitas Negeri Padang.

Writing is one of the abilities which is important to be learned with appropriate teaching strategy. Quick Write Strategy can be used as a variation strategy in teaching writing. The purpose of this research was to know whether Quick Write Strategy and motivation gave significant effect toward students' writing ability of news item text. The design of this research was quasi experimental research with 2x2 factorial design. The first-year students of SMA N 5 Padang in 2015/2016 academic year was used as the population. The total population of the first-year are 303 students which is distributed in ten classes. The sample of this research are experimental class (X.7) which consists of 26 students and control class (X.8) which consists of 27 students. Then, writing test and motivation questionnaire were used as the instrumentations. Furthermore, the data were analyzed by t-test formula and Two Ways ANOVA. From calculation, the researcher found that (1) the students who are taught by using Quick Write Strategy have higher scores in writing ability of news item text than those who are taught by using Discussion Strategy, (2) the students with high motivation who are taught by using Quick Write Strategy have higher scores in writing ability of news item text than those who are taught by using Discussion Strategy, (3) the studentswith low motivation who are taught by using Quick Write Strategy have higher scores in writing ability of news item text than those who are taught by using Discussion Strategy, and (4) there is nointeraction between teaching strategies (Quick Write Strategy and Discussion Strategy) and the students' motivation toward their writing ability of news item text.

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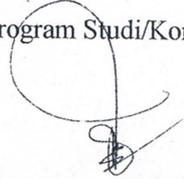| Nama	Tanda Tangan	Tanggal
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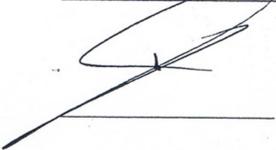
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Saya yang menyatakan

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The Writer

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CHAPTER I
INTRODUCTION

A. Backgound of the Problem

Writing is one of the four English skills that should be learned by the Senior High School students. Writing skill is the combination of both process and product. The processes are including choosing, drafting, revising, until publishing and product deals with any kind of writing product. Writing becomes an important skill which should be mastered by the students because this skill is demanded in every learning activities in the classroom. In Senior High School, writing is included in every activities of teaching learning process, for example in doing tasks and examinations. Then, the Senior High School students usually should create such kind of tasks that demand their writing skill, so that the students should learn writing correctly and effectively.

Based on the School-Based Curriculum (KTSP) that has been implemented in the Senior High School, the purpose of teaching English is to develop students' ability in listening, speaking, reading, and writing skills. Among the four skills, writing is viewed as a difficult skill by the students. By writing, the students should be able to use their analytic and critical thinking and transform it in a written form. Besides, one of the expectations from the curriculum objective is the students are able to compose their ideas or opinions in written form.

The scope of learning English at Senior High School stated on curriculum is to make the students able to understand and create any kind of

text. The students are demanded to have sufficient ability in comprehending any kind of text as well as be able to express their ideas or feelings to create their own texts. One of the text is news item that will be learnt by the students of SMA 5 Padang at the first year. The news item text is the text that tells about the phenomena and the issues happened in a situation. It focusses on the real facts that needs evidence in order to support the facts. The news item text belongs to information report because its goal is to inform information to the readers. Then, news item focusses on facts or 'phenomena in a situation' and hence it may be referred to as a fact story, where the what of events is prominent.

In SMA N 5 Padang, some of students still could not write News Item. It could be seen from students' writing achievement. According to the English teacher, most of students fail to write in daily test. It is proven by the result analysis of their test paper. Some of students get writing score which can not reach the passing standard of the test. As the result, their English marks are below the Minimum Achievement Criteria (KKM). The data of daily test, mid-term test and semester test show that only 40% of the students are able to write well and 60% of them are poor in writing. This result is taken from the English teacher's data of students' mark/achievement.

In addition, based on researcher's observation and discussion with English Teachers' Forum (KKG) in SMA N 5 Padang on Wednesday, April 15th 2015 at 10.45-12.15, there are some problems which caused the students' difficulties in writing. The first problem is the lack of motivation. When teacher asks the students to write, some of them had blank paper with nothing

to write, they would rather do other activities such as chatting with their friends and only few students wanted to write. It means that they have not motivation in the writing activity. Due the significance of motivation in contributing to the success of teaching and learning process, teachers are responsible to improve student's writing motivation. When student are motivated, they will become involved in writing activity and will learn it autonomously. However, student will not devote their effort to write if they do not have a need or desire to write it.

The second problem is teacher problem in teaching writing due to the time constraint. It means that although they have a strong desire to teach students how to write well, limited time is a big problem. Therefore, teachers just give a topic to the students and asked them to write a composition without considering they way the student learn. This writing activity is monotonous. Thus, teacher should provide Quick Write Strategy in teaching in order to make writing activity comprehensible to all student.

Then, based on the researcher's experience in teaching writing in SMA 5 Padang, there are differences found in the real condition at school. In fact, developing the students' ability in writing based on genres is still a problem. It can be seen from the results of their news item paragraphs in which they were not able to write them appropriately. In addition, the news item text is the new genre to be studied in that school. Moreover, they think that writing skill is very difficult to learn, whereas they should write their ideas with rhetorical structure, language features and related vocabulary that was not easy to do in the short time. Even, some other students cheated

because they did not have any ideas to write. For instance, when the teacher taught and asked them to make news item paragraph as their assignment, they did not do it. They just found text in internet or other English books and rewrote it in their task paper. Then, if this condition keeps continuing, the standard competency of writing based on School based curiculum of Senior High School especially on first year student will never be achieved.

Furthermore, the problem on students' writing is also due to inappropriate strategies used by the teacher. The usual strategies that had been used by the teacher is Discussion Strategy. In the application, teacher present a problem situation to which the discussion is addressed, making the whole class active during the disscucion, sharing with the class, showing visual presentations and explaining during discussion. This strategy seem inapproriate because it does not direct all of students write properly, they spend more time in the discussion and difficult to arrange ideas to write. Only some of students who are usually diligent can write effectively. Then, the discussion causes noise, so that most of students feel difficult to concentrate in developing text. In addition, it is difficult for the teacher to manage the classroom environment, some of the students discuss about the topic and some of them are talking or doing another activities.

Based on the phenomenon above, one of the ways to make the teaching writing effective is to make the students active and enjoy their learning and they can improve their' writing motivation. Writing can be fun activity when the teachers apply appropriate strategy in teaching writing. The teacher should make students to be a good in writing. Students need learning

strategy in order to help them become more active in learning process. Basically methods in learning concern the way teachers organize and use strategy of learning, subject matter, learning tools, learning material, and learning procedures.

Actually, there are many strategies that can be applied in teaching writing, one of them is Quick Write Strategy. Quick Write Strategy is the strategy that provides the students with the opportunity to write everything they know about a specific topic. With Quick Write Strategy, the students can quickly gather their thoughts about some aspects to be developed in writing related to a course of study (Holcomb, 2001: 117). It means that, this activity will make students be active. Its simple structure can encourage students to express their opinion, ideas and concerns on the certain interesting issues in writing.

There are some rationales why Quick Write Strategy can be applied effectively in teaching writing. Firstly, The researcher uses Quick Write Strategy in teaching writing because it is flexible. The topic in writing is not only from the teacher, but may also from the students. Secondly, by giving limited time period, Quick Write Strategy helps students practice their mind in order to be able to think quickly. So that, the students can explore their ideas in writing activity. The students will enjoy in writing by using Quick Write Strategy. Finally, since the students write quickly, they will be active and their writing ability will be increased effectively.

Based on the explanation above, the teacher should apply an interesting strategy in teaching writing. One of appropriate strategies in

teaching writing is Quick Write Strategy. Quick Write Strategy has more advantages than Discussion Strategy. Quick Write Strategy provides the students with the opportunity to write everything they know about a specific topic. This strategy makes the students easy to capture their mind in writing activity, because the students need not to think more or carefully pay attention to the organization, grammar, punctuation first. It will be discussed later on the discussion with their friends and the teacher. Also, the aim of writing lesson will be achieved affectively. Then, by giving limited time, all of the student show their participation in writing.

In contrast, the weakness of Discussion strategy are: teacher as a group leader may take all initiative of the members and talking too much. Then, group discussion may go out of track and not paying to the set of objectives anymore. Next, any member of the group may dominate the whole discussion and give no chance to others for expressing their ideas. After that, the shy or inactive members may not show any interest in the discussion.

Moreover, motivation is one of psychological factors that influence students' writing ability. The application of Quick Write Strategy makes students write news item text independently. In contrast, discussion strategy made students busy with their friends in talking any thing and less focus on the topic given about news item text.

From the explanation above, the researcher conducted a research about "The Effect of Quick Write Strategy and Motivation Toward Students' Writing Ability of News Item Text at the First-Year Students of SMA N 5 Padang in 2015/2016 Academic Year"

B. Identification of the Problem

Based on what has been discussed in the background of the problem above, there are some problems faced by students in writing. The problem come to student's side and teacher's side.

The problems are then classified as follow:

1. The students have low ability in writing.

2. Discussion strategy is not effective in teaching writing

3. The students have low motivation in writing.

4. There is less variety of strategies used by the teacher in teaching writing, so the students tend to be boring in learning

One way to solve these problems is by using some strategies in teaching writing such as: collaborative learning, student's active learning, problem based learning, cooperative learning and Quick Write Strategies. So, in this research the researcher used one of the appropriate strategies in teaching writing, which is by using Quick Write Strategy.

C. Limitation of the Problem

Related to the identification of the problems above, there are many strategies that can be applied by the teacher in teaching writing in the classroom. The researcher, in this case, limited the research on one strategy in teaching writing only namely Quick Write Strategy. This strategy is an alternative strategy that can be applied to make the student motivated and interested in writing class. Besides, Quick Write Strategy is hopefully able to improve students' writing ability in News Item text. To achieve the aim of

the research, this research focused on teaching writing of news item text for Senior High School students especially at grade X of SMA N 5 Padang.

D. Formulation of the Problem

Based on the identification and limitation of the problems above, the formulations of the problems are as the following questions:

1. Do the students who are taught by using Quick Write Strategy have better writing ability of news item text than those who are taught by using Discussion Strategy?

2. Do the students with high motivation who are taught by using Quick Write Strategy have better writing ability of news item text than those who are taught by using Discussion Strategy?

3. Do the students with low motivation who are taught by using Quick Write Strategy have better writing ability of news item text than those who are taught by using Discussion Strategy?

4. Is there any interaction between teaching strategies (Quick Write Strategy and Discussion Strategy) and the students' motivation toward their writing ability of news item text?

E. The Purposes of the Study

The purposes of the research are:

1. To know whether the students who are taught by using Quick Write Strategy have better writing ability of news item text than those who are taught by using Discussion Strategy

2. To know whether the students with high motivation who are taught by using Quick Write Strategy have better writing ability of news item text than those who are taught by using Discussion Strategy

3. To know whether the students with low motivation who are taught by using Quick Write Strategy have better writing ability of news item text than those who are taught by using Discussion Strategy

4. To know whether there is any interaction between teaching strategies (Quick Write Strategy and Discussion Strategy) and the students' motivation toward their writing ability of news item text

F. The Significant of the Research

This research is expected to be usefull as the following descriptions:

1. Theoretically

It is expected that this research will enrich the theories in language teaching strategies especially in teaching writing. It can be as one of the sources of information about investigating the effect of teaching strategies in writing.

2. Practically

It is expected that Quick Write Strategy can be one of the teaching writing strategies and also can improve the teachers' quality in teaching. For the students, it is expected that through this strategy their writing skill can be improved and they can be active and motivate in learning process.

G. Definition of the Key Term

1. Writing ability is the ability of the students in expressing their ideas, opinions, thoughts, feelings, emotions, and willingness in writing form in order to be understood by the readers.

2. Quick Write Strategy is the strategy that can help students arrange and built their ideas easily in the limitation of the time, because they are asked to think the specific topic to be developed directly without worrying about the organization, grammar, and rule first untill their writing discussed in the discussion section later with their friends and also the teacher.

3. News item text is the text that focusses on facts or 'phenomena in a situation' and hence it may be referred to as a fact story, where the *what* of events is prominent.

4. Motivation in writing defines as the students' interest, desire and willingness to involve in the communicative classroom activity which deal with the writing process.

5. Discussion Strategy is the teaching strategy which can have any of the three modes-teacher dominated, students directed, and join teacher-students participation. This strategy demands students' participation in classroom activities to discuss about certain topic.

CHAPTER II
REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories

1. The Nature of Writing

Writing is the process of expressing ideas, opinions, feelings, emotions, thoughts and willingness through written form. Writing becomes an important skill nowadays because most of the tasks on the language learning demand writing activity and students' writing skill. Scrivener (1994: 192) argues that there are some good reasons why it is useful to include work in writing in a course. The first is many students have specific needs that require them to work on writing skills: academic study, examination preparation and business English are three common areas where written work is still very important. Second, at the most basic level, the students are likely to be involved in taking down notes in lessons. The third, writing involves a different kind of mental process. There is more time to think, to reflect, to prepare, to rehearse, to make mistakes and to find alternative and better solutions. Then, it can give a chance for the teacher in teaching learning process a break, quieten down a noisy class, change the mood and pace of a lesson, etc.

Richards and Renandya (2002: 303), writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. It means, in order to make a good piece of writing product, the researchers (in this case the students) should be able to pass the complex

level writing skills from planning, drafting, organizing and so on. Beside that, in writing activity, the students should pay attention to some aspects like skills of spelling, punctuation, word choice and many others.

There are certain process in writing activities. But, before the writing process, the students should know about the mechanics of writing. According to Richards and Renandya (2002: 316) admit that writing process as a classroom activity incorporates the four basic writing stages: planning, drafting (writing), revising (redrafting) and editing and three other stages externSally imposed on students by the teacher, namely responding (sharing), evaluating and post-writing. So, it is important to guide the students in writing activity in order to make a good writing product as well as in order to make the students become motivated in learning process.

Linse (2005: 98) assumes that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to the readers. Then, the concept that writing is a product related to the production of any piece of text from composing ideas in written form.

Then, Patel and Jain (2008: 126) states the mechanics of writing are: first, making strokes with proper hand movements. This means to know from where to start a letter and where to end it. Second, the students should write letter of appropriate size and proper shape. Third, write letter in words with proper space. Forth, the students should write

words in sentence with proper shape. In addition, students should write sentence in paragraph with proper space. Fifth, the students write correct spelling in words. Seventh, the students should write capital letters correctly. Last, students should write legibly and neatly of their writing.

Furthermore, Davison and Dowson (2009: 143) gives a much more detailed account of the developmental processes in writing. The first is drafting (getting ideas down on paper or computer screen, regardless of form, organisation or expression). The second is redrafting (shaping and structuring the raw material – either on paper or on screen – to take account of purpose, audience and form). The third one is rereading and revising (making alterations that will help the reader (e.g. getting rid of ambiguity, vagueness, incoherence or irrelevance)). Then, finally is proof-reading (checking for errors (e.g. omitted or repeated words, mistakes in spelling or punctuation)). So, it can be stated that there are some processes should follow by the students in writing activity. It begins from drafting, redrafting, rereading and revising and then proof-reading.

There are some ways can be done by the teacher in order to help learners in writing activity, such as: choose a topic; choose a genre; get ideas; discuss ideas with others to get new perspectives; select between ideas; sequence ideas; make notes, diagrams, etc. to help organise ideas; find grammar and lexis suitable for the text; do practice exercises on language items that will be useful; study sample and model texts similar to what they want to write; plan the organisation of their text; draft a

rough text; get feedback on content; get feedback on language use; co-write sections of text in groups; make alterations and rewrites; write a final version; and finally find appropriate readers. In other words, teacher should guide students in writing activity from choosing a topic to be developed until preparing the students' writing for publishing (Scrivener, 1994: 194).

Actually, process of writing helps the students as ESL or EFL learners develop English writing skill effectively and easily. It is because they can follow the guidelines in writing ;process given by the teacher, so their writing activity will not be boring. For the ESL or EFL learners, the most important thing in writing is fluency not accuracy, but it does not mean that accuracy is not important. According to Linse (2005: 102), the teacher can follow these steps below in teaching writing in the classroom:

a. Prewrite: students are given an opportunity to prepare to write and to collect their thoughts and ideas.
b. Write: students write down all of their ideas. The objective is to get the ideas on paper as quickly as possible.
c. Revise: the initial piece of writing is examined and reworked so that the ideas are logical and flow together.
d. Edit: learners proof-read their work to make sure that there are not any content errors or grammatical or spelling errors.
e. Publish: the writing piece is rewritten in a published or presentable form.

Based on the theories above, it can be concluded that writing is a process where the students express their ideas, feelings, opinios, and thoughts through written form. Writing is a complex skill because it deals with both process and product. Then, there are some components of

writing include grammar, vocabulary, mechanics, fluency and form (Hughes, 2003: 101).

There are some procedures can be addapted by the English teacher in teaching writing to the students. These writing procedures are needed in order to make the students' writing activity will run well and to avoid borredom in learning writing. Then, in order to make an effective teaching writing, teacher needs to use appropriate strategies. With certain guidelines of writing strategies, the students will get fluency in writing and also it will make writing skill become easy for the students to do.

2. The Strategies of Teaching Writing

In teaching writing, there are many strategies can be used by the English teacher that suggested by many experts in language teaching. But, it needs to know that there are some principles should be followed first. According to Scot and Ytreberg (2000: 70), there are some activities can be done by the students in writing. For instances, straight copying, matching, organising and copying, delayed copying, copying book, dictation, fill-in exercises, letters/cards/invitations, word stars, vocabulary charts, dialogues, descriptions and stories. It means, the teacher may vary the activities in writing in order to make an interesting learning process.

After that, for intermediate and advanced learners, they will begin to produce paragraphs in their writing activity. Teacher then should provide support for the students' activity in making an essay. Burns and Sinfield (2004: 137) describe several suggestions for the teacher how to support essay writing in classroom activities. The first, teacher asks

students what they currently like or dislike about their writing strategies. Second, ask students to qualify what would constitute a successful essay. Last, explore generic assessment criteria (those associated with grade descriptors).

Furthermore, Linse (2005: 110) clarifies that there are some classroom techniques and activities that can be tried to the students in teaching writing, as below:

a. Writing models: the teacher provides reading material that will model the type of writing the students will produce.
b. Group writing: the students are asked to work collaboratively on a writing project.
c. Talking and writing box: the creation of the box is a prewriting activity in and of itself.
d. Writing centers: the writing centers can be used to inspire learners at every step of the writing process
e. Writing conferences: this activity will help students in revising their writing. There can be one conference per piece of writing, or there can be a series of conferences for a specific piece of writing.
f. Inventive spelling: students' attempts at spelling words based on their developing cognitive and literacy skills.
g. Word walls: the lists of words that the children have encountered in their reading and that can be used in their writing.

There are some principles that can be used to evaluate a writing course, these are:

1. Meaning-focused Input: students should bring experience and knowledge to their writing.

2. Meaning-focused Output: learners should do lots of writing and lots of different kinds of writing.

3. Language-focused Learning: learners should know about the parts of the writing process and should be able to discuss them in relation to their own and others' writing

4. Fluency Development: learners should increase their writing speed so that they can write very simple material at a reasonable speed (Nation,2009: 93).

From all of the explanation, it can be stated that there are many strategies can be used by the teacher in teaching writing. But, it must be remembered that teacher should be creative to choose the appropriate strategy can be applied in the classroom. The teacher should know the students' problem exactly in writing and then adapt the strategy that appropriate to solve those students' problems. Furthermore, writing strategies should be related with the text genres, for example in teaching writing news item text. The strategies applied should make students easy to remember the characteristics of news item text, such as the generic structures, language features, etc.

In this research, the researcher uses Quick Write Strategy in teaching writing of news item text. News item is assumed to inform and to register the phenomena. The news item text has a goal to inform and tell the readers about the real phenomena or hot issues happened in the environment even in the world. It can be stated that news item is the text to inform the audience about the phenomena and information of the event and one of the example of news item text is newspaper (Khalil, 2000: 25).

3. News Item Text

News item text is a text which is telling information about the event which includes three parts; newsworthy event, background event and the sources. News item text contains the real information about the issues happened. According to Graddol and Boyd-Barret (1994: 215), news item text is field dominated which emphasizes information about the event. Khalil (2000: 25) adds that the news item is assumed to inform and to register the phenomena. The news item text has a goal to inform and tell the readers about the real phenomena or hot issues happened in the environment even in the world. It can be stated that news item is the text to inform the audience about the phenomena and information of the event and one of the example of news item text is newspaper

Ventola (2000: 383) describes that the typical English-language print-media news item is dominated by its opening phase, constituted typically of the headline and first sentence (termed either the lead or the intro). Lowson (2000: 11) also admits that the language features of news item include: (1) proper nouns showing who, when, where, (2) use of past tense, (3) descriptive words such as adjectives and adverbs to add detail, (4) complex noun groups, (5) emotive words and phrases, (6) use of quotes, (7) connective words linking events through time, (8) word families to build up topic information, (9) thinking and feeling verbs, (10) precise details of time and place and manner, (11) evaluation of the significance of the event, and (12) brief explanation. In other words, news

item text have an opening phase and also characterized by some language features.

In addition, Sudarwati and Grace (2006: 109) explain the grammar focus of news item text are including passive sentences, adverbs of manner, place, time and then review on action verbs and saying verbs. So, it can be stated that news item text use language features like passive sentences, adverbs, action verbs and saying verbs.

Then, Priyana et.al (2008: 169), a news item tells information about event of the day which is considered newsworthy or important. The text is organized to include newsworthy event that is summary form of event, background events that elaborates what happened to, to whom, in what circumtances expert on the event and the sources that comments of the participants in and authorities expert on the event.

Furthermore, Doddy et.al (2008: 152) admit that the social function of news item text is to inform readers, listeners or viewers about events of the day which are considered news worthy or important. It pointed that the news item text used to give information to the audiences about the important event happened currently even in everyday life.

Clearly, news item belongs to the informational report. The informational report has some types of features. Warner (2009: 6) states that the features of information report text type are including statement (a general statement about the subject of the report), description (specific information about all aspects of subject) and conclusion (tells reader something interesting about subject). Then, the grammar focus is

including nouns (general nouns), verbs (action verbs and specific verbs for the subject), timeless present tense (to incate usualness), technical language (specific to the subject) and paragraphs (topic sentences).

Then, the descriptions of news item text organization can be seen in the following table:

Table 1. News Item Text Organizations

Indicators	Subindicators
Grammar Focus	1) Passive sentences (present continuous) 2) Adverbs of manner, place, time 3) Use action verbs and saying verbs
Vocabulary	Words related to news text
Mechanics	1) Newsworthy events 2) Background events 3) Sources
Fluency (Ease of communication)	Understanding styles of news text
Form (organization)	1) Write headlines 2) Write news

Based on all of the theories above, it can be concluded that news item is the text that tells about the phenomena and the issues happened in a situation. It focusses on the real facts that needs evidence in order to support the facts. News item text belongs to information report because its goal is to inform information to the readers. Then, Quick Write Strategy is one of appropriate strategy to make students able to write the news item text well.

4. Teaching Writing News Item Text by Using Quick Write Strategy

a. The Definition of Quick Write Strategy

By applying the Quick Write Strategy, the students will not lose their ideas in writing because it helps the students capture the ideas appear in their mind fastly. Crawford et. al (2005: 27) admit that Quick Writes are informal essays meant to capture thoughts. In a heated discussion many thoughts are aired in hurry, and good ideas may be lost if they are not recorded. Quick Writes are meant to be informal – the idea is to capture thoughts and not be preoccupied with style. The Quick Write can be done in five to ten minutes and it can be used at the beginning, in the middle or at the end of the lesson. In addition, Medina (2008: 67) assumes that Quick Write is an independent strategy that can be linked to brainstorming.

Then, Quick Write Strategy is the strategy that help students easy to develop their ideas on mind to be write in the paper. According to Altieri (2009: 45), the quick-write is the easiest type of writing to integrate. A quick-write is exactly what the name implies – quick – but allows students to find their voice and realize that they have something to say and they generally are given a limited period or time to respond to a topic, which may be as little as 60 seconds or as long as 5 minutes depending on the topic, the students' ages, and the ability levels present in the classroom. So that, through this strategy the students will easy to express their ideas on a piece of paper because they relate their mind to the topic directly.

Moreover, Reid et. al (2013: 193) support that the Quick Write can be combined effectively with other strategies. As the name implies, the Quick Write Strategy requires students to plan and write a composition in a brief period of time (i.e., 10 or 15 minutes). Quick Writes can be used at the beginning, middle, or end of instructional units to assess students' understanding and to encourage them to reflect on new knowledge, make connections between topics, summarize knowledge, or react to a topic. It means, in order to make students do an effective Quick Write for their writing, the teacher may use other strategies as a prompt to begin Quick Write, for example by using brainstroming and mind mapping of the topic to be developed.

After that, Buehl (2014: 168) states that with Quick Writes, students are allocated a prescribed period of time to quickly gather their thoughts about some aspects of a course of study. So, Quick Write Strategy here deals with the activity in developing ideas from the students through the limitation of the time given. The students will enjoy the learning process, because the students can write their ideas smoothly through Quick Write Strategy, also this activity will help the teacher easy to assess the students' writing skill.

From the explanation above, it can be summarized that Quick Write Strategy can be used in order to help students easy to share and express their ideas in writing form by doing the writing process in the limitation of the time given. They will not worry about the correctness of organization, structure, grammar, or even puntuation intheir writing

first. So that, the aim of the writing lesson will be achieved effectively, which makes the students fluent in writing activity. Then, there are some procedures of Quick Write Strategy suggested by some experts. Teacher can adapt or even adopt which procedures suitable with the level of students in teaching writing.

b. **The Procedures of Quick Write Strategy in Teaching Writing**

Holcomb (2001: 117) argues that the Quick Write can be used before initiating discussion about a complex or controversial issue. In this case, the purpose is to help participants clarify their own viewpoints and prepare words with which to express themselves before launching into position statements. The Quick Write is also helpful as a tension reliever if a serious discussion is deadlocked or is becoming too inflammatory. So, the Quick Write Strategy is aimed to help students create and express their ideas easily from the topic being discussed.

There are some procedures suggested by the experts that can be addapted by the English teacher in applying the Quick Write Strategy in teaching writing. Bowers and Keisler (2011: 46) support this statement and they give several directions of Quick Write to be applied in teaching writing, as the following descriptions:

1) Provide a prompt on the upcoming content and give students five minutes to write about the topic.
2) At the teacher signal, ask students to turn to a partner and share their Quick Writes. Students can look for similarities and differences in their writing and discuss what they know about the topic.
3) Collect the Quick Writes and use the information as a preassessment to develop the unit of study. These

initial Quick Writes can also be used as a basis of comparison after the unit of study is completed to show growth in knowledge.

Morris (2012: 89) also gives several procedures in applying Quick Write Strategy are: teacher asks students to do discussion and prepare their notebooks. Second, teacher asks students to make "Quick Write: (the topic)." Then, teacher explains the process of the strategy as well as its purpose (to allow students' thoughts to flow without interruption) and names it (Quick Write). Third, students read the book. Discuss genre, the author's purpose, time focus, connections and information about the author's life. Forth, Teacher adds his or her thoughts and ideas to the anchor chart (Think Aloud). Next, Students create a page in the back of their notebooks to resemble the anchor chart. After that, students add to the page in their notebooks they have created. It is hoped that the mentor text has helped generate some ideas for their Quick Write page. Then, a couple of students share from their notebooks and the teacher adds to the anchor chart and Students write independently in the front of their notebooks for a set amount of time. Last, students share. If a student has taken an idea and elaborated further on it, they are asked to share first to help emphasize the strategy.

Furthermore, There is no special materials needed in Quick Write Strategy, but it depends on the teacher creations in the classroom teaching and learning process. This opinion is supported by

Kucer and Silva (2013: 152), then they elaborate the procedures in teaching writing by using Quick Write Strategy as below:

1. Into (pre-activity)

   Teacher discusses with the students that the purpose of a Quick Write and encourage the students to cover the page with as much writing as possible.

2. Through (whils activity)

   Teacher asks the students to start writing about a topic and tells them how much time for the Quick Write Strategy lesson. Then, teacher gives time to students to write until an idea comes to mind.

3. Beyond (post-activity)

   Teacher allows students the opportunity to share the ideas they have explored in their Quick Writes. Finally, teacher discusses with students when it might be helpful for students to engage in Quick Writes.

   Buehl (2014: 168) give a structured adaptations can be used by the teacher in applying Quick Write Strategy, they are as below:

   > 1) Teacher establishes with the students the purpose of Quick Write Strategy and then introduces the rules for a Quick Write. First, students are informed of time parameters. Second, students are asked to begin writing immediately and use the entire time period. Third, students quickly capture thoughts that occur to them as they respond to the writing prompt. Next, students should not be overly concerned about writing form (the intent of a Quick Write is fluency of expression rather than careful writing). The last, students may be asked to share their Quick Writes with a partner

2) Teacher uses a stimulus to introduce a Quick Write. A stimulus is intended to jump-start students' thinking about some important aspect of a unit of study and to provide some focus for their personal musings.
3) Teacher informs the students thatQuick Write may be open ended, allowing students to pen whatever is on their minds as they respond to a stimulus.
4) Quick Writes can be expanded or applied in additional ways to take students deeper into their learning of disciplinary content. Some Quick Write prompts that can be used are:I learned ..., something confusing was ...,   this helped me understand ... and so on.

Based on the theories above, it can be summarized that there are many procedures can be addapted in teaching writing by using Quick Write Strategy. It depends on the teachers how they create an interactive and effective learning process through addapting this strategy. Also to make the teaching learning process become more meaningfull, this strategy can be combined with others strategy. So that, the teachers can guide their students easy to write any kind of writing product through Quick Write Strategy. Then, in teaching writing to the First-Year students at SMA N 5 Padang, the researcher used the procedures suggested by Kucer and Silva (2013: 152). The researcher admitted that this procedure is more appropriate and easy to conduct than other procedures. In addition, the Quick Write Strategy has several advantages in teaching writing news item text.

c. The Advantages of Quick Write Strategy in Teaching Writing

Beside trying to use the new and effective or appropriate strategy in teaching english language, especially writing, it is important for the teachers to know the advantages of the strategy they used. Schaefer (2001: 43) agrees that there are a few reasons why the students enjoy Quick Write:

1) We do not do Quick Writes all the time. Once every two weeks is the average, although at the beginning of the year it's more frequent.
2) It is a brief exercise, with peer feedback.
3) It is fun to hear what others have written.
4) It is immediate.
5) Since the students write quickly, we hear their true voice. Their writing sparkles with wit and personality.

Then, Altieri (2009: 45) states one of the benefits of Quick Write Strategy is its flexibility. Modifications to this exercise allow all students to respond to the best of their abilities. If the teacher chooses, the topic may vary on any given day, or the students may be given a few topics to choose from. Another option that adds variety is allowing students to work in groups to complete the Quick Writes. The decisions guiding how the experience is structured in the classroom depends on the teacher's purposes for the activity.

Furthermore, Quick Write helps the students practice their mind in order to be able to think quickly and easily. This simple exercise helps students organize their thoughts in preparation for a class discussion. It is a chance to reflect and make sense of a reading or viewing experience. It is easiest to do it in class immediately before

discussion, but it could also be done at home ahead of time, (Oliver, 2010: 44).

From those descriptions, it can be stated that Quick Write has several advantages that deal with its purpose. Quick Write makes the students easy to capture their mind in writing activity, because the students need not to think more or carefully pay attention to the organization, grammar, punctuation first. It will be discussed later on the discussion with their friends and the teacher. Also, the aim of writing lesson will be achieved affectively, which is achieved the fluency, not accuracy. Besides knowing the appropriate strategy used, teacher should also know how to assess students' writing news item text. There are some assessment indicators of writing news item text.

5. **Assessment of Writing News Item Text**

In order to know the students' ability and achievement in language learning, there are some activities can be done by the teacher, for example by doing an assessment. According to Richards and Renandya (2002: 346), assessment involves the means of obtaining information about students' abilities, knowledge, understanding, attainments, or attitudes.

Ruth and Murphy (1988: 6) admit that writing test refers tothe test which call for one or more samples of actual student writing. The writing sample here refers to the writing produced for writing tests, whether by a single student or by an entire student population. So, it means that to

know or to measure students' writing ability is only through writing test and there is no another test fixed it.

Then, Brown and Abeywickrama (2010: 283) state that there are three scoring methods that can be used in assessing students' writing project, namely holistic scoring, primary trait scoring and analytic scoring. In holistic scoring, each point on a holistic scale is given a systematic set of descriptors, and the reader evaluator matches an overall impression with the descriptors to arrive at a score. Primary trait scoring focuses on how well students can write within a narrowly defined range of discourse. Whereas, analytic scoring provides six major elements of writing to be scored, thus enabling learners to hone in on weaknesses and capitalize on strengths. It means, from the three types of scoring above, analytic scoring give students' score in writing more detail than the others.

Harris (1974: 68) assumes that although the writing process has been analyzed in many different ways, most teachers would probably agree in recognizing at least the five general components. The first is content (the substance of the writing; the ideas expressed). The second is form(the organization of the content). The third is grammar (the employment of grammatical forms and syntactic patterns). The fourth is style (the choice of structures and lexical items to give a particular tone or flavor to the writing). The last is mechanics (the use of the graphic conventions of the language). So, the students' writing should be scored

related with the five general components above, because those all are the basic components in writing ability.

Weir (1990: 58) clarifies that there are two different approaches for assessing writing ability can be adopted. Firstly, writing can be divided into discrete levels, e.g., grammar, vocabulary, spelling and punctuation, and these elements can be tested separately by the use of objective tests. Secondly, more direct extended writing tasks of various types could be constructed. These would have greater construct, content, face, and washback validity but would require a more subjective assessment. In other words, to make an objective assessment, students should be assess through the discrete levels.

Frankland (2007: 19) give several assessment scales for academic writing, as listed below:

a. Outstanding communicator in written English, whose writing shows sophisticated use of English expression that is free of errors.
b. Successful communicator in written English, whose writing shows minimal errors in grammar, structure and vocabulary.
c. Competent communicator in written English, who is able to express ideas clearly, although there are occasional errors in grammar, stucture and vocabulary.
d. Modest communicator in written English, whose writing shows some weaknesses in grammar, structure and vocabulary.
e. Poor communicator in written English, whose writing shows some major weaknesses in grammar, structure and vocabulary, sometimes hindering clarity.
f. Extremely poor communicator in written English, whose writing reflects major weaknesses in grammar, structure and vocabulary, which hinder meaning and clarity.

Based on the explanation above, it can be summarized that assessment is the process of teachers to collect information from the students' language learning. Writing assessment can be done through the learning process but also in the end of the process at the form of test. Writing test is only the way to collect such information from the students' writing ability after they have learned the material being tested.

Related to the assessment of students' writing news item text, there are several points should be scored by the teachers. They are including grammar, vocabulary, mechanics, form and fluency. Then, the researcher adapted rubric scoring of writing from Hughes (2003: 101) and combined it with the assessment construction of writing news item text from English teachers at SMA N 5 Padang. Thus, the descriptions of scale for analytic scoring in writing can be seen in the table below:

Table 2. Rubric Scoring of Writing News Item Text

Rubrics	Considered Score
Grammar	**5 = excellent** Some errors of grammar or word order in terms of passive sentences (present continuous), adverbs of manner, place, time and the use of action verbs and saying verbs
	4 = good Errors of grammar or word order fairly frequentin terms of passive sentences (present continuous), adverbs of manner, place, time and the use of action verbs and saying verbs
	3 = average Errors of grammar or word order frequentin terms of passive sentences (present continuous), adverbs of manner, place, time and the use of action verbs and saying verbs
	2 = poor Errors of grammar or word order very frequentin terms of passive sentences (present continuous), adverbs of manner, place, time and the use of action verbs and saying verbs
	1 = very poor Errors of grammar or word order so severein terms of passive sentences (present continuous), adverbs of manner, place, time and the use of action verbs and saying verbs
	5 = excellent Occasionally uses inappropriate terms of words related to news text

Vocabulary	**4 = good** Uses wrong or inappropriate words related to news text fairly frequently
	3 = average Limited vocabulary and frequent errors of words related to news text
	2 = poor Vocabulary so limited and so frequently misused of words related to news text
	1 = very poor Vocabulary limitations so extreme of words related to news text
Mechanics	**5 = excellent** Occasional lapses in punctuation or spelling of newsworthy events, background events and sources
	4 = good Errors in punctuation or spelling of newsworthy events, background events and sources fairly frequent
	3 = average Frequent errors in punctuation or spelling of newsworthy events, background events and sources
	2 = poor Errors in punctuation or spelling of newsworthy events, background events and sources so frequent
	1 = very poor Errors in punctuation or spelling of newsworthy events, background events and sources so severe
Fluency	**5 = excellent** Occasional lack of consistency in choice of structures and vocabulary as well as styles of news text
	4 = good Some structures or vocabulary items and styles of news textnoticeably inappropriate to general style
	3 = average Structures or vocabulary items and styles of news textsometimes not only inappropriate, but also misused
	2 = poor Completely inappropriate or misused structures or vocabulary items and styles of news text
	1 = very poor Half-learned misused structures and vocabulary items as well as styles of news text
Form	**5 = excellent** Material of headlines and news well organised
	4 = good Some lack of organisation about headlines and news
	3 = average Little or no attempt at connectivity of headlines and news
	2 = poor Ideas may be clear, but very difficult to deduce connection between headlines and news
	1 = very poor Lack of organisation so severe of headlines and news

English Teacher's Scoring Rubric of News Item Text at SMA N 5 Padang

Furthermore, students' writing news item text assessed by considering the rubric scoring above. Then, this research is about the effect of Quick Write Strategy and motivation toward students' writing

news item text. So that, the next point should be explained is the concept of motivation.

6. The Concept of Motivation

As affectional aspect in language learning, motivation has a broad sense and definition. It is covered all the language learning process as the students behavior and attitides toward the teaching and learning process. Lang (2006: 23) assumes that motivation is as a blanket term that refers to a variety of cognitions and affects, such as expectancy, value, self-efficacy, goal orientation and interest. Also, motivation is an abstract, hypothetical concept that had been used to explain why people think and behave as they do.

Tileston (2010: 4) argues that motivation relates to the drive to do something. It means, someone who has high motivation in his/her life whether it is for work, study and doing other activities, she/he will do the activities well. In other words, motivation is an important aspect that give big contributions in someone's life. It can be as a driver that drive someone to his/her successfulness.

Motivation refers to the willingness of people in doing something and it is answered why they do that. Keller (2010: 3) states that motivation refers broadly to what people desire, what they choose to do, and what they commit to do. In other words, motivation is generally defined as that which explains the direction and magnitude of behavior or

it explains what goals people choose to pursue and how actively or intensely they pursue them.

According to Hadfield and Dornyei (2013: 1), the term 'motivation' is used to describe successful or unsuccessful learners. So, here motivation deals with the learners' enthusiasm, commitment and persistence and so on. It means, the learners with sufficient motivation can achieve a working knowledge of an L2, whereas without sufficient motivation even the brightest learners are unlikely to persist long enough to attain any really useful language.

There are some components built the students' motivation in learning process. Dembo and Seli (2013: 30) state that students' motivation in the classroom involves three interactive components. First, sociocultural factors, made up of such influences as one's prior educational experiences, socioeconomic status, as well as peer, family, and cultural experiences. Second component, classroom environmental factors, includes classroom environment, instructional methods and behavior and type of assignments given to students. The third component in the model includes internal factors such as students' perceptions and beliefs.

Oxford (1999: 27) gives several factors analysis for motivation like determination, anxiety, instrumental motivation, sociability, attitudes to culture, foreign residence, intrinsic motivation, beliefs about failure and enjoyment. So, from these categories, it can be developed some

questionnaires in order to check the students' motivation in learning writing.

According to Burden (2000: 3), there are two broad categories of motivation – intrinsic and extrinsic motivation. Intrinsic motivation is a response to needs that exist within the students, such as curiosity, the need to know, and feelings of competence or growth. Then, extrinsic motivation is motivation from outside the learner and has to do with external rewards for completion of a task. The examples of extrinsic motivation are words of praise from the teacher, a privilege, and a higher grade on a paper or the report card, etc.

Dornyei (2001: 20) presents the William and Burden's framework of motivation. From the framework, it can be seen that motivation influence by intrinsic and extrinsic factors. The intrinsic factors involve interest activity, sense, mastery, self-concept, and attitude, meanwhile the extrinsic factors involve the significant others, the interaction between the significant other, the learning environment, and the boarder context. Here, both the intrinsic and extrinsic factors have sub indicators that influence on the students' learning. The sub indicators are explained as followed:

a. Interest Activity

There are two sub indicators that should be considered in interest activity. They are arousal of curiosity and optimal degree. Arousal of curiosity means the students' desire to know in learning, while the optimal degree of challenge is the defiance that found by the students in learning process.

b. Sense

It is an indicator that demands students' understanding in doing something. The students are demanded to have the ability to set appropriate goals in learning.

c. Mastery

The students should have the feeling of competence as long as learning in order to complete their assignment during its process.

d. Self-Concept

On the self-concept theory, there are three sub indicators should be considered by the students in learning. First, awareness in developing their skills and mastery; the students should have the conscious to do their task or assignment in the learning process. Second, realistic awareness of personal strength and weakness in skill required. The last indicator is learned helplessness.

e. Attitude

It is a crucial indicator in internal factor of communication. By this indicator, the teacher may assess on the students' language and general, the students' attitude to community and culture.

f. Significance other

It includes parents, teacher, and students' peer in learning.

g. Interaction between the significant others

It shows how the students solve their problem in learning; consist of students' mediated learning experience, reward and punishment.

h. Learning environment

It is one of the factors that influence in teaching and learning, especially for the students. It consists of the time in learning and the class condition.

Based on the theories above, it can be summarized that motivation is one of important aspects in language learning. Motivation means something inside human body or mind that drive someone to be able to do his/her activities. It can be said that without motivation nothing can be done by someone. So, related to the process of learning english, especially writing, motivation give many contributions in the successful of learning writing.

7. **Discussion Strategy**

Discussion is one of teaching strategy which includes to students-centered teaching strategy. It helps students develop their thinking ability and communication skills in teaching and learning process. Cashin and McKnight (2005: 52), discussion is a two way spoken communication between the teacher and students, more importantly among students themselves. It means, the teacher and students free to offer questions and share their ideas. Then, they also free to response or answer the questions.

Killen (2006: 126) argues that discussion is an orderly process of face-to-face group interaction in which people exchange ideas. The purpose of the discussion might be to solve a problem, answer a question, enhance the students' knowledge or understanding, or reach a decision.

Discussion is a versatile teaching and learning strategy that can be adapted to suit any subject at any level of education. It pointed that discussion can be used in the whole class or in large and small group activities.

Discussion is included in co-operative and students-centered strategies because students are demanded to express their feeling and ideas in the learning process. Killen (2007: 133) states that discussion can be considered as the co-operative thinking aloud and exchanging ideas. Because students are expected to share their thoughts, it is both active and students-centered.

Then, Arends (2009: 431) assumes that discussion are used by teacher to achieve at least three important instructional objectives; the students' conceptual understanding, involvement and engagement and then communication skills and thinking processes.

In Discussion Strategy, teacher should help students develop their ideas in classroom interaction, maintain students' empathy and built students' attention. Duplass (2010: 41) states that discussion as a fundamental strategy is used to set a tone of collaboration and thoughfulness in which everyone's perspective deserves to be examined. Then, teacher has challenges in engaging students in a discussion about beliefs.

Term of discussion commonly known as stands for the discussion held within a group. Discussion strategy has some advantages. Mangal and Mangal (2009: 245) mention that the advantages of discussion

strategy are: it ensures active participants in the process of teaching and learning, it trains students for carrying out group activities and cooperative tasks, it provides opportunities to the students to be a good listener as well as an effective leader, students can develop their abilities and skills regarding critical thinking, analyzing, synthesizing, evaluating problem solving, etc, it provides good training of verbal communication and so on.

Moreover, Mangal and Mangal (2009: 245) also mention several weaknesses and limitations of discussion strategy. Teacher as a group leader may take all initiative of the members and talking too much. Then, group discussion may go out of track and not paying to the set of objectives anymore. Next, any member of the group may dominate the whole discussion and give no chance to others for expressing their ideas. After that, the shy or inactive members may not show any interest in the discussion. Finally, a group discussion may be divided into cliques that may create problems for arriving conclusions.

The procedures of discussion strategy according to Garcia (2006: 84) are: (1) presenting a problem situation to which the discussion is addressed, (2) making the whole class formulate certain tentative conclusions or assumptions which will be actively verified during the discussion, (3) sharing with the class certain news item that have bearing on the topic, and (4) showing pictures, tables, graphs and other visual presentations that will attract students' attention and will be utilized and explained during the discussion.

In addition, Killen (2006: 132) gives several preparations for a classroom discussion. They are including decide on the purpose of the discussion, research the background information and then help the students to prepare for the discussion. After that, teacher and students may open the discussion as the teaching and learning strategy.

From the explanation above, the researcher concludes that discussion strategy belongs to the students-centered strategy which helps students develop their thinking skills and communication strategies. Then, this strategy may include both teacher and students in the discussion. Also, teacher has several roles and challenges in applying this strategy to make an effective teaching and learning process.

Finally, the comparison of the strategies used in this research are described in the following table:

Table 3. The Strategies in Experiment and Control Class

Experiment Class (Quick Write Strategy)	Control Class (Discussion Strategy)
Into (pre-activity) 1. Teacher discusses with the students the purpose of a Quick Write and encourages the students to write as much as possible. *Through (whils activity)* 2. Teacher asks the students to start writing about a topic of news item and tells them how much time for the Quick Write Strategy lesson. 3. Teacher gives time to students to write until an idea comes to mind. *Beyond (post-activity)* 4. Teacher allows students the opportunity to share the ideas they have explored in their Quick Writes.	1. Teacher presents a problem situation to which the discussion is addressed 2. Teacher makes the whole class formulate certain tentative conclusions or assumptions which will be actively verified during the discussion 3. Teacher shares with the class certain news item that have bearing on the topic. 4. Teacher shows pictures, tables, graphs and other visual presentations that will attract students' attention.

5. Teacher discusses with students when it might be helpful for students to engage in Quick Writes.	5. Teacher explains the visual presentations during the discussion.

B. The Review of the Related Findings

There are some researches have been done by some researchers related to teaching writing skill. The first research is done by Cleland et.al (2009) which more concerned on the effective prompts for Quick Writes in science and mathematics. They found that the Quick Writes fit well into classroom procedures; it helped students focus on prior learning; and it brought more writing into science and mathematics classrooms. An examination of how teacher prompts influenced student responses shows how writing can promote deep thinking in science and mathematics classrooms. With effective prompts, the students; articulation and deep thinking about concepts will be activated. It requires students to write their ideas effectively as well as learn to communicate accurately.

Then, the second is done by Afridona (2013). She has conducted the research about "Teaching Writing Hortatory Exposition Text by Combining Hamburger Strategy and Quick Write Strategy for Senior High School Students". From her research, she recommends to combine two strategies to make the learning process become interested by the students. This strategy helps teacher and students in expanding students' vocabularies in creating sentences and organizing paragraphs to produce a complete writing text. This strategy is expected to increase students' ability in writing, because with the implementation of Quick Write Strategy, the students are ready to write, to share and to revise their writing.

The third research is from Aorora and Jufri (2013) entitled "Teaching Reading Comprehension by Using "Quick Write" Strategy for Senior High School Students. They got conclusion that the use of Quick Write Strategy gives many advantages to the students, like activating the students' prior knowledge, helping students to make personal connection, promoting reflection about key content concepts, encouraging critical thinking, organizing ideas for better comprehension and others that support them in developing their reading comprehension. Meanwhile, for the teacher, this strategy can be used to assess the students' knowledge on the topic prior to reading.

Furthermore, this research has similarities with those researches above with the strategy used. But, those researches above conducted the research related to the use of Quick Write Strategy in different contexts; Cleland et.al (2009) focused on science and mathematics field. Afridona (2013) focused on teaching writing hortatory text, and Aorora and Jufri (2013) focused on teaching reading comprehension. Meanwhile, this research will focus on the use of Quick Write Strategy and motivation toward students' writing ability of news item text at the first-year students of SMA N 5 Padang.

C. Conceptual Framework

The conceptual framework of this research can be described as follows:
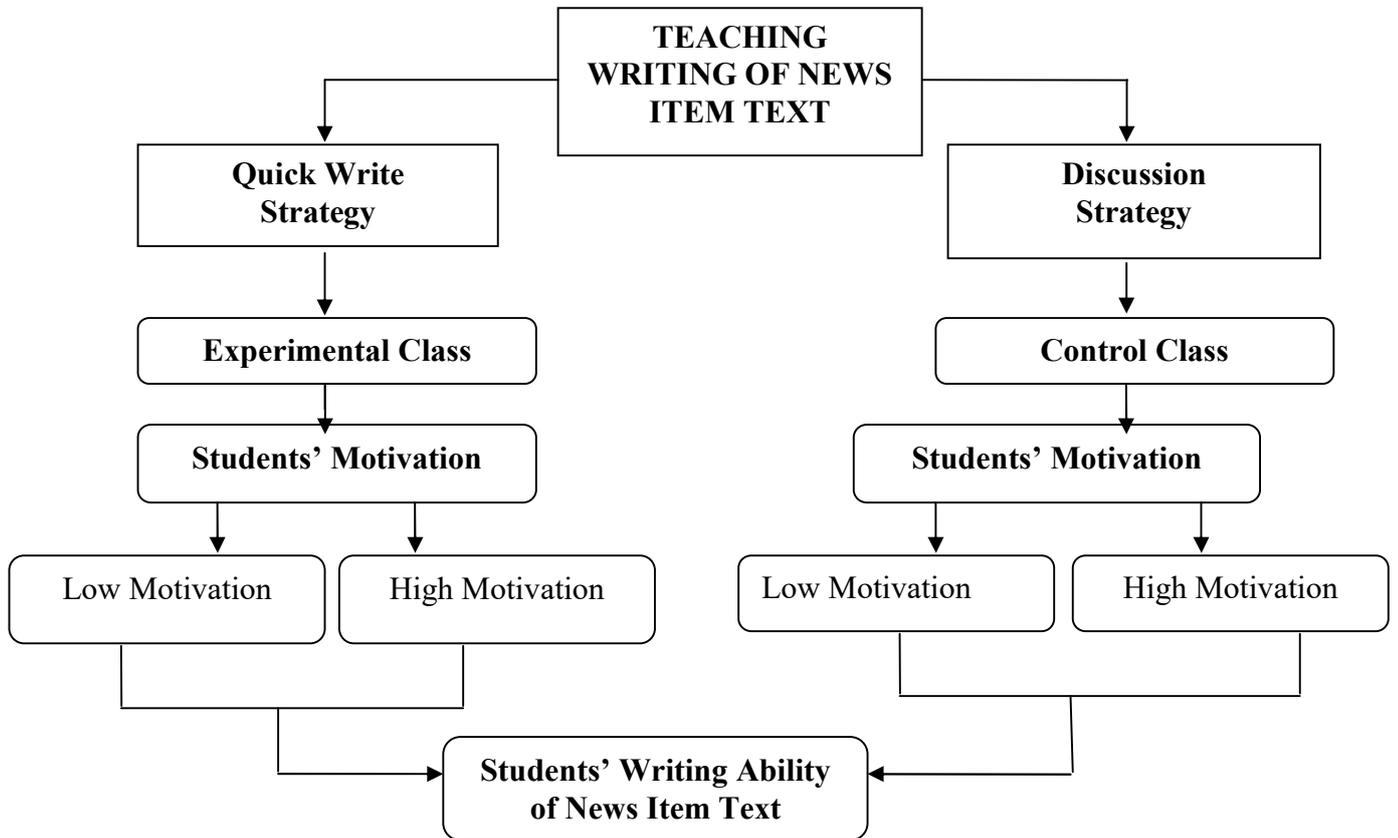
Figure1. The Scheme of Conceptual Framework

D. The Hypothesis

Based on the explanation above, the hypotheses of the research as follows:

First hypothesis:

H_0 : the students who are taught by using Quick Write Strategy do not have better writing ability of news item text than those who are taught by using Discussion Strategy.

H_a : the students who are taught by using Quick Write Strategy have better writing ability of news item text than those who are taught by using Discussion Strategy.

Second hypothesis:

H_0 : the students with high motivation who are taught by using Quick Write Strategy do not have better writing ability of news item text than those who are taught by using Discussion Strategy.

H_a : the students with high motivation who are taught by using Quick Write Strategy have better writing ability of news item text than those who are taught by using Discussion Strategy.

Third hypothesis:

H_0 : the students with low motivation who are taught by using Quick Write Strategy do not have better writing ability of news item text than those who are taught by using Discussion Strategy.

H_a : the students with low motivation who are taught by using Quick Write Strategy have better writing ability of news item text than those who are taught by using Discussion Strategy.

Fourth hypothesis:

H_0 : there is no any interaction between teaching strategies (Quick Write Strategy and discussion strategy) and the students' motivation toward their writing ability of news item text.

H_a : there is any interaction between teaching strategies (Quick Write Strategy and Discussion Strategy) and the students' motivation toward their writing ability of news item text.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research was conducted by using quasi experimental research, because it is tested the hypotheses about the effect of Quick Write Strategy and students' motivation toward their writing ability of news item text. Gay, Mills and Airasian (2011: 249) state that in quasi experimental research the researcher manipulates one independent variable, control other relevant variables, and observes the effect on one or more dependent variable.

This research involved two groups. They were control group and experiment group. The control group was treated by using Discussion Strategy that commonly used by the teacher, while the experiment group was received the treatment by using Quick Write Strategy. The experimental group was needed in order to investigate the effect of Quick Write Strategy toward dependent variable namely students' writing ability of news item text, while motivation as a moderator variable.

The design of the research was based on Gay, Mills and Airasian (2011: 272). They states that a design that has more than one independent variable (grouping variable) also known as factors. One of factorial designs that have more than one independent variable is factorial design 2x2. Then, the design of the research is showed as follows:

Table 4. Research Design

Treatment / Writing Motivation	Quick Write Strategy (A1)	Discussion Strategy (A2)
High Motivation (B1)	B1A1	B1A2
Low Motivation (B2)	B2A1	B2A2

Notes:

B1A1: Students with high writing motivation in experimental group of students' writing ability of news item text who were taught by Quick Write Strategy.

B1A2: Students with high writing motivation in control group of students' writing ability of news item text who were taught by Discussion Strategy.

B2A1: Students with low writing motivation in experimental group of students' writing ability of news item text who were taught by Quick Write Strategy.

B2A2: Students with low writing motivation in control group of students' writing ability of news item text who were taught by Discussion Strategy.

Clearly, both groups had been given the same test, also the material and time allocation of the two classes were the same. Experimental group was treated on the treatment, while the control class was taught by using Discussion Strategy that the teacher usually used.

In thi process of teaching, the differences between experimental class and controll class were only about strategy used. The material and the time allocatedof the two class were the same.

Gay and Airasian (2000:371) state that an experimet is valid if the result obtained are due only the manipulated variable and if they are generalizable to individuals context beyond the experimental setting. These criteria are referred to the internal validity and external validity.

1. Internal Validity

Gay and Airasian (2000:371) explain that internal validity is concerned with threats and factors other than the independent variable that effect the dependent variable. In other word, it is the confidence that we can place in the cause and effect relationship in a study. Thus, in this research, the researcher controled some aspects that might threat to internal validity that follows; first, mortality it refers to the case in which loss of participants of the groups. In this case, the researcher made sure by controlling their attendance list. Second, the preliminary study is conducted by analyzing students' score of final test for the entire class in the population. Thus, there are no selective tests administered to the students who get lowest score or highest score. Third, the participants in experimental and controll groups must have the same characteristics and equivalent. So, that testing the normality and homogeneity were done to reaffirm that both of the groups are similar. Fourth, the instrument is supposed to be valid and reliable. Fifth, the longer of the study, the more threatened to a validity of the experimental will be. This case refers to the changing of maturation, intelligence, motivation, and

behavior of the participant. So, the researcher conducted the research for ten meetings only.

2. **External Validity**

According to Gay and Airasian (2000:372) explain, internal validity is concerned with the extent to which the study results can be generalized to groups and settings beyond those of the experiment. In other words, it is focuses on the threats that forbid the researcher to generalized the result of the study to other groups. Therefore, there are some factors that had been controlled by the researcher during the study. First, treatment diffusion, it occures when different group communicate with and learn from each other. To avoid this, the researcher controlled by the schedule of the class. Second, experimenter effect, it means the behavior of experimenter or researcher may effect the experiment group. That is why, the researcher do not treat the group differently that brings into bias to the experiment, so, they discussed the same topic and material. In other hand, they also received the same attention, and teaching procedure. The difference was only the strategy used in learning. Third, Selection, treatment interaction, it mainly occurs when participants are not randomly selected for treatment. Thus, researcher selected the sample randomly.

B. Population and Sample

1. Population

Gay, Mills and Airasian (2011: 130) states that population is the group interest to the researcher, the group to which she or he would like the results of one study to be generalizable. Generalizability was the extent to which the results of one study can be applied to other population or situation.

In this research, the population was the first-year students of SMA N 5 Padang. The researcher chose this population because they learned the news item text in this semester. The total of populations were 303 students, consisted of ten classes. Look at the table below:

Table 5.Population of the Research

No.	Class	Total
1.	X- 1	30 students
2.	X- 2	33 students
3.	X- 3	32 students
4.	X- 4	32 students
5.	X- 5	31 students
6.	X- 6	29 students
7.	X- 7	26 students
8.	X- 8	27 students
9.	X- 9	26 students
10.	X- 10	37 students
Total	10 Classes	303 students

2. Sample

The sampling method of this research was cluster random sampling. Gay, Mills and Airasian (2011: 135) states that cluster random sampling is sampling in which groups, not individuals, are randomly selected. Cluster random sampling is used to determine two classes as the sample, they were as experimental class and control class. Based on the population explanation above, SMA N 5 Padang at the first year divided into ten classes which had the same skills of students.

Before chosing the samples, the researcher had done normality testing to all of the classes in order to make sure that the students' score were in normal distribution. Then, it was found that all of the population were normally distributed (see appendix 1). Moreover, the researcher also did homogeneity testing in order to convince all of the population were homogenous. From the testing was found that all of the population were homogenous, (see appendix 2).

By considering the result of statistical data above, the researcher selected the samples randomly. Then, it was found that X.7 as the experimental class which consisted of 26 students and X.8 for control class which consisted of 27 students.

C. Instrumentation

The instruments of this research were writing test and questionnaire. Post test had been given to both students in experiment and control group. But, before the students in both groups had been given different treatment.

The students of experimental group were taugh by Quick Write Strategy in writing, while the students in control group was given the conventional strategy, in this case was Discussion Strategy. After that, the researcher gave the students questionnaire in order to know the constribution of motivation in learning writing. Then, the researcher used two instruments in collecting the data. They were as follows:

1. **Writing Test**

   The test was about writing news item text. There were four possible topics given to the students with its picture. The possible topics were about the visit of Indonesian President in Padang, smog disaster in Indonesia, tour the Singkarak 2015 and the fraud of social media. Students wrote the test for about 60 minutes with at least 75 words. (For more detail, see appendix 9)

   According to Gay, Mills and Airasian (2011: 154), "Test is designed to provide information about how well the test takers have learned what they have been taught". The test is used to know students' writing ability of news item textand it was used in post test. It was important to see the effect of Quick Write Strategy toward students' writing ability of news item text. Briefly, based on the explanation in chapter 2, the indicator of writing for news item text was arranged as follows:

Table 6. Indicators and Sub Indicators of News Item Text

Indicators	Sub indicators
Grammar Focus	1) Passive sentences (present continuous) 2) Adverbs of manner, place, time 3) Use action verbs and saying verbs
Vocabulary	Words related to news text
Mechanics	1) Newsworthy events 2) Background events 3) Sources
Fluency (Ease of communication)	Understanding styles of news text
Form (organization)	1) Write headlines 2) Write news

(Taken from: The Syllabus and Lesson Plan of Writing News Item Text at The First-Year Students SMA N 5 Padang)

In this research the researcher adapted the scoring rubric that developed by Hughes (2003: 101) and combined it with rubric scoring from English teacher of SMA N 5 Padang. They were grammar, vocabulary, mechanics, fluency (style and ease of communication) and form (organization). Based on the explanation above, the researcher used the rubric scoring for assessing writing news item text related to the students level of knowledge as distributed below:

Table 7. Rubric Scoring of Writing News Item Text

Rubrics	Considered Score
Grammar	**5 = excellent** Some errors of grammar or word order in terms of passive sentences (present continuous), adverbs of manner, place, time and the use of action verbs and saying verbs
	4 = good Errors of grammar or word order fairly frequentin terms of passive sentences (present continuous), adverbs of manner, place, time and the use of action verbs and saying verbs
	3 = average Errors of grammar or word order frequentin terms of passive sentences (present continuous), adverbs of manner, place, time and the use of action verbs and saying verbs
	2 = poor Errors of grammar or word order very frequentin terms of passive sentences (present continuous), adverbs of manner, place, time and the use of action verbs and saying verbs
	1 = very poor Errors of grammar or word order so severein terms of passive sentences (present continuous), adverbs of

	manner, place, time and the use of action verbs and saying verbs
Vocabulary	**5 = excellent** Occasionally uses inappropriate terms of words related to news text
	4 = good Uses wrong or inappropriate words related to news text fairly frequently
	3 = average Limited vocabulary and frequent errors of words related to news text
	2 = poor Vocabulary so limited and so frequently misused of words related to news text
	1 = very poor Vocabulary limitations so extreme of words related to news text
Mechanics	**5 = excellent** Occasional lapses in punctuation or spelling of newsworthy events, background events and sources
	4 = good Errors in punctuation or spelling of newsworthy events, background events and sources fairly frequent
	3 = average Frequent errors in punctuation or spelling of newsworthy events, background events and sources
	2 = poor Errors in punctuation or spelling of newsworthy events, background events and sources so frequent
	1 = very poor Errors in punctuation or spelling of newsworthy events, background events and sources so severe
Fluency	**5 = excellent** Occasional lack of consistency in choice of structures and vocabulary as well as styles of news text
	4 = good Some structures or vocabulary items and styles of news textnoticeably inappropriate to general style
	3 = average Structures or vocabulary items and styles of news textsometimes not only inappropriate, but also misused
	2 = poor Completely inappropriate or misused structures or vocabulary items and styles of news text
	1 = very poor Half-learned misused structures and vocabulary items as well as styles of news text
Form	**5 = excellent** Material of headlines and news well organised
	4 = good Some lack of organisation about headlines and news
	3 = average Little or no attempt at connectivity of headlines and news
	2 = poor Ideas may be clear, but very difficult to deduce connection between headlines and news
	1 = very poor Lack of organisation so severe of headlines and news

English Teacher's Scoring Rubric of News Item Text at SMA N 5 Padang

a. Validity of the test

Validity of the test is designed to measure what should be measured in the teaching and learning process. Gay, Mills and Airasian (2011: 160) defines that validity is concerned with appropriateness of the interpretation made from the test score. Since the research was about writing test and the test given was arranged based on the curriculum or syllabus. Clearly, the instrument of the test was related to the students' learning material. Then, the researcher had validated the topic of news item text for post-test to the expert, Prof. Dr. Mukhayar, M.Pd. It means that this instrument has content validity and construct validity.

b. Reliability of the test

Gay, Mills and Airasian (2011: 164) states that reliability is the degree of the test consistently measures what it should be measured. This research used inter-rater reliability. As Gay, Mills and Airasian (2011: 168) defines that inter-rater reliability refers to the consistency of two or more independent scores, rater, and observes. There were two scorers in this research in order to make the score reliable. The first scorer was the researcher herself and second scorer was one of the English teacher at the location of the research, namely Dra. Wilmahati.

Furthermore, the score from the first scorer added with the score from the second scorer, and then the amount of the scorer divided into two. Then, it was divided into maximum score and

multiplied into 100. Therefore, the average score had been obtained. Finally, the average score was taken as the fixed score for writing test. The formula can be seen as follows:

$$\text{Total Score} = \frac{\text{Scorer 1 + Scorer 2}}{2}$$

$$\text{Average Score} = \frac{\text{Total score}}{\text{Max score}} \times 100$$

2. Questionnaire

In this research, the questionnaire was used to collect the data of students' motivation in writing. Hornby (1995: 327) explains that a list of questions that are given to the group of people and it is for setting fact of the information. Students' motivation divided into two categories; they were low and high motivation. The indicators and sub indicators of motivation adapted from Williams and Burden's framework (in Dornyei 2001:20) as follows:

Tabel 8. Indicators and Sub Indicator of Motivation

Factors	Indicators	Sub-indicators	Number of Items
Intrinsic	1. Interest activity	1. Arousal of curiosity	1, 2
		2. Optimal degree of challenge	3, 4
	2. Sense	3. Ability to set appropriate goals	5, 6
	3. Mastery	4. Feeling of competence	7,8
	4. Self-concept	5. Awareness to developing skill and mastery	9,10
		6. Realistic of awareness of personal strengths	11,12

		and weakness in skill required	
	5. Attitude	7. Learned helplessness	13,14
		8. To language and general	15,16
		9. To target language	17,18
		10. To community and culture	19,20
Extrinsic	1. Significant others	11. Parents	21, 22
		12. Teacher	23, 24
		13. Peers	25, 26
	2. Interaction between the significant others	14. Mediated learning experience	27,28
		15. Reward	29, 30
		16. Punishment	31, 32
	3. Learning environment	17. Time of learning	33, 34
		18. Class condition	35, 36

The questionnaire was developed by using Likert Scales that indicates Always (A), Often (O), Sometimes (S), Rarely (R), or Never (N). Each statement was responded by the students to a series of statement. Positive statements were assigned the points as follows: A=5, O=4, S=3, R= =2, N=1. While, for negative were A=1, 0=2, S=3, R= 4, N=5.

In classifying the students into high and low motivation, 27% of upper class would be classified as high writing motivation and 27% of lower class would be classified as low writing motivation. In addition, statistical analysis had been done in order to know validity and reliability of the questionnaires. The procedures were:

a. Validity of the questionnaire

The validity of the questionnaire was used to test whether the questions were designed to measure what should be measured. The researcher discussed the questions with the validator, Prof. Dr. Mudjiran, M.S, Kons. and then used that expert-judgment to make sure the questionnaire was valid. Furthermore, the researcher used Correlation Product Moment formula from Sudijono (1987: 206) to measure the validity of the questionnaire. The formula as follows:

$$r_{XY} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\left[N\sum X^2 - (\sum X)^2 \ (N\sum Y^2 - (\sum Y)^2\right]}}$$

Where
r_{xy}= coefficient correlation between x and y variable
N= number of students
$\sum$x= sum of the item score
$\sum$y= sum of the total score
$\sum$x^2= square of x
$\sum$y^2= square of y
$\sum$xy= total score of cross product x and y

Furthermore, the result of questionnaire analysis on try out showed that some items were invalid. The result of $r_{observed}$ for each item was compared with r_{table} by significance level 0.05. If the result of each $r_{observed}$was higher than r_{table} (0,361), the item was valid. The statistical analysis of questionnaire validity can be seen in appendix 11. Then, the validity summary of questionnaire on try out was described in the table below:

Table 9. Validity Testing of Students' Motivation Questionnaire on Try Out

Variable	Accepted Items	Deleted Items
Students' Motivation	3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 28, 29, 30, 31, 32, 33, 34, 35, 36	1, 2, 8, 25, 26, 27

From the table above, it could be stated that the item number 1, 2, 8, 25, 26, and 27 were deleted. It means the result of $r_{observed}$ from the items were lower than r_{table}.

b. **Reliability of the questionnaire**

Reliability is the degree of a test consistently measures what it should be measured. To measure reliability of the questionnaires, the researcher used Alpha Cronbach formula, as proposed by Juliandi et.al (2014: 82):

$$r_{11} = \left[\frac{k}{k-1}\right]\left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right]$$

Where:

r_{11} = Instruments' reliability
k = Sum of statements/items
$\sum \sigma_b^2$ = Sum of variance items
σ_t^2 = Total of variance

Then, the calculation of the reliability scores was classified based on the reliability categories below:

a. if $0,90 \leq r_{11} < 100$, very high
b. if $0,70 \leq r_{11} < 0,90$, high
c. if $0,40 \leq r_{11} < 0,70$, medium
d. if $0,20 \leq r_{11} < 0,40$, low
e. if $0,00 \leq r_{11} < 0,20$, very low

(Arikunto 2010)

From the calculation result, it was found that the value of questionnaire reliability (r_{11}) was 0.956. So, the instrumentation was categorized as very high reliable instrument. For more detail explanation, see appendix 14.

D. Research Procedures

The procedures of the research were:

a. Defining and formulating the problem of the research.

b. Doing the observation in order to know the condition in the class which was the place for doing the research and also to know the description of the sample of the research.

c. Doing the library study in order to find out some theories that related to the subjects of the research.

d. Formulating the hypotheses of the research.

e. Arranging the strategy and design of the research.

f. Choosing and stating the sample of the research.

g. Arranging the instrumentation of the research.

h. Doing the experiment. It means, doing the treatment (X), that was the use of Quick Write Strategy in improving students' writingability of news item text in experimental class. Then, the use of Discussion Strategy in control class. The teaching activity in experimental class and control class could be seen below:

Table 10. Procedure of Quick Write Strategy and Discussion Strategy

Quick Write Strategy	Discussion Strategy
A. Pre teaching activity: 1. The teacher greeted the students. 2. The teacher checked the students' attendance list and students' readiness. 3. The teacher motivated the students to be good and active learners. 4. The teacher brainstormed the students' background knowledge by asking some questions related to the learning material at the day.	**A. Pre teaching activity** 1. The teacher greeted the students. 2. The teacher checked the students' attendance list and students' readiness. 3. The teacher motivated the students to be good and active learners. 4. The teacher brainstormed students' background knowledge by asking some questions related to the learning material.
B. Whilst teaching activity *Into* 5. Teacher discussed with the students the purpose of a Quick Write and encouraged the students to write as much as possible. *Through* 6. Teacher askedthe students to start writing about a topic of news item and told them how much time for the Quick Write Strategy lesson. 7. Teacher gave time to students to write until an idea comes to mind. *Beyond* 8. Teacher allowed the students the opportunity to share the ideas they have explored in their Quick Writes 9. Teacher discussed with students when it might be helpful for students to engage in Quick Writes.	**B. Whilst teaching activity** 5. Teacher presented a problem situation to which the discussion was addressed 6. Teacher made the whole class formulate certain tentative conclusions or assumptions which will be actively verified during the discussion 7. Teacher shared with the class certain news item that have bearing on the topic. 8. Teacher showed pictures, tables, graphs and other visual presentations that will attract students' attention. 9. Teacher explained the visual presentations during the discussion.
C. Post teaching activity 10. The teacher and the students drew conclusion about learning material that have been discussed. 11. The teacher asked the students about their difficulties during the teaching learning process while they were writing and applying the skill. 12. The teacher gave such reward to the students who finished their writing earlier	**C. Post teaching activity** 10. The teacher and the students drew conclusion about learning material that have been discussed. 11. The teacher asked the students about their difficulties during the teaching learning process while they were writing and applying the skill. 12. The teacher gave such reward to the students who finished their writing earlier

i. Doing post testto measure the effect of the treatment to the students' writingability of news item text.

j. Giving questionnaires to both classes in order to know the students' motivation in writing.

E. Technique of Collecting Data

The result of the students' writing test and questionnaire had been used to collect the data. The test were given at the end of the treatment (post test) for both experiment and control class. The sample from both groups received the same writing test and the test analyzed as well. In this research, the data was writing test scores that were obtained after the post test given. The test was about writing news item text. There were four possible topics given to the students with its picture. The possible topics were about the visit of Indonesian President in Padang, smog disaster in Indonesia, tour the Singkarak 2015 and the fraud of social media. The instructions were clearly stated in the test sheet, but before students began their writing, the researcher mentioned orally the instructions again. Students wrote the test for about 60 minutes with at least 75 words. While students doing their test, the researcher controlled their activity. Then, after the time was over, the students' answer sheet was collected and analyzed. It was happened in experimental and control class. (For more detail, see appendix 9)

Moreover, questionnaire used to know students' motivation in writing. The result of the questionnaire analyzed in order to determine students' writing motivation (high or low). The researcher used some

techniques in collecting the data. First, the researcher applied Quick Write Strategy as the treatment for the students in experimental class. Second, the researcher gave post test in order to know students' writing progress through Quick Write Strategy and it had been done in the last meeting. Finally, questionnaire was used to know and measure students' motivation after the treatment. The questionnaire motivation consisted of 30 items. The instructions and explanations about questionnaire were clearly stated in the sheet, but the researcher repeated again orally before students filled the items. Students filled the items based on their opinion or their own ideas and situation. The questionnaire was in Indonesian, in order to make students understand the items they filled out. (For more detail, see appendix 7)

F. **Technique of Data Analysis**

After collecting the data, they were analyzed by normality, homogeneity, and hypothesis testing formula.

1. Normality Testing

    The normality testing had been done to see whether or not the data collected from both groups are normally distributed. It was analyzed by using Liliefors test. According to Sudjana (2005: 446) the formula of Liliefors (L) tests were:

1. Students' scores X1, X2, …… Xn become standard score Z1, Z2, …… Zn by using the formula bellow

$$Zi = \frac{Xi - \overline{X}}{S}$$

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Where   : $\bar{X}$ = average score

S   = standard deviation

2. Computed the frequency of F $(Z_i) = P$ $(Z \leq Z_i)$ by using list of normal distribution standard for each score standard

3. Computed proportion of Z_1, Z_2, ….. Z_n which will be smaller than or the same as Z_i. If the proportion is S (Zi), so

$$S\ (Z_i) = \frac{\text{Banyaknya Z1,Z2,……Zn yang} \leq Zi}{n}$$

4. Computed the difference of F (Z_i)- S (Z_i) then find the absolute score

5. Took the highest score among the difference of absolute score (L_o)

6. Next, compared L_o with L $_{table}$ based on degree of free (df) chosen. H_o was accepted if d $L_0 \leq L$ $_{table}$. It means that the sample comes from normally distributed population.

The normality of each class treatment, the experimental and control classes were compared to L table. The interpretation was that if the L observed was smaller than L table, the data were normally distributed.

2. Homogenity Testing

Homogenity testing had been done to see whether the data in population and sample were homegenity or not. The homogeneity testing was analyzed formula F to examine the homogenity of data:

$$F = \frac{\text{The biggest variance}}{\text{The smallest variance}}$$

The criterion of examining the homogeneity of data was:

Then f observed was compared to the f table. The interpretation was that if f observed was smaller than f table, The data were homogeny. In other word, if f observed was greater than f table, the data were not homogeny.

3. Hypothesis Testing

The average test scores of two groups were compared to determine theeffectiveness of the methods. Hypothesis testing 1 to 3 were computed by using t- test. The formula was as follows:

$$t = \frac{\overline{x_1} - \overline{x_2}}{S\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Whether:

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Where:
$\overline{x_1}$ = the average score test result of experimental class
$\overline{x_2}$ = the average score test result of control class
n_1 = The number of students in experimental class
n_2 = The number of students in the control
S = Standard deviation complex
S_1^2 = Standard deviation of the experimental class
S_2^2 = Standard deviation of control class

Where:

a. **First Hypotheses**

H_0 : the students who are taught by using Quick Write Strategy do not have better writing ability of news item textthan those who are taught by using discussion strategy.

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H_a : the students who are taught by using Quick Write Strategy have

better writing ability of news item textthan those who are taught

by using discussion strategy.

Or its statistic hypothesis can be written as follow

$$H_0 : \mu\ A_1 = \mu A_2$$

$$Ha : \mu\ A_1 \neq \mu\ A_2$$

Where:

$\mu =$ Students' WritingAbility of News Item Text Achievement
$A_1=$ Teaching Writing by using Quick Write Strategy
$A_2 =$ Discussion Strategy

Based on testing category, H_o was accepted if $t_{observed}$was smaller

than t_{table}, but if the value of $t_{observed}$was higher than critical value of

t_{table}, the null hypotheses was rejected.

b. **Second Hypothesis**

H_0 : the students with high motivation who are taught by using Quick

Writestrategy do not have betterwriting ability of news item text

than those who are taught by using discussion strategy.

H_a : the students with high motivation who are taught by using Quick

Writestrategy have betterwriting ability of news item text than

those who are taught by using discussion strategy.

Or its statistic hypothesis will write as follow:

$$H_0 : \mu\ B_1\ A_1 = \mu\ B_1\ A_2$$

$$Ha : \mu\ B_1\ A_1 \mu\ B_1\ A_2$$

Where: $\mu =$ Students' WritingAbility of News Item TextAchievement

$B_1 =$ Students with high motivation

A_1 = Teaching Writing by using Quick Write Strategy

A_2 = DiscussionStrategy

c. Third Hypothesis

H_0 : the students with low motivation who are taught by using Quick Write Strategy do not have better writing ability of news item text than those who are taught by using Discussion Strategy.

H_a : the students with low motivation who are taught by using Quick Write Strategy have better writing ability of news item textthan those who are taught by using Discussion Strategy.

Or its statistic hypothesis will write as follow:

H_0 : μ B_2 A_1 = B_2 A_2

Ha : μ B_2 A_1 $\neq$ B_2 A_2

Where: μ = Students' Writing Ability of News Item Text Achievement

B_2 = Students with low motivation

A_1 = Teaching Writing by using Quick Write Strategy

A_2 = Discussion strategy

d. Fourth Hypothesis

H_0 : there is no any interaction between teaching strategies (Quick Write Strategy And discussion Strategy) and the students' motivation toward their writing ability of news item text.

H_a : there is any interaction between teaching strategies (Quick Write Strategy And discussion Strategy) and the students' motivation toward their writing ability of news item text.

Or its statistic hypothesis will write as follow:

Ho: $\mu A1B1 = \mu A1B2 = \mu A2B1 = \mu A2B2$

Ha: One of the averages is not same

The researcherused two ways ANOVA (Ferguson, 1976: 256) to test hypothesis 4. Factorial designs used *unweighted means* method because of experimental and control classes have different samples. *Unweighted mean* method was a method that used to synchronize the data from different samples in each class.

The steps in applying *unweighted mean* method were as below:

1) Calculated of harmonic mean from frequence cell.

$$\bar{n}_h = \frac{RC}{\dfrac{1}{n_{11}} + \dfrac{1}{n_{12}} + \dfrac{1}{n_{21}} + \dfrac{1}{n_{22}}}$$

2) Calculated average each cell from row (motivation) and column (strategy) $\left(\overline{X}_{rc}\right)$ where $r = 1,2$ and $c = 1,2$, average row($T_{r.}$) where $r =1,2$ and average column ($T_{.c}$) where $c = 1,2$. This research was used experimental of *Treatment By Blocks 2x2* as below:

Note:

R_1 = Students who have high motivation

R_2 = Students who have low motivation

C_1 = Teaching and learning process by using Quick Write Strategy

C_2 = Discussion Strategy

$T_{1.}$ = Total of average value of students who have high motivation that are taught by using Quick Write strategy and Discussion Strategy.

$T_{2.}$ = Total of average value of students who have low motivation that are taught by using Quick Write Strategy and Discussion Strategy.

$T_{.1}$ = Total of average value of students who have high and low motivation that are taught by using Quick Write Strategy

$T_{.2}$ = Total of average value of students who have high and low motivation that are taught by using Discussion Strategy.

$\overline{X}_{11}$ = Average value of students who have high motivation that are taught by using Quick Write Strategy

$\overline{X}_{12}$ = Average value of students who have high motivation that are taught by using Discussion Strategy.

$\overline{X}_{21}$ = Average value of students who have low motivation that are taught by using Quick Write Strategy.

$\overline{X}_{22}$ = Average value of students who have low motivation that are taught by using Discussion Strategy.

To calculate Total Square, it was used the formula as below:

Row (*motivation*)

$$\overline{n_h}\left(\frac{1}{C}\sum_{}^{R} T_{r.}^2 - \frac{T^2}{RC} \right)$$

Column *(teaching learning strategy)*

$$\overline{n_h}\left(\frac{1}{R}\sum_{}^{C} T_{.c}^2 - \frac{T^2}{RC} \right)$$

Interaction

$$\overline{n_h}\left(\sum_{}^{R}\sum_{}^{C} \overline{X}_{rc}^2 - \frac{1}{C}\sum_{}^{R} T_{r.}^2 - \frac{1}{R}\sum_{}^{C} T_{.c}^2 + \frac{T^2}{RC} \right)$$

Within cell

$$\sum_{}^{R}\sum_{}^{C}\sum_{}^{nrc} X_{rci}^2 - \sum_{}^{R}\sum_{}^{C}\left(\frac{T_{rc}^2}{n_{rc}} \right)$$

Table 11. Analysis of Two Ways Classification with n is Different

Variety	Sum of Square	Degrees of Freedom	Estimate
Row (*motivation*)	$\overline{n_h}\left(\dfrac{1}{C}\sum\limits^{R}T_{r.}^2 - \dfrac{T^2}{RC}\right)$	R-1	s_r^2
Column (*teachinglearning strategy*)	$\overline{n_h}\left(\dfrac{1}{R}\sum\limits^{C}T_{.c}^2 - \dfrac{T^2}{RC}\right)$	C-1	s_c^2
Interaction	$\overline{n_h}\left(\sum\limits^{R}\sum\limits^{C}\overline{X}_{rc}^2 - \dfrac{1}{C}\sum\limits^{R}T_{r.}^2 - \dfrac{1}{R}\sum\limits^{C}T_{.c}^2 + \dfrac{T^2}{RC}\right)$	$(R$-1$)(C$-1$)$	s_{rc}^2
Within Cell	$\sum\limits^{R}\sum\limits^{C}\sum\limits^{nrc}X_{rci}^2 - \sum\limits^{R}\sum\limits^{C}\left(\dfrac{T_{rc}^2}{n_{rc}}\right)$	$N-RC$	s_{ic}^2
$F_r = \dfrac{s_r^2}{s_{ic}^2}$ $\quad$ $F_c = \dfrac{s_c^2}{s_{ic}^2}$ $F_{rc} = \dfrac{s_{rc}^2}{s_{ic}^2}$			

Note:

$\overline{n_h}$ = Harmonic Mean

R = Number of Row

C = Number of Column

$T_{r.}$ = Number of average row to r where r = 1, 2

$T_{.c}$ = Number of average column to c where c = 1, 2

$\overline{X}_{rc}$ = Average of all values of row and column

T = Number of average value of two groups

Criterion of testing was:

Accepted H_0 if $t_{observed} < t_{tabel}$ and rejected H_0 if $t_{observed} \geq t_{tabel}$ with degrees of freedom $(dk) = (n_1 + n_2 - 2)$. It means that if H_0 accepted, data of students' writing ability of news item text have normal distribution or there was any interaction between teaching strategies (Quick Write Strategy and Discussion Strategy) and the students' motivation toward their writing ability of news item text.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

A. Findings

1. Data Descriptions

a. Writing Ability

In assessing students' writing ability, there are five aspects should be scored; grammar, vocabulary, mechanics, fluency and form. Each indicator has the interval score from 1 (the lowest score) until 5 (the highest score). The students' writing score is converted into interval 1-100. The students' writing score both for experimental and control class can be seen on appendix 18 and 21. Table 12 below shows the students' writing score summary from the experimental and control class:

Table 12. Summary of Writing Score from Experimental and Control Class

Statistics	Writing Score of Experimental Class	Writing Score of Control Class
Sum	1464	1408
Mean	56,3077	52,1481
Median	56	52
Mode	56	48
SD	5,38716	5,26018
Variance	29,0215	27,6695
Minimum	48	44
Maximum	68	64
N	26	27

From the table above, it can be concluded that the total score of students in experimental class is 1464 which is higher than total score from control class 1408. The mean score of experimental class is 56.3077, which is higher than the mean score of control class

52.1481. Then, maximum score of experimental class is 68 and minimum score is 48, whereas the maximum score of control class is 64 and minimum score is 44. It is pointed that students in experimental class have higher score of writing ability of news item text than the students in control class. For more detail see appendix 24.

In addition, students' writing score in experimental and control class are divided into high writing motivation and low writing motivation. The data of students' writing ability with high and low motivation can be seen below:

Table 13. Summary of Students' Writing Ability with High Motivation in Experimental Class

No	Students'	High Motivation	
		Students' Motivation Score	Writing Ability Score
1	FR	133	64
2	DAD	132	64
3	CS	130	60
4	ATS	129	60
5	BF	127	60
6	AM	123	68
7	HP	123	64
SUM		897	440
MEAN		128,1428571	62,85714286
MEDIAN		129	64
MODE		123	64
SD		4,01781746	3,023715784
VARIANCE		16,14285714	9,142857143
MIN		123	60
MAX		133	68

In the table, it can be stated that the total writing ability score of experimental class is 440 and the mean score is 62,8571. The

maximum score is 68 and minumum score is 60. From detail explanation see appendix 27. Then, the result of students' writing ability with low motivation in experimental class can be seen in the table 14 below:

Table 14. Summary of Students' Writing Ability with Low Motivation in Experimental Class

No	Students'	Low Motivation	
		Students' Motivation Score	Writing Ability Score
1	NSW	102	48
2	GTT	100	48
3	RAA	100	52
4	MAV	96	52
5	DRI	93	48
6	AY	90	50
7	SA	81	52
SUM		662	350
MEAN		94,57142857	50
MEDIAN		96	50
MODE		100	48
SD		7,345228448	2
VARIANCE		53,95238095	4
MIN		81	48
MAX		102	52

Related to the table above, it is clear that the total score of students' writing ability with low motivation in experimental class is 350 and the mean score is 50. The maximum and minimum score are 52 and 48. (see appendix 27)

In addition, the students' writing ability with high and low motivation in control class is presented in the following table:

Table 15. Summary of Students' Writing Ability with High Motivation in Control Class

No	Students'	High Motivation	
		Students' Motivation Score	Writing Ability Score
1	ZSW	132	54
2	DM	131	60
3	FAH	129	56
4	HA	129	56
5	BI	128	60
6	FAL	123	56
7	RS	123	60
SUM		**895**	**402**
MEAN		**127,8571429**	**57,42857143**
MEDIAN		**129**	**56**
MODE		**129**	**60**
SD		**3,579039509**	**2,507132682**
VARIANCE		**12,80952381**	**6,285714286**
MIN		**123**	**54**
MAX		**132**	**60**

From table 15 above, it can be summarized that the score of students writing ability in control class is in range 54 until 60. Then, the mean score is 57.4285 with the total score is 402. For the detail data can bee sen in appendix 29. Furthermore, the result of students' writing ability with low motivation in control class is described in the following table:

Table 16. Summary of Students' Writing Ability with Low Motivation in Control Class

No	Students'	Low Motivation	
		Students' Motivation Score	Writing Ability Score
1	YM	104	48
2	HM	102	48
3	MDS	100	48
4	AS	99	44
5	YN	96	44

6	MFP	83	44
7	AM	80	48
SUM		**664**	**324**
MEAN		**94,85714286**	**46,28571429**
MEDIAN		**99**	**48**
MODE		**#N/A**	**48**
SD		**9,494359228**	**2,138089935**
VARIANCE		**90,14285714**	**4,571428571**
MIN		**80**	**44**
MAX		**104**	**48**

Clearly, it can be stated that the total score of students' writing ability with low motivation is 324 with the mean score 46.2857. Thus, the maximum score is 48 and minimum score is 44. For more detail see appendix 29.

b. **Students' Motivation**

The data of students' motivation score is in the form of interval 1-5 for each item. The data summary of students' motivation from experimental and control class can be seen in the following table:

Table 17. Summary of Students' Motivation Score from Experimental and Control Class

Statistics	Students' Motivation of Experimental Class	Students' Motivation of Control Class
Sum	2.902	3.056
Mean	111,6154	113,1852
Median	113	115
Mode	123	122
SD	13,9487	13,88978
Variance	194,5662	192,9259
Minimum	81	80
Maximum	133	132
N	26	27

From the table above, it can be concluded that the total score of students' motivation in experimental class is 2902 and total score from control class is 3056. The mean score of experimental class is 111,6154, and the mean score of control class is 113,1852. Then, maximum score of experimental class is 133 and minimum score is 81, whereas the maximum score of control class is 132 and minimum score is 80. For more detail see appendix 25.

Then, the students are classified into high motivation and low motivation. The high motivation students are classified from 27% upper group and low motivation students are classified from 27% lower group. There are 26 students in experimental class and 27 students in control class. From all of the students, 7 students are classified into high motivation in writing and 7 students are classified into low motivation in writing. Thus, the data description of students' motivation score in experimental and control class are listed below:

Table 18. Summary of High Motivation and Low Motivation Students of Experimental and Control Class

Class	Students' Motivation	N	Mean	Max	Min	SD	Variance
Experimental	High	7	62.85	68	60	3.02	9.14
	Low	7	50	52	48	2	4
Control	High	7	57.42	60	54	2.50	6.28
	Low	7	46.28	48	44	2.13	4.57

Based on the data, the students are classified into high and low motivation. The mean score of high motivation students in experimental class is 62.85, which is higher than the mean score of high motivation students in control class 57.42. Also, the mean score

of low motivation students in experimental class is 50, which is also higher than the mean score of low motivation students in control class 46.28. (see appendix 27 & 29)

2. **Data Analysis**

   a. **Normality Testing**

   The normality testing is used to know whether the data of students' writing ability and motivation are normally distributed or not. The normality testing is done for both data in experimental and control class. Also, the normality testing is also done to the data of high motivation students and low motivation students. The formula used in this normality testing is Lilliefors formula with significance level 0.05. The result from this analysis is presented in the table 19 below:

Table 19. Summary of Normality Testingfrom Students' Writing Ability in Experimental and Control Class

Class	N	$L_{observed}$	L_{table}	Data Distribution	
Experimental	26	0.13528	0.1706	$L_{observed} < L_{table}$	Normal
Control	27	0.13763	0.1682	$L_{observed} < L_{table}$	Normal

Table 19 shows that the result of normality testing from both experimental and control class. The value of $L_{observed}$ in experimental class is 0.13528 which is lower than L_{table} (0.1706). Then, the value of $L_{observed}$ in control class is 0.13763which is also lower than L_{table} (0.1682). It is pointed that both writing ability score in experimental and control class are in normal distribution. (see appendix 30 & 31)

Furthermore, normality testing of students' writing ability in experimental and control class is grouped into high motivation and low motivation. The data of normality testing from each group are listed in the following table:

Table 20. Summary of Normality Testing from Students' Writing Ability with High and Low Motivation in Experimental and Control Class

Class	Writing Ability	N	$L_{observed}$	L_{table}	Data Distribution	
Experi mental	High	7	0.2549	0.3	$L_{observed} < L_{table}$	Normal
	Low	7	0.2698	0.3	$L_{observed} < L_{table}$	Normal
Control	High	7	0.2837	0.3	$L_{observed} < L_{table}$	Normal
	Low	7	0.2839	0.3	$L_{observed} < L_{table}$	Normal

Clearly, both data from students' writing ability with high and low motivation in experimental and control class are normaly distributed. It is proven by the value of $L_{observed}$ of each group are lower than L_{table}. The value of $L_{observed}$ from high motivation students in experimental class is 0.2549, while from low motivation students is 0.2698. Then, the value of $L_{observed}$ from high motivation students in control class is 0.2837, while from low motivation students is 0.2839. All of the value of $L_{observed}$ is lower than L_{table} (0.3). For more detail explanation see appendix 34 & 35.

Moreover, the normality testing is also used to analyze the students' motivation, either high motivation students or low motivation students in both classes. The result of data can be seen in the table 21 below:

Table 21. Summary of Normality Testingfrom Students' Motivation in Experimental and Control Class

Class	N	$L_{observed}$	L_{table}	Data Distribution	
Experimental	26	0.07848	0.1706	$L_{observed} < L_{table}$	Normal
Control	27	0.11971	0.1682	$L_{observed} < L_{table}$	Normal

Based on the table above, it can be seen that both data of students' motivation from experimental and control class are in normal distribution. The value of $L_{observed}$in experimental class is 0.07848 which is lower than L_{table} 0.1706. In control class, the value of $L_{observed}$ is 0.11971 which is lower than L_{table} 0.1682. (see appendix 32 & 33)

Moreover, the normality testing of students with high motivation and low motivation in both classes is described in the following table:

Table 22. Summary of Normality Testing from Students with High and Low Motivation in Experimental and Control Class

Class	Writing Ability	N	$L_{observed}$	L_{table}	Data Distribution	
Experi mental	High	7	0.1854	0.3	$L_{observed} < L_{table}$	Normal
	Low	7	0.1562	0.3	$L_{observed} < L_{table}$	Normal
Control	High	7	0.1972	0.3	$L_{observed} < L_{table}$	Normal
	Low	7	0.1782	0.3	$L_{observed} < L_{table}$	Normal

Related to the table above, it can be summarized that all of the students' motivation score, either high motivation or low motivation students in experimental and control class are in normal distribution. It is proven by the value of $L_{observed}$from each group are lower than L_{table}. Then, the calculation of normality testing from students' with high and low motivation in experimental and control class can be seen in appendix 36& 37.

b. Homogeneity Testing

Homogeneity testing is done to know whether each group homogenous or not. The formula used for homogeneity testing is Variance Test (F-Test) and it is conducted to the data of students' writing ability and students' motivation questionnaire, either high motivation or low motivation students. The result of homogeneity testing is presented in the table below:

Table 23. Summary of Homogeneity Testing in Experimental and Control Class

Data	Group	$F_{observed}$	F_{table}	Conclusion
Writing Ability	High Motivation	1.45	4.75	Homogenous
	Low Motivation	1.14	4.75	Homogenous
	Total	1.04	4.03	Homogenous
Students' Motivation	High Motivation	1.26	4.75	Homogenous
	Low Motivation	1.67	4.75	Homogenous
	Total	1.01	4.03	Homogenous

Clearly, it can be stated that the value of $F_{observed}$ from students' writing ability in whole group is 1.04 and the value of $F_{observed}$ from students' motivation in whole group is 1.01, which is lower than F_{table} 4.03. Then, the value of $F_{observed}$ from high and low motivation in each group is also lower than F_{table} 4.75. It is concluded that all of the data from students' writing ability and students' motivation is homogenous. (see appendix 38-43)

3. Hypothesis Testing

In this study, the hypothesis 1, 2 and 3 are tested by using T-test formula and hypothesis 4 is analyzed by using two ways analysis of variance (ANOVA).

e. Hypothesis 1

H_0 : the students who are taught by using Quick Write Strategy do nothave betterwriting ability of news item textthan those who are taught by using discussion strategy.

H_a : the students who are taught by using Quick Write Strategy havebetterwriting ability of news item textthan those who are taught by using discussion strategy.

The statistical analysis from students' writing ability t-test result for hypothesis 1 in experimental and control class is desribed in the table 24 below:

Table 24. Summary of Students' Writing Ability t-test Analysis in Experimental and Control Class

Data	Strategy	
	Quick Write (X_1)	**Discussion (X_2)**
N	26	27
$\overline{X}$	56.30	52.14
SD	5.38	5.25
$t_{observed}$	2.97	
t_{table}	2.000	
Df	26+27-2=51	
Conclusion	$t_{observed}$> t_{table} (2.97>2.000)	

Based on analysis of hypothesis by using t-test formula, it is computed that the mean score of students' writing ability in experimental class is 56.30, meanwhile the mean score of control class is 52.14. Then, $t_{observed}$is 2.97, which is higher than t_{table} 2.00. It

can be concluded that Alternative Hypothesis (H_1) is accepted and Null Hypothesis (H_0) is rejected. In other words, the students who are taught by using Quick Write Strategyhave betterwriting ability of news item textthan those who are taught by using discussion strategy. For more explanation see appendix 44.

f. **Hypothesis 2**

H_0 : the students with high motivation who are taught by using Quick Write Strategy do not have betterwriting ability of news item text than those who are taught by using discussion strategy.

H_a : the students with high motivation who are taught by using Quick Write Strategy have betterwriting ability of news item text than those who are taught by using discussion strategy.

The result of t-test from students' writing ability with high motivation in experimental and control class can be seen in the following table:

Table 25. Summary of Students' Writing Ability t-test Analysis with High Motivation in Experimental and Control Class

Data	Strategy	
	Quick Write (X_1)	**Discussion (X_2)**
N	7	7
$\overline{X}$	62.85	57.42
SD	3.02	2.50
$t_{observed}$	3.71	
t_{table}	2.178	
Df	7+7-2=12	
Conclusion	$t_{observed} > t_{table}$ (3.71>2.178)	

Related to the table above, it can be stated that the mean score of students' writing ability with high motivation in experimental class is higher than control class. The mean score of students' in experimental class is 62.85 and the mean score of students' in control class is 57.42. In addition, the value of $t_{observed}$ is also higher than t_{table} (3.71>2.178). It means Alternative Hypothesis (H_1) is accepted and Null Hypothesis (H_0) is rejected. It pointed that the students with high motivation who are taught by using Quick Write Strategy have betterwriting ability of news item text than those who are taught by using discussion strategy, (see appendix 45).

g. **Hypothesis 3**

H_0 : the students with low motivation who are taught by using Quick Write Strategy do not have better writing ability of news item text than those who are taught by using Discussion Strategy.

H_a : the students with low motivation who are taught by using Quick Write Strategy have better writing ability of news item text than those who are taught by using Discussion Strategy.

The calculation result of t-test analysis from students' writing ability with low motivation is presented in the table 26 below:

Table 26. Summary of Students' Writing Ability t-test Analysis with Low Motivation in Experimental and Control Class

Data	Strategy	
	Quick Write (X_1)	**Discussion (X_2)**
N	7	7
$\overline{X}$	50	46.28

SD	2	2.13
$t_{observed}$	3.41	
t_{table}	2.178	
Df	7+7-2=12	
Conclusion	$t_{observed} > t_{table}$ (3.41>2.178)	

From the table above, the mean score of students' writing ability with low motivation in experimental class is 50, which is higher than the mean score of students' writing ability with low motivation in control class 46.28. Furthermore, the value of $t_{observed}$ is 3.41, which is also bigger than t_{table} 2.178. In other words, Alternative Hypothesis (H_1) is accepted and Null Hypothesis (H_0) is rejected. It means, the students with low motivation who are taught by using Quick Write Strategy have better writing ability of news item text than those who are taught by using Discussion Strategy, (see appendix 46).

h. **Hypothesis 4**

H_0 : there is no interaction between teaching strategies (Quick Write Strategy and Discussion Strategy) and the students' motivation toward their writing ability of news item text.

H_a : there is any interaction between teaching strategies (Quick Write Strategy and Discussion Strategy) and the students' motivation toward their writing ability of news item text.

In hypothesis 4 testing, the two ways ANOVA is used to analyze the interaction between the strategies and the students'

motivation on their writing ability of news item text. The result of this analysis is described in the table below:

Table 27. Summary of Two Ways ANOVA Analysis Tests of Between-Subjects Effects

Source of Variation	Sum of Square (SS)	Degree of Freedom	Variance Estimate	$F_{observed}$	F_{table}
Row	1028,16	1	1028,16	171,36	4,23
Column	178,5	1	178,5	29,75	4,23
Interaction	7,14	1	7,14	1,19	4,23
Within Cell	144	24	6		

Clearly, table 27 describes that $F_{observed}$ is lower than F_{table} (1.19 and 4.23). It means, Null Hypothesis (H_0) is accepted and Alternative Hypothesis (H_1) is rejected. It is summarized that there is no any interaction between teaching strategies (Quick Write Strategy and Discussion Strategy) and the students' motivation toward their writing ability of news item text, (see appendix 47). It also proven by the interaction graph below:
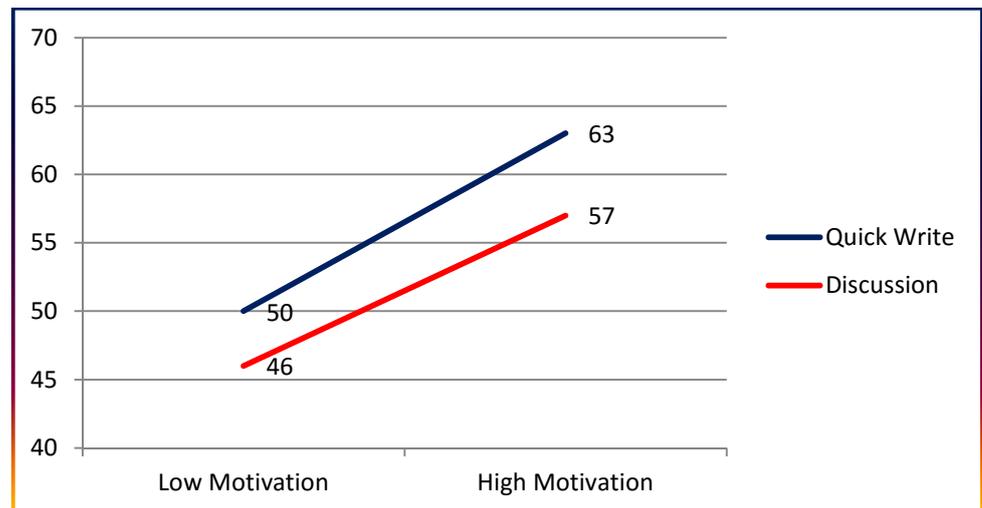
Figure 2. Interaction Graph between Teaching Strategies and Students' Motivation

From the figure 2 above, the two lines mean two strategies used, namely Quick Write and Discussion Strategy. The lines show that they do not cut one another, it means thereis no interaction between teaching strategies (Quick Write Strategy and Discussion Strategy) and the students' motivation toward their writing ability of news item text.

Moreover, the mean score of students' writing ability with high motivation in experimental class is 63 which is higher than the mean score of students' writing ability with high motivation in control class 57. Then, the mean score of students' writing ability with low motivation in experimental class is 50 which is also higher than the mean score of students' writing ability with low motivation in control class 46. It is pointed that the application of Quick Write strategi is better than Discussion Strategy in teaching writing of news item text at the first-year students of SMA N 5 Padang.

B. Discussions

Based on the statistical analysis of hypothesis testing, there are some findings can be discussed, as the explanation below:

1. The students who are taught by using Quick Write Strategy have better writing ability of news item text than those who are taught by using Discussion Strategy

The first finding shows that Quick Write Strategy gives better effect on the students' writing ability than discussion strategy. This research finding is also supported by research result from Afridona

(2013). From her research, she recommends to combine two strategies (Hamburger Strategy and Quick Write Strategy) to make the learning process become interested by the students. This strategy helps teacher and students in expanding students' vocabularies in creating sentences and organizing paragraphs to produce a complete writing text. This strategy is expected to increase students' ability in writing, because with the implementation of Quick Write Strategy, the students are ready to write, to share and to revise their writing.

The effectiveness of Quick Write Strategy in teaching writing is also in line with the theory from Altieri (2009: 45), which assumes that one of the benefits of Quick Write Strategy is its flexibility. Modifications to this exercise allow all students to respond to the best of their abilities. If the teacher chooses, the topic may vary on any given day, or the students may be given a few topics to choose from. Another option that adds variety is allowing students to work in groups to complete the Quick Writes. The decisions guiding how the experience is structured in the classroom depends on the teacher's purposes for the activity.

Furthermore, Quick Write gives significant effect to the students' writing ability since this strategy initiates students in writing. According to Holcomb (2001: 117), the Quick Write can be used before initiating discussion about a complex or controversial issue. In this case, the purpose is to help participants clarify their own viewpoints and prepare words with which to express themselves before launching into position

statements. The Quick Write Strategy is also helpful as a tension reliever if a serious discussion is deadlocked or is becoming too inflammatory. So, the Quick Write Strategy is aimed to help students create and express their ideas easily from the topic being discussed.

In addition, Quick Write Strategy practices students to write effectively and quickly. As stated by Schaefer (2001: 43), there are a few reasons why the students enjoy Quick Write. First, it is a brief exercise, with peer feedback. Second, it is fun to hear what others have written. Third, it is immediate. Then, the last since the students write quickly, it is their true voice. Their writing sparkles with wit and personality.

In contrast, students in control class who are taught by using discussion strategy get lower score than students in experimental class who are taught by using Quick Write Strategy. They are not totally active in writing activity. Some of them still find difficulties in arranging ideas about the topic. As the consequences, students' writing ability of news item text in control class is lower than the students' writing ability in experimental class.

It can be concluded that the application of Quick Write Strategy gives better result on students writing news item text than the application of Discussion Strategy.

2. **The students with high motivation who are taught by using Quick Write Strategy have better writing ability of news item text than those who are taught by using Discussion Strategy**

This finding also proves that the Quick Write Strategy gives significant effect toward students' writing ability of news item text than discussion strategy on high motivated students. The students with high motivation in experimental class show higher improvement in writing ability than the high motivated students in control class.

Students in experimental class write independently, because they established with the rules of Quick Write. Then, they are limited by time, so that they think quickly about the ideas will be written from the topic given. Also, the teacher provides them with stimulus to jump to some important aspect about the topic. In addition, the most important is through Quick Write, students can write whatever is on their minds as they respond to a stimulus. According to Buehl (2014: 168), with Quick Writes, students are allocated a prescribed period of time to quickly gather their thoughts about some aspects of a course of study.

Furthermore, the effectiveness of Quick Write Strategy in teaching writing is supported by the theory from Bowers and Keisler (2011: 46). They describe that this strategy provides students with the opportunity to write everything they know about a specific topic. Also, this strategy can work as an informal preassessment in allowing the teacher to have a better understanding of what background knowledge

the students possess. In other words, this strategy helps both of students and teacher in language teaching and learning.

In addition, this finding is in line with research result from Cleland et.al (2009). They found that the Quick Writes fit well into classroom procedures; it helped students focus on prior learning; and it brought more writing into science and mathematics classrooms. An examination of how teacher prompts influenced student responses shows how writing can promote deep thinking in science and mathematics classrooms. With effective prompts, the students; articulation and deep thinking about concepts will be activated. It requires students to write their ideas effectively as well as learn to communicate accurately.

On the other hand, high motivation students in control class who are taught by using discussion strategy do not get much challenge as in students in experimental class. They are asked to do discussion about topic and then write news item text based on the discussion result. Most of them do another activities while doing the discussion, such as talking with friends, chatting, joking, and ect.

From the explanation above, it is summarized that high motivation students who are taught by using Quick Write Strategy get better writing news item text than high motivation students in control class who are taught by using Discussion Strategy.

3. **The students with low motivation who are taught by using Quick Write Strategy have better writing ability of news item text than those who are taught by using Discussion Strategy**

The result of the third hypothesis shows that Quick Write Strategy gives better result to low motivated students writing ability of news item text than discussion strategy. In Quick Write Strategy, students are asked to think quickly about the topic. It allows students to find their voice and realize that they have something to say and they generally are given a limited period or time to respond to a topic. The students enjoy the learning process, because they can write their ideas smoothly through Quick Write Strategy, also this activity helps the teacher easy to assess the students' writing ability. Oliver (2010: 44) mentions that Quick Write helps the students practice their mind in order to be able to think quickly and easily. This simple exercise helps students organize their thoughts in preparation for a class discussion. It is a chance to reflect and make sense of a reading or viewing experience. It is easiest to do it in class immediately before discussion, but it could also be done at home ahead of time.

Then, it also supported by the result of research from Aorora and Jufri (2013). They got conclusion that the use of Quick Write Strategy gives many advantages to the students, like activating the students' prior knowledge, helping students to make personal connection, promoting reflection about key content concepts, encouraging critical thinking, organizing ideas for better comprehension and others that support them

in developing their reading comprehension. Meanwhile, for the teacher, this strategy can be used to assess the students' knowledge on the topic prior to reading.

Furthermore, according to Kucer and Silva (2013: 152), Quick Writes are effective in helping students to explore a variety of class subjects. This strategy lesson can be combined with other strategies in teaching writing to students in any level if they do not know what to write next when doing writing activity.

Whereas, low motivation students in control class who are taught by using Discussion Strategy, can not produce a good piece of writing. Most of them are cheating with their friends in writing a news item text, some of them can only write one paragraph or few sentences, and others write something with do not related with the topic. This is caused by the discussion strategy do not give much effect on students' successfulness in writing activity.

Based on the ideas above, it can be concluded that low motivation students in experimental class who are taught by using Quick Write Strategy get better writing news item text than low motivation students in control class who are taught by using Discussion Strategy.

4. **There is no interaction between teaching strategies (Quick Write Strategy and Discussion Strategy) and the students' motivation toward their writing ability of news item text**

The last finding and the interaction graph (in figure 2) shows that the lines that indicate the teaching strategies do not cut one another. So,

there is no interaction between teaching strategies and students' motivation toward their writing ability of news item text. It means, Quick Write Strategy can be applied in teaching writing without considering students' level of motivation. Harris (2011: 27) explains that Quick Write is a versatile strategy that offers students a chance to reflect on the key points and objectives of the lesson. It helps students summarize their thoughts, serve as a quick and essay assessment tool for the teacher.

The rejection of hypothesis 4 can be caused by several factors. It can be caused by the students' motivation as the psychological factor used in moderator variable here may not be one of variables that influence students' writing ability. The other factors that may be caused students' writing ability are can be the students' self confidence, learning style, anxiety, learning attitude, and so on. Those factors can give contributions on students'writing ability. This idea is supported by Dornyei and Ushioda (2011: 6), they admit that motivation to do something usually evolves gradually, through a complex mental process that involves initial planning and goal setting, intention formation, task generation, action implementation, action control and outcome evaluation. It means, motivation is more complex than simply perceiving cause and effect relationship between motivation and learning.

Moreover, the achievement of students in language learning, for example achievement in writing ability is not only influenced by students' motivation and learning strategies, but also self-regulation. This opinion has the same idea from Alderman (2004: 12) who admits that

ooptimum motivation involves personal qualities of motivation and a classroom environment that supports and cultivates it. A central theme in current motivation theories and research is the focus on developing self-regulated learners. Students who have self-regulation use both motivation and learning strategies. These self-regulatory processes include intrinsic values, self-monitoring, and self-evaluation.

Actually, the interaction between strategies used with motivation itself is also influenced by the definition of each term. There are multiple meanings of motivation to write and also the concept of writing itself is also complex. According to Hidi and Boscolo (2007: 1), motivation is so broad a research field that it is difficult to analyze its various aspects. A useful way of organizing the variety of motivational constructs is by referring to the three main areas: the motives, the writer's perceptions and both professional and student writers, when dealing with more or less productive strategies. Not only is motivation a construct with multiple meanings, but also the conceptualization of writing is complex.

Furthermore, there are several factors that can influence students' academic behaviour, not only motivation and methods of learning. Dembo (2004: 10) clarifies that several components help students control their learning and promote their academic achievement, such as motivation, methods of learning, use of time, physical environment, social environment and performance.

Manchon (2009: 54) assumes that students' motivation in writing constantly interacted with environmental factors. In other words, to make

an interaction between motivation and writing achievement, there is not only influenced by the strategy used in teaching, although the strategy make students active and interactive in the teaching and learning process.

In addition, the extrinsic and intrinsic motivation give different contributions toward students' achievement in writing. Sharples (1999: 125) states that students may be intrinsically motivated to write either because they enjoy the process of writing or because they gain pleasure (or release from pain) through the finished product. Extrinsic motivation is fairly straight forward. Students have been put in a situation, such as a classroom, where they are expected to write so as to pass an exam. The students may or may not enjoy the process of writing and the main motivation is to complete the task, to avoid criticism or to gain reward.

From the theory above, it can be summarized that the term of high motivation does not mean high achievement in language learning, including writing and low motivation does not mean low achievement in writing. In other words, students with high motivation do not mean have higher score in writing ability.

C. Limitation of the Research

Eventhough this research is conducted accurately and carefully, it still has limitations, as follows:

1. Quick Write Strategy can be implemented in any kind of materials or texts, but in this research the researcher only used it to teach writing

news item text related with the material in the first semester at the tenth graders of SMA N 5 Padang.

2. For the reliability of writing test, the researcher uses inter-rater reliability which only includes two-scorers. Actually, more scorers can be included in achieving reliability of students' writing score.

CHAPTER V
CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the research that had been conducted at the first-year students of SMA N 5 Padang in 2015/2016 academic year, there are some findings which can be discussed. From the explanation of the previous chapter, the researcher can conclude that:

1. The implementation of Quick Write Strategy gives significant effect toward students' writing ability of news item text than the discussion strategy. This is happened because of Quick Write Strategy guide students do writing activity independently and quickly.

2. The Quick Write Strategy is an effective strategy in teaching writing news item text for students with high motivation than discussion strategy. It is caused by through Quick Write students can think directly about the topic given and then share their ideas in written form.

3. The application of Quick Write Strategy gives better result on students' writing ability of news item text than the application discussion strategy. In this case, Quick Write help students develop their ideas easily through the stimulus given by the teacher in the teaching and learning process.

4. The teaching strategies (Quick Write Strategy and Discussion Strategy) do not have an interaction with the students' motivation toward their writing ability of news item text. It can caused by motivation is not the only psychological factors that gives contributions toward students' writing ability of news item text.

B. Implication

Based on the conclusion above, it can be implied that Quick Write Strategy can be applied with any level of students' motivation, either high or low motivation students. From the research findings, high and low motivation students who are taught by using Quick Write Strategy are active and enjoy the teaching and learning process. Athough this research done in the tenth graders of SMA N 5 Padang, but the generalization of this research finding can be applied in other education levels, such as in Junior High School or university level.

Furthermore, the English teachers should vary their technique in teaching in order to make students' enjoy and active in learning activities. Quick Write Strategy can be combined with other strategies in teaching writing. Also, this strategy can be implemented with any kind of texts, such as argumentative, description, exposition and etc. Furthermore, the Quick Write Strategy can be applied with any kind of materials, not only monolog texts, but also transactional, interpersonal and other materials.

C. Suggestion

From the explanation above, there are some suggestions described in the following points:

1. Since Quick Write Strategy give better effect toward students' writing ability of news item text, the English teacher should vary their strategy in teaching writing. Then, the English teachers should try to apply this

strategy to teach other text, because this technique can be used in every kind of texts.

2. It is suggested that further researchers can conduct another research by using different moderator variable, such as learning style, learning attitude, self-confidence, self-esteem, etc.

3. It is hoped that further researchers can conduct another research about Quick Write Strategy in different research design, and in large population and sample to gain more accurate data.

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APPENDIX 1
NORMALITY TESTING OF THE TENTH GRADERS
X.1

No	X	X2	Z	F (Zi)	S(Zi)	|F (Zi)- S(Zi)|
1	30	900	-1,8205	0,0344	0,0333	0,0011
2	38	1444	-1,3382	0,0918	0,0667	0,0251
3	38	1444	-1,3382	0,0918	0,1000	0,0082
4	40	1600	-1,2177	0,1131	0,1333	0,0202
5	40	1600	-1,2177	0,1131	0,1667	0,0536
6	45	2025	-0,9163	0,1814	0,2000	0,0186
7	48	2304	-0,7354	0,2327	0,2333	0,0006
8	48	2304	-0,7354	0,2327	0,2667	0,0340
9	50	2500	-0,6149	0,2709	0,3000	0,0291
10	50	2500	-0,6149	0,2709	0,3333	0,0624
11	55	3025	-0,3135	0,3783	0,3667	0,0116
12	55	3025	-0,3135	0,3783	0,4000	0,0217
13	57	3249	-0,1929	0,4247	0,4333	0,0086
14	57	3249	-0,1929	0,4247	0,4667	0,0420
15	58	3364	-0,1326	0,4483	0,5000	0,0517
16	58	3364	-0,1326	0,4483	0,5333	0,0850
17	58	3364	-0,1326	0,4483	0,5667	0,1184
18	60	3600	-0,0121	0,4960	0,6000	0,1040
19	60	3600	-0,0121	0,4960	0,6333	0,1373
20	65	4225	0,2893	0,6103	0,6667	0,0564
21	65	4225	0,2893	0,6103	0,7000	0,0897
22	70	4900	0,5907	0,7224	0,7333	0,0109
23	75	5625	0,8921	0,8133	0,7667	0,0466
24	75	5625	0,8921	0,8133	0,8000	0,0133
25	78	6084	1,0730	0,8577	0,8333	0,0244
26	82	6724	1,3141	0,9049	0,8667	0,0382
27	83	6889	1,3744	0,9147	0,9000	0,0147
28	88	7744	1,6758	0,9525	0,9333	0,0192
29	90	8100	1,7964	0,9633	0,9667	0,0034
30	90	8100	1,7964	0,9633	1,0000	0,0367
X	1806			L Table		0,161
Mean	60,2000			L Observed		0,1373
Var	275,2000			L Observed < L Table : 0,1373 < 0,161		
SD	16,5892			Data Normally Distributed		

X.2

No	X	X2	Z	F (Zi)	S(Zi)	|F (Zi)- S(Zi)|
1	36	1296	-1,5432	0,0618	0,0333	0,0285
2	38	1444	-1,4155	0,0793	0,0667	0,0126
3	40	1600	-1,2878	0,1003	0,1000	0,0003
4	40	1600	-1,2878	0,1003	0,1333	0,0330
5	43	1849	-1,0962	0,1379	0,1667	0,0288
6	45	2025	-0,9685	0,1685	0,2000	0,0315
7	47	2209	-0,8408	0,2005	0,2333	0,0328
8	48	2304	-0,7769	0,2206	0,2667	0,0461
9	48	2304	-0,7769	0,2206	0,3000	0,0794
10	50	2500	-0,6492	0,2611	0,3333	0,0722
11	50	2500	-0,6492	0,2611	0,3667	0,1056
12	55	3025	-0,3299	0,3745	0,4000	0,0255
13	57	3249	-0,2022	0,4207	0,4333	0,0126
14	57	3249	-0,2022	0,4207	0,4667	0,0460
15	58	3364	-0,1384	0,4483	0,5000	0,0517
16	60	3600	-0,0106	0,4960	0,5333	0,0373
17	60	3600	-0,0106	0,4960	0,5667	0,0707
18	62	3844	0,1171	0,5438	0,6000	0,0562
19	62	3844	0,1171	0,5438	0,6333	0,0895
20	65	4225	0,3086	0,6179	0,6667	0,0488
21	68	4624	0,5002	0,6915	0,7000	0,0085
22	68	4624	0,5002	0,6915	0,7333	0,0418
23	70	4900	0,6279	0,7324	0,7667	0,0343
24	75	5625	0,9472	0,8264	0,8000	0,0264
25	78	6084	1,1388	0,8708	0,8333	0,0375
26	80	6400	1,2665	0,8962	0,8667	0,0295
27	80	6400	1,2665	0,8962	0,9000	0,0038
28	85	7225	1,5857	0,9429	0,9333	0,0096
29	90	8100	1,9050	0,9713	0,9667	0,0046
30	90	8100	1,9050	0,9713	1,0000	0,0287
X	1805			L Table		0,161
Mean	60,1667			L Observed		0,1056
Var	245,2471			L Observed < L Table : 0,1056 < 0,161		
SD	15,6604			Data Normally Distributed		

X.3

No	X	X2	Z	F (Zi)	S(Zi)	|F (Zi)- S(Zi)|
1	48	2304	-1,4796	0,0708	0,0333	0,0375
2	48	2304	-1,4796	0,0708	0,0667	0,0041
3	48	2304	-1,4796	0,0708	0,1000	0,0292
4	50	2500	-1,2943	0,0985	0,1333	0,0348
5	50	2500	-1,2943	0,0985	0,1667	0,0682
6	52	2704	-1,1089	0,1357	0,2000	0,0643
7	55	3025	-0,8309	0,2033	0,2333	0,0300
8	55	3025	-0,8309	0,2033	0,2667	0,0634
9	57	3249	-0,6456	0,2611	0,3000	0,0389
10	57	3249	-0,6456	0,2611	0,3333	0,0722
11	58	3364	-0,5529	0,2912	0,3667	0,0755
12	60	3600	-0,3676	0,3594	0,4000	0,0406
13	60	3600	-0,3676	0,3594	0,4333	0,0739
14	63	3969	-0,0896	0,4681	0,4667	0,0014
15	63	3969	-0,0896	0,4681	0,5000	0,0319
16	65	4225	0,0958	0,5359	0,5333	0,0026
17	65	4225	0,0958	0,5359	0,5667	0,0308
18	68	4624	0,3738	0,6443	0,6000	0,0443
19	68	4624	0,3738	0,6443	0,6333	0,0110
20	68	4624	0,3738	0,6443	0,6667	0,0224
21	70	4900	0,5591	0,7088	0,7000	0,0088
22	70	4900	0,5591	0,7088	0,7333	0,0245
23	72	5184	0,7444	0,7704	0,7667	0,0037
24	73	5329	0,8371	0,7967	0,8000	0,0033
25	75	5625	1,0225	0,8461	0,8333	0,0128
26	75	5625	1,0225	0,8461	0,8667	0,0206
27	80	6400	1,4858	0,9306	0,9000	0,0306
28	80	6400	1,4858	0,9306	0,9333	0,0027
29	83	6889	1,7638	0,9608	0,9667	0,0059
30	83	6889	1,7638	0,9608	1,0000	0,0392
X	1919			L Table		0,161
Mean	63,9667			L Observed		0,0755
Var	116,4471			L Observed < L Table : 0,0755 < 0,161		
SD	10,7911			Data Normally Distributed		

X.4

No	X	X2	Z	F (Zi)	S(Zi)	|F (Zi)- S(Zi)|
1	36	1296	-1,7044	0,0446	0,0333	0,0113
2	38	1444	-1,5796	0,0582	0,0667	0,0085
3	40	1600	-1,4549	0,0735	0,1000	0,0265
4	40	1600	-1,4549	0,0735	0,1333	0,0598
5	42	1764	-1,3302	0,0918	0,1667	0,0749
6	45	2025	-1,1432	0,1271	0,2000	0,0729
7	48	2304	-0,9561	0,1711	0,2333	0,0622
8	50	2500	-0,8314	0,2033	0,2667	0,0634
9	53	2809	-0,6443	0,2611	0,3000	0,0389
10	55	3025	-0,5196	0,3050	0,3333	0,0283
11	55	3025	-0,5196	0,3050	0,3667	0,0617
12	58	3364	-0,3326	0,3707	0,4000	0,0293
13	60	3600	-0,2078	0,4207	0,4333	0,0126
14	63	3969	-0,0208	0,4920	0,4667	0,0253
15	63	3969	-0,0208	0,4920	0,5000	0,0080
16	65	4225	0,1039	0,5398	0,5333	0,0065
17	65	4225	0,1039	0,5398	0,5667	0,0269
18	70	4900	0,4157	0,6591	0,6000	0,0591
19	70	4900	0,4157	0,6591	0,6333	0,0258
20	75	5625	0,7275	0,7642	0,6667	0,0975
21	77	5929	0,8522	0,8023	0,7000	0,1023
22	77	5929	0,8522	0,8023	0,7333	0,0690
23	78	6084	0,9145	0,8186	0,7667	0,0519
24	78	6084	0,9145	0,8186	0,8000	0,0186
25	78	6084	0,9145	0,8186	0,8333	0,0147
26	80	6400	1,0392	0,8485	0,8667	0,0182
27	80	6400	1,0392	0,8485	0,9000	0,0515
28	85	7225	1,3510	0,9115	0,9333	0,0218
29	88	7744	1,5381	0,9370	0,9667	0,0297
30	88	7744	1,5381	0,9370	1,0000	0,0630
X	1900			L Table		0,161
Mean	63,3333			L Observed		0,1023
Var	257,1954			L Observed < L Table : 0,1023 < 0,161		
SD	16,0373			Data Normally Distributed		

X.5

No	X	X2	Z	F (Zi)	S(Zi)	|F (Zi)- S(Zi)|
1	36	1296	-1,6796	0,0475	0,0333	0,0142
2	38	1444	-1,5530	0,0606	0,0667	0,0061
3	38	1444	-1,5530	0,0606	0,1000	0,0394
4	40	1600	-1,4264	0,0778	0,1333	0,0555
5	45	2025	-1,1099	0,1357	0,1667	0,0310
6	45	2025	-1,1099	0,1357	0,2000	0,0643
7	48	2304	-0,9200	0,1788	0,2333	0,0545
8	50	2500	-0,7934	0,2148	0,2667	0,0519
9	55	3025	-0,4769	0,3192	0,3000	0,0192
10	55	3025	-0,4769	0,3192	0,3333	0,0141
11	57	3249	-0,3503	0,3632	0,3667	0,0035
12	57	3249	-0,3503	0,3632	0,4000	0,0368
13	58	3364	-0,2870	0,3897	0,4333	0,0436
14	60	3600	-0,1604	0,4364	0,4667	0,0303
15	63	3969	0,0295	0,5080	0,5000	0,0080
16	65	4225	0,1561	0,5596	0,5333	0,0263
17	65	4225	0,1561	0,5596	0,5667	0,0071
18	67	4489	0,2827	0,6103	0,6000	0,0103
19	68	4624	0,3460	0,6331	0,6333	0,0002
20	68	4624	0,3460	0,6331	0,6667	0,0336
21	70	4900	0,4726	0,6808	0,7000	0,0192
22	70	4900	0,4726	0,6808	0,7333	0,0525
23	75	5625	0,7891	0,7823	0,7667	0,0156
24	75	5625	0,7891	0,7823	0,8000	0,0177
25	75	5625	0,7891	0,7823	0,8333	0,0510
26	80	6400	1,1056	0,8643	0,8667	0,0024
27	85	7225	1,4221	0,9222	0,9000	0,0222
28	88	7744	1,6120	0,9463	0,9333	0,0130
29	90	8100	1,7386	0,9582	0,9667	0,0085
30	90	8100	1,7386	0,9582	1,0000	0,0418
X	1876			L Table		0,161
Mean	62,5333			L Observed		0,0643
Var	249,5678			L Observed < L Table : 0,0643 < 0,161		
SD	15,7977			Data Normally Distributed		

X.6

No	X	X2	Z	F (Zi)	S(Zi)	|F (Zi)- S(Zi)|
1	38	1444	-1,9912	0,0233	0,0385	0,0152
2	40	1600	-1,8608	0,0314	0,0769	0,0455
3	45	2025	-1,5348	0,0630	0,1154	0,0524
4	50	2500	-1,2088	0,1151	0,1538	0,0387
5	50	2500	-1,2088	0,1151	0,1923	0,0772
6	55	3025	-0,8827	0,1894	0,2308	0,0414
7	58	3364	-0,6871	0,2483	0,2692	0,0209
8	60	3600	-0,5567	0,2912	0,3077	0,0165
9	65	4225	-0,2307	0,4090	0,3462	0,0628
10	65	4225	-0,2307	0,4090	0,3846	0,0244
11	68	4624	-0,0351	0,4880	0,4231	0,0649
12	68	4624	-0,0351	0,4880	0,4615	0,0265
13	70	4900	0,0953	0,5359	0,5000	0,0359
14	70	4900	0,0953	0,5359	0,5385	0,0026
15	73	5329	0,2909	0,6141	0,5769	0,0372
16	75	5625	0,4213	0,6628	0,6154	0,0474
17	75	5625	0,4213	0,6628	0,6538	0,0090
18	78	6084	0,6169	0,7291	0,6923	0,0368
19	78	6084	0,6169	0,7291	0,7308	0,0017
20	80	6400	0,7473	0,7704	0,7692	0,0012
21	80	6400	0,7473	0,7704	0,8077	0,0373
22	85	7225	1,0733	0,8577	0,8462	0,0115
23	88	7744	1,2689	0,8962	0,8846	0,0116
24	88	7744	1,2689	0,8962	0,9231	0,0269
25	90	8100	1,3993	0,9177	0,9615	0,0438
26	90	8100	1,3993	0,9177	1,0000	0,0823
X	1782			L Table		0,1706
Mean	68,5385			L Observed		0,0823
Var	235,2185			L Observed < L Table : 0,0823 < 0,1706		
SD	15,3368			Data Normally Distributed		

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X.7

No	X	X2	Z	F (Zi)	S(Zi)	|F (Zi)- S(Zi)|
1	45	2025	-1,7178	0,0436	0,0385	0,0051
2	50	2500	-1,3246	0,0934	0,0769	0,0165
3	50	2500	-1,3246	0,0934	0,1154	0,0220
4	55	3025	-0,9315	0,1762	0,1538	0,0224
5	55	3025	-0,9315	0,1762	0,1923	0,0161
6	55	3025	-0,9315	0,1762	0,2308	0,0546
7	57	3249	-0,7742	0,2206	0,2692	0,0486
8	58	3364	-0,6956	0,2451	0,3077	0,0626
9	58	3364	-0,6956	0,2451	0,3462	0,1011
10	60	3600	-0,5383	0,2981	0,3846	0,0865
11	60	3600	-0,5383	0,2981	0,4231	0,1250
12	65	4225	-0,1452	0,4443	0,4615	0,0172
13	65	4225	-0,1452	0,4443	0,5000	0,0557
14	68	4624	0,0907	0,5359	0,5385	0,0026
15	68	4624	0,0907	0,5359	0,5769	0,0410
16	70	4900	0,2480	0,5948	0,6154	0,0206
17	70	4900	0,2480	0,5948	0,6538	0,0590
18	70	4900	0,2480	0,5948	0,6923	0,0975
19	75	5625	0,6412	0,7389	0,7308	0,0081
20	75	5625	0,6412	0,7389	0,7692	0,0303
21	78	6084	0,8770	0,8078	0,8077	0,0001
22	80	6400	1,0343	0,8485	0,8462	0,0023
23	85	7225	1,4275	0,9222	0,8846	0,0376
24	88	7744	1,6634	0,9515	0,9231	0,0284
25	88	7744	1,6634	0,9515	0,9615	0,0100
26	90	8100	1,8206	0,9656	1,0000	0,0344
X	1738			L Table		0,1706
Mean	66,8462			L Observed		0,125
Var	161,7354			L Observed < L Table : 0,1250 < 0,1706		
SD	12,7175			Data Normally Distributed		

X.8

No	X	X2	Z	F (Zi)	S(Zi)	|F (Zi)- S(Zi)|
1	40	1600	-1,7765	0,0384	0,0370	0,0014
2	40	1600	-1,7765	0,0384	0,0741	0,0357
3	45	2025	-1,4571	0,0735	0,1111	0,0376
4	48	2304	-1,2655	0,1038	0,1481	0,0443
5	50	2500	-1,1378	0,1292	0,1852	0,0560
6	55	3025	-0,8184	0,2090	0,2222	0,0132
7	55	3025	-0,8184	0,2090	0,2593	0,0503
8	58	3364	-0,6268	0,2676	0,2963	0,0287
9	58	3364	-0,6268	0,2676	0,3333	0,0657
10	60	3600	-0,4991	0,3121	0,3704	0,0583
11	60	3600	-0,4991	0,3121	0,4074	0,0953
12	65	4225	-0,1798	0,4325	0,4444	0,0119
13	67	4489	-0,0520	0,4801	0,4815	0,0014
14	68	4624	0,0118	0,5040	0,5185	0,0145
15	70	4900	0,1396	0,5517	0,5556	0,0039
16	75	5625	0,4589	0,6736	0,5926	0,0810
17	75	5625	0,4589	0,6736	0,6296	0,0440
18	78	6084	0,6505	0,7422	0,6667	0,0755
19	80	6400	0,7782	0,7794	0,7037	0,0757
20	80	6400	0,7782	0,7794	0,7407	0,0387
21	83	6889	0,9698	0,8315	0,7778	0,0537
22	84	7056	1,0337	0,8485	0,8148	0,0337
23	85	7225	1,0976	0,8621	0,8519	0,0102
24	85	7225	1,0976	0,8621	0,8889	0,0268
25	87	7569	1,2253	0,8888	0,9259	0,0371
26	90	8100	1,4169	0,9207	0,9630	0,0423
27	90	8100	1,4169	0,9207	1,0000	0,0793
X	1831			L Table		0,1682
Mean	67,8148			L Observed		0,0953
Var	245,1567			L Observed < L Table : 0,0953 < 0,1682		
SD	15,6575			Data Normally Distributed		

No	X	X2	Z	F (Zi)	S(Zi)	|F (Zi)- S(Zi)|
1	40	1600	-1,6748	0,0475	0,0370	0,0105
2	45	2025	-1,3612	0,0869	0,0741	0,0128
3	45	2025	-1,3612	0,0869	0,1111	0,0242
4	45	2025	-1,3612	0,0869	0,1481	0,0612
5	48	2304	-1,1731	0,1210	0,1852	0,0642
6	50	2500	-1,0476	0,1492	0,2222	0,0730
7	53	2809	-0,8595	0,1977	0,2593	0,0616
8	55	3025	-0,7340	0,2327	0,2963	0,0636
9	55	3025	-0,7340	0,2327	0,3333	0,1006
10	58	3364	-0,5459	0,2946	0,3704	0,0758
11	60	3600	-0,4204	0,3372	0,4074	0,0702
12	65	4225	-0,1069	0,4602	0,4444	0,0158
13	68	4624	0,0813	0,5319	0,4815	0,0504
14	68	4624	0,0813	0,5319	0,5185	0,0134
15	68	4624	0,0813	0,5319	0,5556	0,0237
16	70	4900	0,2067	0,5793	0,5926	0,0133
17	70	4900	0,2067	0,5793	0,6296	0,0503
18	75	5625	0,5203	0,6985	0,6667	0,0318
19	75	5625	0,5203	0,6985	0,7037	0,0052
20	80	6400	0,8339	0,7967	0,7407	0,0560
21	80	6400	0,8339	0,7967	0,7778	0,0189
22	85	7225	1,1475	0,8729	0,8148	0,0581
23	85	7225	1,1475	0,8729	0,8519	0,0210
24	88	7744	1,3357	0,9082	0,8889	0,0193
25	90	8100	1,4611	0,9279	0,9259	0,0020
26	90	8100	1,4611	0,9279	0,9630	0,0351
27	90	8100	1,4611	0,9279	1,0000	0,0721
X	1801			L Table		0,1682
Mean	66,7037			L Observed		0,1006
Var	254,2165			L Observed < L Table : 0,1006 < 0,1682		
SD	15,9442			Data Normally Distributed		

X.10

No	X	X2	Z	F (Zi)	S(Zi)	|F (Zi)- S(Zi)|
1	42	1764	-1,7392	0,0418	0,0385	0,0033
2	45	2025	-1,5465	0,0618	0,0769	0,0151
3	45	2025	-1,5465	0,0618	0,1154	0,0536
4	50	2500	-1,2253	0,1112	0,1538	0,0426
5	50	2500	-1,2253	0,1112	0,1923	0,0811
6	50	2500	-1,2253	0,1112	0,2308	0,1196
7	55	3025	-0,9042	0,1841	0,2692	0,0851
8	60	3600	-0,5830	0,2810	0,3077	0,0267
9	60	3600	-0,5830	0,2810	0,3462	0,0652
10	65	4225	-0,2619	0,3974	0,3846	0,0128
11	68	4624	-0,0692	0,4761	0,4231	0,0530
12	68	4624	-0,0692	0,4761	0,4615	0,0146
13	70	4900	0,0593	0,5199	0,5000	0,0199
14	70	4900	0,0593	0,5199	0,5385	0,0186
15	75	5625	0,3804	0,6480	0,5769	0,0711
16	77	5929	0,5089	0,6915	0,6154	0,0761
17	77	5929	0,5089	0,6915	0,6538	0,0377
18	80	6400	0,7016	0,7580	0,6923	0,0657
19	80	6400	0,7016	0,7580	0,7308	0,0272
20	83	6889	0,8943	0,8133	0,7692	0,0441
21	85	7225	1,0227	0,8461	0,8077	0,0384
22	85	7225	1,0227	0,8461	0,8462	0,0001
23	88	7744	1,2154	0,8869	0,8846	0,0023
24	88	7744	1,2154	0,8869	0,9231	0,0362
25	90	8100	1,3439	0,9099	0,9615	0,0516
26	90	8100	1,3439	0,9099	1,0000	0,0901
X	1796			L Table		0,1706
Mean	69,0769			L Observed		0,1196
Var	242,3938			L Observed < L Table : 0,1196 < 0,1706		
SD	15,5690			Data Normally Distributed		

APPENDIX 2
HOMOGENEITY TESTING OF POPULATION

Steps:
1. **Variances of Population**
   a. Variance of classX.1 $S_i^2 = 275.20$ with dk 30-1 = 29
   b. Variance ofclass X.2$S_i^2 = 245.24$ with dk 30-1 = 29
   c. Variance of class X.3$S_i^2 = 116.44$ with dk 30-1 = 29
   d. Variance of class X.4$S_i^2 = 257.19$ with dk 30-1 = 29
   e. Variance of class X.5$S_i^2 = 249.56$ with dk 30-1 = 29
   f. Variance of class X.6$S_i^2 = 235.21$ with dk 26-1 = 25
   g. Variance of class X.7$S_i^2 = 161.73$ with dk 26-1 = 25
   h. Variance of class X.8 $S_i^2 = 245.15$ with dk 27-1 = 26
   i. Variance of class X.9 $S_i^2 = 254.21$ with dk 27-1 = 26
   j. Variance of class X.10 $S_i^2 = 242.39$ with dk 26-1 = 25

2. **Table of Variances' Homogeneity**

Statistics			Population							
	X.1	**X.2**	**X.3**	**X.4**	**X.5**	**X.6**	**X.7**	**X.8**	**X.9**	**X.10**
Mean	60.20	60.16	63.96	63.33	62.53	68.53	66.84	67.81	66.70	69.07
SD (S)	16.58	15.66	10.79	16.03	15.79	15.33	12.71	15.65	15.94	15.56
Variance (S_i^2)	275.20	245.24	116.44	257.19	249.56	235.21	161.73	245.15	254.21	242.39
Sum	1806	1805	1919	1900	1876	1782	1738	1831	1801	1796

Population	N	dk (N-1)	1/dk	S_i^2	dk.S_i^2	log S_i^2	(dk) log S_i^2
X.1	30	29	0.034	275.20	7980.8	2.439	70.731
X.2	30	29	0.034	245.24	7111.96	2.389	69.281
X.3	30	29	0.034	116.44	3376.76	2.066	59.14
X.4	30	29	0.034	257.19	7458.51	2.410	69.89
X.5	30	29	0.034	249.56	7237.24	2.397	69.513
X.6	26	25	0.04	235.21	5880.25	2.371	59.275
X.7	26	25	0.04	161.73	4043.25	2.208	55.2
X.8	27	26	0.038	245.15	6373.9	2.389	62.114
X.9	27	26	0.038	254.21	6609.46	2.405	62.53
X.10	26	25	0.04	242.39	6059.75	2.384	59.6
$\sum$		$\sum$ dk = 272			$\sum$ dk.S_i^2=62131.88		$\sum$(dk) log S_i^2=637.274

3. **The Calculation of Total Variances**

$$S^2 = \frac{\sum(dk\ S_i^2)}{\sum dk}$$
$$S^2 = \frac{62131.88}{272}$$
$$S^2 = 228.426$$

4. **The Calculation of B Value**

$$B = (\sum dk)\log S^2$$
$$= 272.(\log 228.426)$$
$$= 272 \times 2.358$$
$$= 641.376$$

5. **The Calculation of Chi-Square**

$$X^2 = (Ln10)\{B - \sum dk\ \log S_i^2\}$$
$$= (2.3026)\{641.376 - 637.274\}$$
$$= 2.3026 \times 4.102$$
$$= 9.445$$

Conclusion:

For $\alpha = 5\%$ of distribution X^2 with dk = (10-1) = 9, it was found that $X_{0.05\ (9)}^2 = 16.919$, so that $X^2 = 9.445 < X_{0.05\ (9)}^2 = 16.919$. It means, homogeneity of variance was accepted. In other words, the population was homogeneous.

APPENDIX 3

SCHEDULE OF THE RESEARCH

No	Day/Date	Quick Write Strategy	Day/Date	Discussion Strategy
1	Monday, August 24th 2015 at 08.00 – 09.30	√	Friday, August 21th 2015 at 08.00 – 09.30	√
2	Thursday, August 27th 2015 at 10.30 – 12.00	√	Tuesday, August 25th 2015 at 09.00 – 10.30	√
3	Monday, August 31st 2015 at 08.00 – 09.30	√	Friday, August 28th 2015 at 08.00 – 09.30	√
4	Thursday, September 3rd 2015 at 10.30 – 12.00	√	Tuesday, September 1st 2015 at 09.00 – 10.30	√
5	Monday, September 7th 2015 at 08.00 – 09.30	√	Friday, September 4th 2015 at 08.00 – 09.30	√
6	Thursday, September 10rd 2015 at 10.30 – 12.00	√	Tuesday, September 8th 2015 at 09.00 – 10.30	√
7	Monday, September 14th 2015 at 08.00 – 09.30	√	Friday, September 11th 2015 at 08.00 – 09.30	√
8	Thursday, September 17rd 2015 at 10.30 – 12.00	√	Tuesday, September 15th 2015 at 09.00 – 10.30	√
9	Monday, September 21st 2015 at 08.00 – 09.30	√	Friday, September 18th 2015 at 08.00 – 09.30	√
10	Thursday, September 24th 2015 at 13.30 – 12.00	√	Tuesday, September 22nd 2015 at 09.00 – 10.30	√
11	Monday, October 5th 2015 at 09.00 – 10.30	Post-test & Questionnaire	Tuesday, October 6th 2015 at 09.00 – 10.30	Post-test & Questionnaire

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENTAL CLASS

Nama Sekolah	**: SMA N 5 Padang**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: X / 1**
Pertemuan Ke	**: 1**
Alokasi Waktu	**: 2 x 45 menit**

A. Standar Kompetensi

Menulis

12.   Mengungkapkanmaknadalamtekstulisfungsionalpendekdanesei sederhana berbentuknarrative, descriptive dan news itemdalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

12.2   Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	**Nilai Budaya Dan Karakter Bangsa**
▪ Menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita ▪ Menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item ▪ Menggunakan *action verbs*dalam menulis sebuah teks berbentuk news item ▪ Menghasilkan teks berbentuk *news item*	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

D. Tujuan Pembelajaran

- Siswa dapat menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita
- Siswa dapat menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item
- Siswa dapat menggunakan *action verbs* dalam menulis sebuah teks berbentuk news item
- Siswa dapat menghasilkan teks berbentuk *news item*

E. Materi Pokok

Identify the structure of news item texts;
Write a news item texts

1. Definition of News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

2. Generic Structure of News Item

1. Main event

2. Elaboration (background, participant, time, place)

3. Resource of information

3. Language Feature of News Item

1. Focusing on circumstances

2. Using material process

4. Examples and structures of the text

Town 'Contaminated

Newsworthy events	Moscow – A Russian journalist *has uncovered* evidence of another Soviet nuclear <u>catastrophe</u>, which *killed* 10 sailors and *contaminated* an entire town.
Background Events	Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine <u>at the naval base of shkotovo – 22 near Vladivostock.</u> The accident, which *occurred* <u>13 months before the Chernobyl disaster</u>, *spread* radioactive fall-out <u>over the base and nearby town,</u> but was covered up by officials of the Soviet Union. Residents were told the explosion <u>in the reactor of the Victor-class submarine during a refit</u> had been a 'thermal' and not a nuclear explosion. And those involved in the clean up operation to remove more than 600

| | tones of contaminated material were sworn to secrecy. |
| *Sources* | A board of investigators **was** later **to describe** it <u>as the worst accident in the history of the Soviet Navy.</u> |

F.   Metode Pembelajaran/Teknik:

- Pendekatan : Contextual Teaching and Learning (CTL)
- Strategi Pembelajaran : Quick Write Strategy

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Guru mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Guru memotivasi siswa untuk menjadi siswa yang aktif dalam proses belajar mengajar
- Guru mengaktifkan kemampuan awal siswa dengan menanyakan beberapa pertanyaan sesuai dengan materi atau topik pada hari itu. (Landslide in Bukittingi)

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Mendiskusikan dengan siswa tujuan dari strategi *Quick Write*dan mendorong siswa untuk menulis sebanyak mungkin

Elaborasi

Dalam kegiatan elaborasi guru:

- Menyuruh siswa untuk memulai kegiatan menulis tentang berbagai ide yang mereka pikirkan sesuai dengan topik yang diberikan. Lalu, memberitahu siswa berapa banyak waktu yang diberikan untuk kegiatan pembelajaran dengan menggunakan strategi *Quick Write.*
- Menyuruh siswa menulis "saya tidak bisa memikirkan apapun untuk ditulis", sampai mereka menemukan ide dalam menulis.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan kesempatan kepada siswa untuk mengekspresikan ide yang telah mereka kemukakan dalam aktivitas *Quick Write*
- Mendiskusikan dengan siswa kapan waktu yang tepat bagi mereka untuk melakukan kegiatan *Quick Write*

Kegiatan Akhir (10')

- Guru dan siswa membuat kesimpulan tentang materi yang telah didiskusikan
- Guru menanyakan tentang kesulitan siswa selama proses belajar mengajar berlangsung ketika mereka menulis dan mengaplikasikan skil tersebut.
- Guru memberikan penghargaan kepada siswa yang mampu menyelesaikan tulisan mereka tepat waktu

H. Sumber/Bahan/Alat

Developing English Competencies for Grade X Senior High School (SMA/MA)

Tape

Kamus

Kaset/CD

Tape/CD Player

OHP/LCD

Foto/ Poster

Gambar

Koran berbahasa Inggris

Majalah

I. Penilaian

- Teknik : Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen : Tertulis: uraian singkat

Mengetahui,   Agustus, 2015

Kepala SMA N 5 Padang,   Guru Mapel Bahasa Inggris

Drs. Afrizal, MM   **Nurjanah Rahmadesi, S.Hum**

NIP.196104171984121001   **NIP.198505042010012027**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENTAL CLASS

Nama Sekolah   **: SMA N 5 Padang**
Mata Pelajaran   **: Bahasa Inggris**
Kelas/Semester   **: X / 1**
Pertemuan Ke   **: 2**
Alokasi Waktu   **: 2 x 45 menit**

A.   Standar Kompetensi

Menulis

12.   Mengungkapkanmaknadalamtekstulisfungsionalpendekdanesei sederhana berbentuknarrative, descriptive dan news itemdalam konteks kehidupan sehari-hari.

B.   Kompetensi Dasar

12.2   Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

C.   Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
- Menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita - Menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item - Menggunakan *action verbs*dalam menulis sebuah teks berbentuk news item - Menghasilkan teks berbentuk *news item*	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

D.   Tujuan Pembelajaran

- Siswa dapat menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita
- Siswa dapat menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item
- Siswa dapat menggunakan *action verbs*dalam menulis sebuah teks berbentuk news item
- Siswa dapat menghasilkan teks berbentuk *news item*

E.   Materi Pokok

Identify the structure of news item texts;
Write a news item texts

1.   Definition of News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

2.   Generic Structure of News Item

1. Main event

2. Elaboration (background, participant, time, place)

3. Resource of information

3.   Language Feature of News Item

1. Focusing on circumstances

2. Using material process

4.   Examples and structures of the text

Town 'Contaminated

Newsworthy events	Moscow – A Russian journalist *has uncovered* evidence of another Soviet nuclear <u>catastrophe</u>, which *killed* 10 sailors and *contaminated* an entire town.
Background Events	Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine <u>at the naval base of shkotovo – 22 near Vladivostock.</u> The accident, which *occurred*<u>13 months before the Chernobyl disaster,</u> *spread* radioactive fall-out <u>over the base and nearby town,</u> but was covered up by officials of the Soviet Union. Residents were told the explosion i<u>n the reactor of the Victor-class submarine during a refit </u>had been a 'thermal' and not a nuclear explosion. And those involved in the clean up operation to remove more than 600

Sources   A board of investigators **was** later **to describe** it <u>as the worst accident in the history of the Soviet Navy.</u>

F.   Metode Pembelajaran/Teknik:

- Pendekatan   : Contextual Teaching and Learning (CTL)
- Strategi Pembelajaran   : Quick Write Strategy

<u>Langkah-langkah Kegiatan Pembelajaran</u>

Kegiatan Awal (10')
- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Guru mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Guru memotivasi siswa untuk menjadi siswa yang aktif dalam proses belajar mengajar
- Guru mengaktifkan kemampuan awal siswa dengan menanyakan beberapa pertanyaan sesuai dengan materi atau topik pada hari itu. (Earthquake)

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Mendiskusikan dengan siswa tujuan dari strategi *Quick Write*dan mendorong siswa untuk menulis sebanyak mungkin

Elaborasi

Dalam kegiatan elaborasi guru:

- Menyuruh siswa untuk memulai kegiatan menulis tentang berbagai ide yang mereka pikirkan sesuai dengan topik yang diberikan. Lalu, memberitahu siswa berapa banyak waktu yang diberikan untuk kegiatan pembelajaran dengan menggunakan strategi *Quick Write.*
- Menyuruh siswa menulis "saya tidak bisa memikirkan apapun untuk ditulis", sampai mereka menemukan ide dalam menulis.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan kesempatan kepada siswa untuk mengekspresikan ide yang telah mereka kemukakan dalam aktivitas *Quick Write*
- Mendiskusikan dengan siswa kapan waktu yang tepat bagi mereka untuk melakukan kegiatan *Quick Write*

Kegiatan Akhir (10')

- Guru dan siswa membuat kesimpulan tentang materi yang telah didiskusikan
- Guru menanyakan tentang kesulitan siswa selama proses belajar mengajar berlangsung ketika mereka menulis dan mengaplikasikan skil tersebut.
- Guru memberikan penghargaan kepada siswa yang mampu menyelesaikan tulisan mereka tepat waktu

H. Sumber/Bahan/Alat

Developing English Competencies for Grade X Senior High School (SMA/MA)

Tape

Kamus

Kaset/CD

Tape/CD Player

OHP/LCD

Foto/ Poster

Gambar

Koran berbahasa Inggris

Majalah

I. Penilaian

- Teknik : Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen : Tertulis: uraian singkat

Mengetahui,	Agustus, 2015
Kepala SMA N 5 Padang,	Guru Mapel Bahasa Inggris

Drs. Afrizal, MM **Nurjanah Rahmadesi, S.Hum**
NIP.196104171984121001 **NIP.198505042010012027**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENTAL CLASS

Nama Sekolah	**: SMA N 5 Padang**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: X / 1**
Pertemuan Ke	**: 3**
Alokasi Waktu	**: 2 x 45 menit**

A. **Standar Kompetensi**

Menulis

12. Mengungkapkanmaknadalamtekstulisfungsionalpendekdanesei sederhana berbentuknarrative, descriptive dan news itemdalam konteks kehidupan sehari-hari.

B. **Kompetensi Dasar**

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

C. **Indikator Pencapaian Kompetensi**

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
▪ Menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita ▪ Menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item ▪ Menggunakan *action verbs*dalam menulis sebuah teks berbentuk news item ▪ Menghasilkan teks berbentuk *news item*	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

D. Tujuan Pembelajaran

- Siswa dapat menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita
- Siswa dapat menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item
- Siswa dapat menggunakan *action verbs* dalam menulis sebuah teks berbentuk news item
- Siswa dapat menghasilkan teks berbentuk *news item*

E. Materi Pokok

Identify the structure of news item texts;
Write a news item texts

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1. Main event

2. Elaboration (background, participant, time, place)

3. Resource of information

3. Language Feature of News Item

1. Focusing on circumstances

2. Using material process

4. Examples and structures of the text

Town 'Contaminated

Newsworthy events	Moscow – A Russian journalist *has uncovered* evidence of another Soviet nuclear <u>catastrophe</u>, which *killed* 10 sailors and *contaminated* an entire town.
Background Events	Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine <u>at the naval base of shkotovo – 22 near Vladivostock.</u> The accident, which *occurred* <u>13 months before the Chernobyl disaster</u>, *spread* radioactive fall-out <u>over the base and nearby town</u>, but was covered up by officials of the Soviet Union. Residents were told the explosion <u>in the reactor of the Victor-class submarine during a refit</u> had been a 'thermal' and not a nuclear explosion. And those involved in the clean up operation to remove more than 600

	tones of contaminated material were sworn to secrecy.
Sources	A board of investigators **was** later **to describe** it <u>as the worst accident in the history of the Soviet Navy.</u>

F. Metode Pembelajaran/Teknik:

- Pendekatan   : Contextual Teaching and Learning (CTL)
- Strategi Pembelajaran   : Quick Write Strategy

<u>Langkah-langkah Kegiatan Pembelajaran</u>

Kegiatan Awal (10')
- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Guru mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Guru memotivasi siswa untuk menjadi siswa yang aktif dalam proses belajar mengajar
- Guru mengaktifkan kemampuan awal siswa dengan menanyakan beberapa pertanyaan sesuai dengan materi atau topik pada hari itu. (Growing Number of High School Student Smoking)

```
                        ┌─────────────────┐
                        │ Who are the     │
                        │ smokers?        │
                        └────────▲────────┘
                                 │
┌──────────────────┐   ┌─────────┴────────┐   ┌──────────────────┐
│ What is the      │◄──│ What is research │──►│ Who is the       │
│ government said? │   │ found?           │   │ source?          │
└──────────────────┘   └─────────▼────────┘   └──────────────────┘
                                 │
                        ┌────────▼────────┐
                        │ What is the     │
                        │ earlier         │
                        │ situation?      │
                        └─────────────────┘
```

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Mendiskusikan dengan siswa tujuan dari strategi *Quick Write* dan mendorong siswa untuk menulis sebanyak mungkin

Elaborasi

Dalam kegiatan elaborasi guru:

- Menyuruh siswa untuk memulai kegiatan menulis tentang berbagai ide yang mereka pikirkan sesuai dengan topik yang diberikan. Lalu,

memberitahu siswa berapa banyak waktu yang diberikan untuk kegiatan pembelajaran dengan menggunakan strategi *Quick Write.*

- Menyuruh siswa menulis "saya tidak bisa memikirkan apapun untuk ditulis", sampai mereka menemukan ide dalam menulis.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan kesempatan kepada siswa untuk mengekspresikan ide yang telah mereka kemukakan dalam aktivitas *Quick Write*
- Mendiskusikan dengan siswa kapan waktu yang tepat bagi mereka untuk melakukan kegiatan *Quick Write*

Kegiatan Akhir (10')

- Guru dan siswa membuat kesimpulan tentang materi yang telah didiskusikan
- Guru menanyakan tentang kesulitan siswa selama proses belajar mengajar berlangsung ketika mereka menulis dan mengaplikasikan skil tersebut.
- Guru memberikan penghargaan kepada siswa yang mampu menyelesaikan tulisan mereka tepat waktu

H.   Sumber/Bahan/Alat

Developing English Competencies for Grade X Senior High School (SMA/MA)

Tape

Kamus

Kaset/CD

Tape/CD Player

OHP/LCD

Foto/ Poster

Gambar

Koran berbahasa Inggris

Majalah

I.   Penilaian

- Teknik   :   Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen   :   Tertulis: uraian singkat

Mengetahui,
Kepala SMA N 5 Padang,

Agustus, 2015
Guru Mapel Bahasa Inggris

Drs. Afrizal, MM
NIP.196104171984121001

Nurjanah Rahmadesi, S.Hum
NIP.198505042010012027

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENTAL CLASS

Nama Sekolah	**: SMA N 5 Padang**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: X / 1**
Pertemuan Ke	**: 4**
Alokasi Waktu	**: 2 x 45 menit**

A. Standar Kompetensi

Menulis

12.   Mengungkapkanmaknadalamtekstulisfungsionalpendekdanesei sederhana berbentuknarrative, descriptive dan news itemdalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

12.2   Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
▪ Menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita ▪ Menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item ▪ Menggunakan *action verbs*dalam menulis sebuah teks berbentuk news item ▪ Menghasilkan teks berbentuk *news item*	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

D.   Tujuan Pembelajaran

- Siswa dapat menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita
- Siswa dapat menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item
- Siswa dapat menggunakan *action verbs* dalam menulis sebuah teks berbentuk news item
- Siswa dapat menghasilkan teks berbentuk *news item*

E.   Materi Pokok

Identify the structure of news item texts;
Write a news item texts

1.   Definition of News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

2.   Generic Structure of News Item

1. Main event

2. Elaboration (background, participant, time, place)

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3.   Language Feature of News Item

1. Focusing on circumstances

2. Using material process

4.   Examples and structures of the text

Town 'Contaminated

Newsworthy events	Moscow – A Russian journalist *has uncovered* evidence of another Soviet nuclear <u>catastrophe</u>, which *killed* 10 sailors and *contaminated* an entire town.
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	tones of contaminated material were sworn to secrecy.
Sources	A board of investigators **was** later **to describe** it <u>as the worst accident in the history of the Soviet Navy.</u>

F. Metode Pembelajaran/Teknik:

- Pendekatan : Contextual Teaching and Learning (CTL)
- Strategi Pembelajaran : Quick Write Strategy

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')
- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Guru mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Guru memotivasi siswa untuk menjadi siswa yang aktif dalam proses belajar mengajar
- Guru mengaktifkan kemampuan awal siswa dengan menanyakan beberapa pertanyaan sesuai dengan materi atau topik pada hari itu. (KPK Versus Police)

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Mendiskusikan dengan siswa tujuan dari strategi *Quick Write* dan mendorong siswa untuk menulis sebanyak mungkin

Elaborasi

Dalam kegiatan elaborasi guru:

- Menyuruh siswa untuk memulai kegiatan menulis tentang berbagai ide yang mereka pikirkan sesuai dengan topik yang diberikan. Lalu, memberitahu siswa berapa banyak waktu yang diberikan untuk kegiatan pembelajaran dengan menggunakan strategi *Quick Write.*
- Menyuruh siswa menulis "saya tidak bisa memikirkan apapun untuk ditulis", sampai mereka menemukan ide dalam menulis.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan kesempatan kepada siswa untuk mengekspresikan ide yang telah mereka kemukakan dalam aktivitas *Quick Write*
- Mendiskusikan dengan siswa kapan waktu yang tepat bagi mereka untuk melakukan kegiatan *Quick Write*

Kegiatan Akhir (10')

- Guru dan siswa membuat kesimpulan tentang materi yang telah didiskusikan
- Guru menanyakan tentang kesulitan siswa selama proses belajar mengajar berlangsung ketika mereka menulis dan mengaplikasikan skil tersebut.
- Guru memberikan penghargaan kepada siswa yang mampu menyelesaikan tulisan mereka tepat waktu

H. Sumber/Bahan/Alat

Developing English Competencies for Grade X Senior High School (SMA/MA)

Tape

Kamus

Kaset/CD

Tape/CD Player

OHP/LCD

Foto/ Poster

Gambar

Koran berbahasa Inggris

Majalah

I. Penilaian

- Teknik   :   Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen :   Tertulis: uraian singkat

Mengetahui,   Agustus, 2015
Kepala SMA N 5 Padang,   Guru Mapel Bahasa Inggris

Drs. Afrizal, MM   **Nurjanah Rahmadesi, S.Hum**
NIP.196104171984121001   **NIP.198505042010012027**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENTAL CLASS

Nama Sekolah	**: SMA N 5 Padang**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: X / 1**
Pertemuan Ke	**: 5**
Alokasi Waktu	**: 2 x 45 menit**

A. Standar Kompetensi

Menulis

12. Mengungkapkanmaknadalamtekstulisfungsionalpendekdanesei sederhana berbentuknarrative, descriptive dan news itemdalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
▪ Menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita ▪ Menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item ▪ Menggunakan *action verbs*dalam menulis sebuah teks berbentuk news item ▪ Menghasilkan teks berbentuk *news item*	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

Tujuan Pembelajaran

- Siswa dapat menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita
- Siswa dapat menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item
- Siswa dapat menggunakan *action verbs* dalam menulis sebuah teks berbentuk news item
- Siswa dapat menghasilkan teks berbentuk *news item*

E.   Materi Pokok

Identify the structure of news item texts;
Write a news item texts

1.   Definition of News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

2.   Generic Structure of News Item

1. Main event

2. Elaboration (background, participant, time, place)

3. Resource of information

3.   Language Feature of News Item

1. Focusing on circumstances

2. Using material process

4.   Examples and structures of the text

<div align="center">

Town 'Contaminated

</div>

Newsworthy events	Moscow – A Russian journalist *has uncovered* evidence of another Soviet nuclear <u>catastrophe</u>, which *killed* 10 sailors and *contaminated* an entire town.
Background Events	Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine <u>at the naval base of shkotovo – 22 near Vladivostock.</u> The accident, which *occurred* <u>13 months before the Chernobyl disaster</u>, *spread* radioactive fall-out <u>over the base and nearby town</u>, but was covered up by officials of the Soviet Union. Residents were told the explosion <u>in the reactor of the Victor-class submarine during a refit</u> had been a 'thermal' and not a nuclear explosion. And those involved in the clean up operation to remove more than 600

| | tones of contaminated material were sworn to secrecy. |
| *Sources* | A board of investigators **was** later **to describe** it <u>as the worst accident in the history of the Soviet Navy.</u> |

F.   Metode Pembelajaran/Teknik:

- Pendekatan   : Contextual Teaching and Learning (CTL)
- Strategi Pembelajaran   : Quick Write Strategy

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Guru mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Guru memotivasi siswa untuk menjadi siswa yang aktif dalam proses belajar mengajar
- Guru mengaktifkan kemampuan awal siswa dengan menanyakan beberapa pertanyaan sesuai dengan materi atau topik pada hari itu. (Yogyakarta Flooded by Imported Batik from China)

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Mendiskusikan dengan siswa tujuan dari strategi *Quick Write*dan mendorong siswa untuk menulis sebanyak mungkin

Elaborasi

Dalam kegiatan elaborasi guru:

- Menyuruh siswa untuk memulai kegiatan menulis tentang berbagai ide yang mereka pikirkan sesuai dengan topik yang diberikan. Lalu, memberitahu siswa berapa banyak waktu yang diberikan untuk kegiatan pembelajaran dengan menggunakan strategi *Quick Write.*
- Menyuruh siswa menulis "saya tidak bisa memikirkan apapun untuk ditulis", sampai mereka menemukan ide dalam menulis.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan kesempatan kepada siswa untuk mengekspresikan ide yang telah mereka kemukakan dalam aktivitas *Quick Write*
- Mendiskusikan dengan siswa kapan waktu yang tepat bagi mereka untuk melakukan kegiatan *Quick Write*

Kegiatan Akhir (10')

- Guru dan siswa membuat kesimpulan tentang materi yang telah didiskusikan
- Guru menanyakan tentang kesulitan siswa selama proses belajar mengajar berlangsung ketika mereka menulis dan mengaplikasikan skil tersebut.
- Guru memberikan penghargaan kepada siswa yang mampu menyelesaikan tulisan mereka tepat waktu

H. Sumber/Bahan/Alat

Developing English Competencies for Grade X Senior High School (SMA/MA)

Tape

Kamus

Kaset/CD

Tape/CD Player

OHP/LCD

Foto/ Poster

Gambar

Koran berbahasa Inggris

Majalah

I. Penilaian

- Teknik : Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen : Tertulis: uraian singkat

Mengetahui,   Agustus, 2015
Kepala SMA N 5 Padang,   Guru Mapel Bahasa Inggris

Drs. Afrizal, MM   **Nurjanah Rahmadesi, S.Hum**
NIP.196104171984121001   **NIP.198505042010012027**

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENTAL CLASS

Nama Sekolah	**: SMA N 5 Padang**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: X / 1**
Pertemuan Ke	**: 6**
Alokasi Waktu	**: 2 x 45 menit**

A. Standar Kompetensi

Menulis

12.   Mengungkapkanmaknadalamtekstulisfungsionalpendekdanesei sederhana berbentuknarrative, descriptive dan news itemdalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

12.2   Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
▪ Menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita ▪ Menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item ▪ Menggunakan *action verbs*dalam menulis sebuah teks berbentuk news item ▪ Menghasilkan teks berbentuk *news item*	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

D.   **Tujuan Pembelajaran**

- Siswa dapat menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita
- Siswa dapat menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item
- Siswa dapat menggunakan *action verbs* dalam menulis sebuah teks berbentuk news item
- Siswa dapat menghasilkan teks berbentuk *news item*

E.   **Materi Pokok**

Identify the structure of news item texts;
Write a news item texts

1.   Definition of News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

2.   Generic Structure of News Item

1. Main event

2. Elaboration (background, participant, time, place)

3. Resource of information

3.   Language Feature of News Item

1. Focusing on circumstances

2. Using material process

4.   Examples and structures of the text

Town 'Contaminated

Newsworthy events	Moscow – A Russian journalist *has uncovered* evidence of another Soviet nuclear <u>catastrophe</u>, which *killed* 10 sailors and *contaminated* an entire town.
Background Events	Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine <u>at the naval base of shkotovo – 22 near Vladivostock.</u> The accident, which *occurred* <u>13 months before the Chernobyl disaster</u>, *spread* radioactive fall-out <u>over the base and nearby town,</u> but was covered up by officials of the Soviet Union. Residents were told the explosion <u>in the reactor of the Victor-class submarine during a refit</u> had been a 'thermal' and not a nuclear explosion. And those involved in the clean up operation to remove more than 600

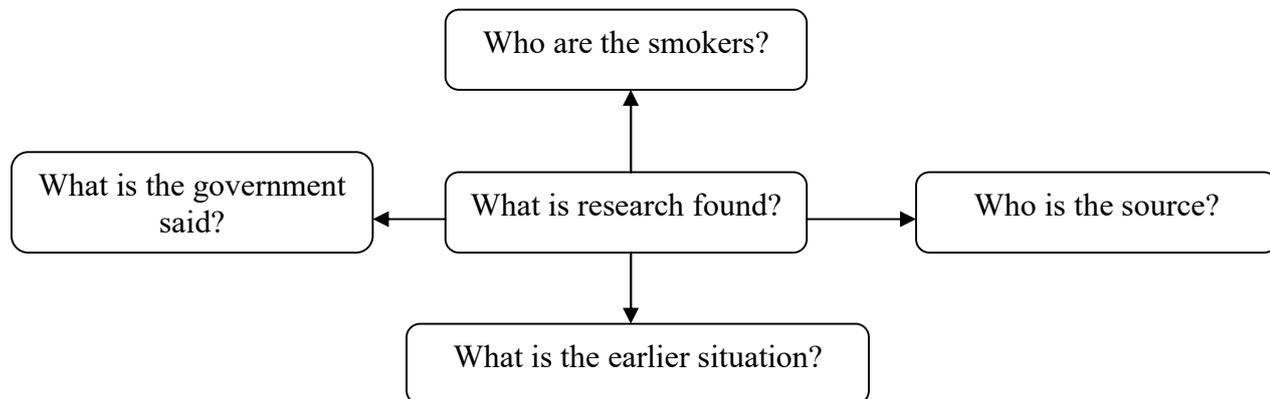|	
	tones of contaminated material were sworn to secrecy.
Sources	A board of investigators **was** later **to describe** it <u>as the worst accident in the history of the Soviet Navy.</u>

F.   Metode Pembelajaran/Teknik:

- Pendekatan : Contextual Teaching and Learning (CTL)
- Strategi Pembelajaran : Quick Write Strategy

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Guru mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Guru memotivasi siswa untuk menjadi siswa yang aktif dalam proses belajar mengajar
- Guru mengaktifkan kemampuan awal siswa dengan menanyakan beberapa pertanyaan sesuai dengan materi atau topik pada hari itu. (Sanitation not yet a Priority in Central Java)

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Mendiskusikan dengan siswa tujuan dari strategi *Quick Write* dan mendorong siswa untuk menulis sebanyak mungkin

Elaborasi

Dalam kegiatan elaborasi guru:

- Menyuruh siswa untuk memulai kegiatan menulis tentang berbagai ide yang mereka pikirkan sesuai dengan topik yang diberikan. Lalu, memberitahu siswa berapa banyak waktu yang diberikan untuk kegiatan pembelajaran dengan menggunakan strategi *Quick Write.*
- Menyuruh siswa menulis "saya tidak bisa memikirkan apapun untuk ditulis", sampai mereka menemukan ide dalam menulis.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan kesempatan kepada siswa untuk mengekspresikan ide yang telah mereka kemukakan dalam aktivitas *Quick Write*
- Mendiskusikan dengan siswa kapan waktu yang tepat bagi mereka untuk melakukan kegiatan *Quick Write*

Kegiatan Akhir (10')

- Guru dan siswa membuat kesimpulan tentang materi yang telah didiskusikan
- Guru menanyakan tentang kesulitan siswa selama proses belajar mengajar berlangsung ketika mereka menulis dan mengaplikasikan skil tersebut.
- Guru memberikan penghargaan kepada siswa yang mampu menyelesaikan tulisan mereka tepat waktu

H. Sumber/Bahan/Alat

Developing English Competencies for Grade X Senior High School (SMA/MA)

Tape

Kamus

Kaset/CD

Tape/CD Player

OHP/LCD

Foto/ Poster

Gambar

Koran berbahasa Inggris

Majalah

I. Penilaian

- Teknik   :   Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen   :   Tertulis: uraian singkat

Mengetahui,   Agustus, 2015
Kepala SMA N 5 Padang,   Guru Mapel Bahasa Inggris

Drs. Afrizal, MM   **Nurjanah Rahmadesi, S.Hum**
NIP.196104171984121001   **NIP.198505042010012027**

Nama Sekolah	**: SMA N 5 Padang**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: X / 1**
Pertemuan Ke	**: 7**
Alokasi Waktu	**: 2 x 45 menit**

A.   Standar Kompetensi

Menulis

12.   Mengungkapkanmaknadalamtekstulisfungsionalpendekdanesei sederhana berbentuknarrative, descriptive dan news itemdalam konteks kehidupan sehari-hari.

B.   Kompetensi Dasar

12.2   Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

C.   Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
- Menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita - Menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item - Menggunakan *action verbs*dalam menulis sebuah teks berbentuk news item - Menghasilkan teks berbentuk *news item*	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

D. Tujuan Pembelajaran

- Siswa dapat menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita
- Siswa dapat menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item
- Siswa dapat menggunakan *action verbs* dalam menulis sebuah teks berbentuk news item
- Siswa dapat menghasilkan teks berbentuk *news item*

E. Materi Pokok

Identify the structure of news item texts;
Write a news item texts

1. Definition of News Item

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2. Elaboration (background, participant, time, place)

3. Resource of information

3. Language Feature of News Item

1. Focusing on circumstances

2. Using material process

4. Examples and structures of the text

Town 'Contaminated

Newsworthy events	Moscow – A Russian journalist *has uncovered* evidence of another Soviet nuclear <u>catastrophe</u>, which *killed* 10 sailors and *contaminated* an entire town.
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tones of contaminated material were sworn to secrecy.

Sources　　　　A board of investigators **was** later **to describe** it <u>as the worst accident in the history of the Soviet Navy.</u>

F.　Metode Pembelajaran/Teknik:

- Pendekatan　　　　　　　: Contextual Teaching and Learning (CTL)
- Strategi Pembelajaran　　: Quick Write Strategy

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Guru mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Guru memotivasi siswa untuk menjadi siswa yang aktif dalam proses belajar mengajar
- Guru mengaktifkan kemampuan awal siswa dengan menanyakan beberapa pertanyaan sesuai dengan materi atau topik pada hari itu. (Decline in Mother and Babies' Mortality Rate is Low)

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Mendiskusikan dengan siswa tujuan dari strategi *Quick Write*dan mendorong siswa untuk menulis sebanyak mungkin

Elaborasi

Dalam kegiatan elaborasi guru:

- Menyuruh siswa untuk memulai kegiatan menulis tentang berbagai ide yang mereka pikirkan sesuai dengan topik yang diberikan. Lalu, memberitahu siswa berapa banyak waktu yang diberikan untuk kegiatan pembelajaran dengan menggunakan strategi *Quick Write.*
- Menyuruh siswa menulis "saya tidak bisa memikirkan apapun untuk ditulis", sampai mereka menemukan ide dalam menulis.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan kesempatan kepada siswa untuk mengekspresikan ide yang telah mereka kemukakan dalam aktivitas *Quick Write*
- Mendiskusikan dengan siswa kapan waktu yang tepat bagi mereka untuk melakukan kegiatan *Quick Write*

Kegiatan Akhir (10')

- Guru dan siswa membuat kesimpulan tentang materi yang telah didiskusikan
- Guru menanyakan tentang kesulitan siswa selama proses belajar mengajar berlangsung ketika mereka menulis dan mengaplikasikan skil tersebut.
- Guru memberikan penghargaan kepada siswa yang mampu menyelesaikan tulisan mereka tepat waktu

H. Sumber/Bahan/Alat

Developing English Competencies for Grade X Senior High School (SMA/MA)

Tape

Kamus

Kaset/CD

Tape/CD Player

OHP/LCD

Foto/ Poster

Gambar

Koran berbahasa Inggris

Majalah

I. Penilaian

- Teknik : Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen : Tertulis: uraian singkat

Mengetahui,   Agustus, 2015

Kepala SMA N 5 Padang,   Guru Mapel Bahasa Inggris

Drs. Afrizal, MM   **Nurjanah Rahmadesi, S.Hum**

NIP.196104171984121001   **NIP.198505042010012027**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENTAL CLASS

Nama Sekolah   **: SMA N 5 Padang**

Mata Pelajaran   **: Bahasa Inggris**

Kelas/Semester   **: X / 1**

Pertemuan Ke   **: 8**

Alokasi Waktu   **: 2 x 45 menit**

A. Standar Kompetensi

Menulis

12. Mengungkapkanmaknadalamtekstulisfungsionalpendekdanesei sederhana berbentuknarrative, descriptive dan news itemdalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
- Menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita - Menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item - Menggunakan *action verbs*dalam menulis sebuah teks berbentuk news item - Menghasilkan teks berbentuk *news item*	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

D. Tujuan Pembelajaran

- Siswa dapat menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita
- Siswa dapat menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item
- Siswa dapat menggunakan *action verbs* dalam menulis sebuah teks berbentuk news item
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	tones of contaminated material were sworn to secrecy.
Sources	A board of investigators **was** later **to describe** it <u>as the worst accident in the history of the Soviet Navy.</u>

F.   Metode Pembelajaran/Teknik:

- Pendekatan   : Contextual Teaching and Learning (CTL)
- Strategi Pembelajaran   : Quick Write Strategy

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')
- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
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- Guru memotivasi siswa untuk menjadi siswa yang aktif dalam proses belajar mengajar
- Guru mengaktifkan kemampuan awal siswa dengan menanyakan beberapa pertanyaan sesuai dengan materi atau topik pada hari itu. (Government Delays Awarding Hero Status to Soeharto)

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Mendiskusikan dengan siswa tujuan dari strategi *Quick Write*dan mendorong siswa untuk menulis sebanyak mungkin

Elaborasi

Dalam kegiatan elaborasi guru:

- Menyuruh siswa untuk memulai kegiatan menulis tentang berbagai ide yang mereka pikirkan sesuai dengan topik yang diberikan. Lalu, memberitahu siswa berapa banyak waktu yang diberikan untuk kegiatan pembelajaran dengan menggunakan strategi *Quick Write.*
- Menyuruh siswa menulis "saya tidak bisa memikirkan apapun untuk ditulis", sampai mereka menemukan ide dalam menulis.

Konfirmasi

Dalam kegiatan konfirmasi guru:

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- Mendiskusikan dengan siswa kapan waktu yang tepat bagi mereka untuk melakukan kegiatan *Quick Write*

Kegiatan Akhir (10')

- Guru dan siswa membuat kesimpulan tentang materi yang telah didiskusikan
- Guru menanyakan tentang kesulitan siswa selama proses belajar mengajar berlangsung ketika mereka menulis dan mengaplikasikan skil tersebut.
- Guru memberikan penghargaan kepada siswa yang mampu menyelesaikan tulisan mereka tepat waktu

H.   Sumber/Bahan/Alat

Developing English Competencies for Grade X Senior High School (SMA/MA)

Tape

Kamus

Kaset/CD

Tape/CD Player

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Foto/ Poster

Gambar

Koran berbahasa Inggris

Majalah

I.   Penilaian

- Teknik   :   Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen   :   Tertulis: uraian singkat

Mengetahui,	Agustus, 2015
Kepala SMA N 5 Padang,	Guru Mapel Bahasa Inggris

Drs. Afrizal, MM   **Nurjanah Rahmadesi, S.Hum**
NIP.196104171984121001   **NIP.198505042010012027**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENTAL CLASS

Nama Sekolah	:	**SMA N 5 Padang**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas/Semester	:	**X / 1**
Pertemuan Ke	:	**9**
Alokasi Waktu	:	**2 x 45 menit**

A. Standar Kompetensi

Menulis

12. Mengungkapkanmaknadalamtekstulisfungsionalpendekdanesei sederhana berbentuknarrative, descriptive dan news itemdalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
▪ Menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita ▪ Menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item ▪ Menggunakan *action verbs*dalam menulis sebuah teks berbentuk news item ▪ Menghasilkan teks berbentuk *news item*	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

Tujuan Pembelajaran

- Siswa dapat menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita
- Siswa dapat menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item
- Siswa dapat menggunakan *action verbs* dalam menulis sebuah teks berbentuk news item
- Siswa dapat menghasilkan teks berbentuk *news item*

E. **Materi Pokok**

Identify the structure of news item texts;
Write a news item texts

1. Definition of News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

2. Generic Structure of News Item

1. Main event

2. Elaboration (background, participant, time, place)

3. Resource of information

3. Language Feature of News Item

1. Focusing on circumstances

2. Using material process

4. Examples and structures of the text

Town 'Contaminated

Newsworthy events	Moscow – A Russian journalist *has uncovered* evidence of another Soviet nuclear <u>catastrophe</u>, which *killed* 10 sailors and *contaminated* an entire town.
Background Events	Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine <u>at the naval base of shkotovo – 22 near Vladivostock.</u> The accident, which *occurred* <u>13 months before the Chernobyl disaster</u>, *spread* radioactive fall-out <u>over the base and nearby town</u>, but was covered up by officials of the Soviet Union. Residents were told the explosion <u>in the reactor of the Victor-class submarine during a refit</u> had been a 'thermal' and not a nuclear explosion. And those involved in the clean up operation to remove more than 600

tones of contaminated material were sworn to secrecy.

Sources   A board of investigators **was** later **to describe** it <u>as the worst accident in the history of the Soviet Navy.</u>

F.   Metode Pembelajaran/Teknik:

- Pendekatan   : Contextual Teaching and Learning (CTL)
- Strategi Pembelajaran   : Quick Write Strategy

<u>Langkah-langkah Kegiatan Pembelajaran</u>

Kegiatan Awal (10')
- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Guru mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Guru memotivasi siswa untuk menjadi siswa yang aktif dalam proses belajar mengajar
- Guru mengaktifkan kemampuan awal siswa dengan menanyakan beberapa pertanyaan sesuai dengan materi atau topik pada hari itu. (Student Wins Math Contest)

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Mendiskusikan dengan siswa tujuan dari strategi *Quick Write*dan mendorong siswa untuk menulis sebanyak mungkin

Elaborasi

Dalam kegiatan elaborasi guru:

- Menyuruh siswa untuk memulai kegiatan menulis tentang berbagai ide yang mereka pikirkan sesuai dengan topik yang diberikan. Lalu, memberitahu siswa berapa banyak waktu yang diberikan untuk kegiatan pembelajaran dengan menggunakan strategi *Quick Write.*
- Menyuruh siswa menulis "saya tidak bisa memikirkan apapun untuk ditulis", sampai mereka menemukan ide dalam menulis.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan kesempatan kepada siswa untuk mengekspresikan ide yang telah mereka kemukakan dalam aktivitas *Quick Write*
- Mendiskusikan dengan siswa kapan waktu yang tepat bagi mereka untuk melakukan kegiatan *Quick Write*

Kegiatan Akhir (10')

- Guru dan siswa membuat kesimpulan tentang materi yang telah didiskusikan
- Guru menanyakan tentang kesulitan siswa selama proses belajar mengajar berlangsung ketika mereka menulis dan mengaplikasikan skil tersebut.
- Guru memberikan penghargaan kepada siswa yang mampu menyelesaikan tulisan mereka tepat waktu

H. Sumber/Bahan/Alat

Developing English Competencies for Grade X Senior High School (SMA/MA)

Tape

Kamus

Kaset/CD

Tape/CD Player

OHP/LCD

Foto/ Poster

Gambar

Koran berbahasa Inggris

Majalah

I. Penilaian

- Teknik   :   Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen   :   Tertulis: uraian singkat

Mengetahui,	Agustus, 2015
Kepala SMA N 5 Padang,	Guru Mapel Bahasa Inggris

Drs. Afrizal, MM	**Nurjanah Rahmadesi, S.Hum**
NIP.196104171984121001	**NIP.198505042010012027**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENTAL CLASS

Nama Sekolah	**: SMA N 5 Padang**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: X / 1**
Pertemuan Ke	**: 10**
Alokasi Waktu	**: 2 x 45 menit**

A. Standar Kompetensi

Menulis

12.   Mengungkapkanmaknadalamtekstulisfungsionalpendekdanesei sederhana berbentuknarrative, descriptive dan news itemdalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

12.2   Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
▪ Menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita ▪ Menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item ▪ Menggunakan *action verbs*dalam menulis sebuah teks berbentuk news item ▪ Menghasilkan teks berbentuk *news item*	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

D. Tujuan Pembelajaran

- Siswa dapat menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita
- Siswa dapat menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item
- Siswa dapat menggunakan *action verbs* dalam menulis sebuah teks berbentuk news item
- Siswa dapat menghasilkan teks berbentuk *news item*

E. Materi Pokok

Identify the structure of news item texts;
Write a news item texts

1. Definition of News Item

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2. Generic Structure of News Item

1. Main event

2. Elaboration (background, participant, time, place)

3. Resource of information

3. Language Feature of News Item

1. Focusing on circumstances

2. Using material process

4. Examples and structures of the text

<div align="center">

Town 'Contaminated

</div>

Newsworthy events	Moscow – A Russian journalist *has uncovered* evidence of another Soviet nuclear <u>catastrophe</u>, which *killed* 10 sailors and *contaminated* an entire town.
Background Events	Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine <u>at the naval base of shkotovo – 22 near Vladivostock.</u> The accident, which *occurred* <u>13 months before the Chernobyl disaster,</u> *spread* radioactive fall-out <u>over the base and nearby town,</u> but was covered up by officials of the Soviet Union. Residents were told the explosion <u>in the reactor of the Victor-class submarine during a refit</u> had been a 'thermal' and not a nuclear explosion. And those involved in the clean up operation to remove more than 600

	tones of contaminated material were sworn to secrecy.
Sources	A board of investigators **was** later **to describe** it <u>as the worst accident in the history of the Soviet Navy.</u>

F. Metode Pembelajaran/Teknik:

- Pendekatan : Contextual Teaching and Learning (CTL)
- Strategi Pembelajaran : Quick Write Strategy

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Guru mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Guru memotivasi siswa untuk menjadi siswa yang aktif dalam proses belajar mengajar
- Guru mengaktifkan kemampuan awal siswa dengan menanyakan beberapa pertanyaan sesuai dengan materi atau topik pada hari itu. (Actor Didi Petet Dies Aged 58)

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Mendiskusikan dengan siswa tujuan dari strategi *Quick Write* dan mendorong siswa untuk menulis sebanyak mungkin

Elaborasi

Dalam kegiatan elaborasi guru:

- Menyuruh siswa untuk memulai kegiatan menulis tentang berbagai ide yang mereka pikirkan sesuai dengan topik yang diberikan. Lalu, memberitahu siswa berapa banyak waktu yang diberikan untuk kegiatan pembelajaran dengan menggunakan strategi *Quick Write.*
- Menyuruh siswa menulis "saya tidak bisa memikirkan apapun untuk ditulis", sampai mereka menemukan ide dalam menulis.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan kesempatan kepada siswa untuk mengekspresikan ide yang telah mereka kemukakan dalam aktivitas *Quick Write*
- Mendiskusikan dengan siswa kapan waktu yang tepat bagi mereka untuk melakukan kegiatan *Quick Write*

Kegiatan Akhir (10')

- Guru dan siswa membuat kesimpulan tentang materi yang telah didiskusikan
- Guru menanyakan tentang kesulitan siswa selama proses belajar mengajar berlangsung ketika mereka menulis dan mengaplikasikan skil tersebut.
- Guru memberikan penghargaan kepada siswa yang mampu menyelesaikan tulisan mereka tepat waktu

H. Sumber/Bahan/Alat

Developing English Competencies for Grade X Senior High School (SMA/MA)

Tape

Kamus

Kaset/CD

Tape/CD Player

OHP/LCD

Foto/ Poster

Gambar

Koran berbahasa Inggris

Majalah

I. Penilaian

- Teknik : Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen : Tertulis: uraian singkat

Mengetahui,   Agustus, 2015

Kepala SMA N 5 Padang,   Guru Mapel Bahasa Inggris

Drs. Afrizal, MM   **Nurjanah Rahmadesi, S.Hum**

NIP.196104171984121001   **NIP.198505042010012027**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CONTROL CLASS

Nama Sekolah : **SMA N 5 Padang**
Mata Pelajaran : **Bahasa Inggris**
Kelas/Semester : **X / 1**
Pertemuan Ke : **1**
Alokasi Waktu : **2 x 45 menit**

A. **Standar Kompetensi**

Menulis

12. Mengungkapkanmaknadalamtekstulisfungsionalpendekdanesei sederhana berbentuknarrative, descriptive dan news itemdalam konteks kehidupan sehari-hari.

B. **Kompetensi Dasar**

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

C. **Indikator Pencapaian Kompetensi**

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
▪ Menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita ▪ Menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item ▪ Menggunakan *action verbs*dalam menulis sebuah teks berbentuk news item ▪ Menghasilkan teks berbentuk *news item*	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

D. **Tujuan Pembelajaran**

- Siswa dapat menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita
- Siswa dapat menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item
- Siswa dapat menggunakan *action verbs* dalam menulis sebuah teks berbentuk news item
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1. Main event

2. Elaboration (background, participant, time, place)

3. Resource of information

3. Language Feature of News Item

1. Focusing on circumstances

2. Using material process

4. Examples and structures of the text

Town 'Contaminated

Newsworthy events	Moscow – A Russian journalist *has uncovered* evidence of another Soviet nuclear <u>catastrophe</u>, which *killed* 10 sailors and *contaminated* an entire town.
Background Events	Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine <u>at the naval base of shkotovo – 22 near Vladivostock.</u> The accident, which *occurred* <u>13 months before the Chernobyl disaster</u>, *spread* radioactive fall-out <u>over the base and nearby town</u>, but was covered up by officials of the Soviet Union. Residents were told the explosion <u>in the reactor of the Victor-class submarine during a refit</u> had been a 'thermal' and not a nuclear explosion. And those involved in the clean up operation to remove more than 600

	tones of contaminated material were sworn to secrecy.
Sources	A board of investigators **was** later **to describe** it <u>as the worst accident in the history of the Soviet Navy.</u>

F. Metode Pembelajaran/Teknik:

- Pendekatan : Contextual Teaching and Learning (CTL)
- Strategi Pembelajaran : Discussion Strategy

<u>Langkah-langkah Kegiatan Pembelajaran</u>

Kegiatan Awal (10')
- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Guru mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Guru memotivasi siswa untuk menjadi siswa yang aktif dalam proses belajar mengajar
- Guru mengaktifkan kemampuan awal siswa dengan menanyakan beberapa pertanyaan sesuai dengan materi atau topik pada hari itu. (Landslide in Bukittingi)

Kegiatan Inti (70')
Eksplorasi
Dalam kegiatan eksplorasi guru:

- Mempresentasikan situasi bagaimana diskusi akan dilakukan.

Elaborasi
Dalam kegiatan elaborasi guru:

- Menyuruh seluruh siswa menformulasikan atau mengemukakan beberapa pendapat atau asumsi yang akan dibuktikan saat diskusi
- Memberikan atau membagikan beberapa topik tentang teks *news item* kepada siswa

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Menunjukkan gambar, tabel, grafik dan media visual yang lain yang akan menarik perhatian siswa dan akan digunakan dan dijelaskan selama diskusi

Kegiatan Akhir (10')

- Guru dan siswa membuat kesimpulan tentang materi yang telah didiskusikan
- Guru menanyakan tentang kesulitan siswa selama proses belajar mengajar berlangsung ketika mereka menulis dan mengaplikasikan skil tersebut.
- Guru memberikan penghargaan kepada siswa yang mampu menyelesaikan tulisan mereka tepat waktu

H.   Sumber/Bahan/Alat

Developing English Competencies for Grade X Senior High School (SMA/MA)

Tape

Kamus

Kaset/CD

Tape/CD Player

OHP/LCD

Foto/ Poster

Gambar

Koran berbahasa Inggris

Majalah

I.   Penilaian

- Teknik   :   Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen   :   Tertulis: uraian singkat

Mengetahui,	Agustus, 2015
Kepala SMA N 5 Padang,	Guru Mapel Bahasa Inggris

Drs. Afrizal, MM	**Dra. Wilmahati**
NIP.196104171984121001	**NIP.196801021992032003**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CONTROL CLASS

Nama Sekolah	**: SMA N 5 Padang**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: X / 1**
Pertemuan Ke	**: 2**
Alokasi Waktu	**: 2 x 45 menit**

A. Standar Kompetensi

Menulis

12. Mengungkapkanmaknadalamtekstulisfungsionalpendekdanesei sederhana berbentuknarrative, descriptive dan news itemdalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
- Menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita - Menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item - Menggunakan *action verbs*dalam menulis sebuah teks berbentuk news item - Menghasilkan teks berbentuk *news item*	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

Tujuan Pembelajaran

- Siswa dapat menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita
- Siswa dapat menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item
- Siswa dapat menggunakan *action verbs*dalam menulis sebuah teks berbentuk news item
- Siswa dapat menghasilkan teks berbentuk *news item*

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Write a news item texts

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3. Resource of information

3.   Language Feature of News Item

1. Focusing on circumstances

2. Using material process

4.   Examples and structures of the text

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Newsworthy events	Moscow – A Russian journalist *has uncovered* evidence of another Soviet nuclear <u>catastrophe</u>, which *killed* 10 sailors and *contaminated* an entire town.
Background Events	Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine <u>at the naval base of shkotovo – 22 near Vladivostock.</u> The accident, which *occurred*<u>13 months before the Chernobyl disaster</u>, *spread* radioactive fall-out <u>over the base and nearby town</u>, but was covered up by officials of the Soviet Union. Residents were told the explosion <u>in the reactor of the Victor-class submarine during a refit</u> had been a 'thermal' and not a nuclear explosion. And those involved in the clean up operation to remove more than 600

	tones of contaminated material were sworn to secrecy.
Sources	A board of investigators **was** later **to describe** it <u>as the worst accident in the history of the Soviet Navy.</u>

F.   Metode Pembelajaran/Teknik:

- Pendekatan   : Contextual Teaching and Learning (CTL)
- Strategi Pembelajaran   : Quick Write Strategy

<u>**Langkah-langkah Kegiatan Pembelajaran**</u>

Kegiatan Awal (10')
- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Guru mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Guru memotivasi siswa untuk menjadi siswa yang aktif dalam proses belajar mengajar
- Guru mengaktifkan kemampuan awal siswa dengan menanyakan beberapa pertanyaan sesuai dengan materi atau topik pada hari itu. (Earthquake)

Kegiatan Inti (70')
   Eksplorasi
   Dalam kegiatan eksplorasi guru:

- Mempresentasikan situasi bagaimana diskusi akan dilakukan.

   Elaborasi
   Dalam kegiatan elaborasi guru:

- Menyuruh seluruh siswa menformulasikan atau mengemukakan beberapa pendapat atau asumsi yang akan dibuktikan saat diskusi
- Memberikan atau membagikan beberapa topik tentang teks *news item* kepada siswa

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Menunjukkan gambar, tabel, grafik dan media visual yang lain yang akan menarik perhatian siswa dan akan digunakan dan dijelaskan selama diskusi

Kegiatan Akhir (10')

- Guru dan siswa membuat kesimpulan tentang materi yang telah didiskusikan
- Guru menanyakan tentang kesulitan siswa selama proses belajar mengajar berlangsung ketika mereka menulis dan mengaplikasikan skil tersebut.
- Guru memberikan penghargaan kepada siswa yang mampu menyelesaikan tulisan mereka tepat waktu

H.   Sumber/Bahan/Alat

Developing English Competencies for Grade X Senior High School (SMA/MA)

Tape

Kamus

Kaset/CD

Tape/CD Player

OHP/LCD

Foto/ Poster

Gambar

Koran berbahasa Inggris

Majalah

I.   Penilaian

- Teknik   :   Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen   :   Tertulis: uraian singkat

Mengetahui,	Agustus, 2015
Kepala SMA N 5 Padang,	Guru Mapel Bahasa Inggris

Drs. Afrizal, MM   **Dra. Wilmahati**
NIP.196104171984121001   **NIP.196801021992032003**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CONTROL CLASS

Nama Sekolah	**: SMA N 5 Padang**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: X / 1**
Pertemuan Ke	**: 3**
Alokasi Waktu	**: 2 x 45 menit**

A. Standar Kompetensi

Menulis

12. Mengungkapkanmaknadalamtekstulisfungsionalpendekdanesei sederhana berbentuknarrative, descriptive dan news itemdalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
- Menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita - Menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item - Menggunakan *action verbs*dalam menulis sebuah teks berbentuk news item - Menghasilkan teks berbentuk *news item*	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

D. Tujuan Pembelajaran

- Siswa dapat menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita
- Siswa dapat menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item
- Siswa dapat menggunakan *action verbs* dalam menulis sebuah teks berbentuk news item
- Siswa dapat menghasilkan teks berbentuk *news item*

E. Materi Pokok

Identify the structure of news item texts;
Write a news item texts

1. Definition of News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

2. Generic Structure of News Item

1. Main event

2. Elaboration (background, participant, time, place)

3. Resource of information

3. Language Feature of News Item

1. Focusing on circumstances

2. Using material process

4. Examples and structures of the text

Town 'Contaminated

Newsworthy events	Moscow – A Russian journalist *has uncovered* evidence of another Soviet nuclear <u>catastrophe</u>, which *killed* 10 sailors and *contaminated* an entire town.
Background Events	Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine <u>at the naval base of shkotovo – 22 near Vladivostock.</u> The accident, which *occurred* <u>13 months before the Chernobyl disaster,</u> *spread* radioactive fall-out <u>over the base and nearby town,</u> but was covered up by officials of the Soviet Union. Residents were told the explosion <u>in the reactor of the Victor-class submarine during a refit</u> had been a 'thermal' and not a nuclear explosion. And those involved in the clean up operation to remove more than 600

	tones of contaminated material were sworn to secrecy.
Sources	A board of investigators **was** later **to describe** it <u>as the worst accident in the history of the Soviet Navy.</u>

F. Metode Pembelajaran/Teknik:

- Pendekatan : Contextual Teaching and Learning (CTL)
- Strategi Pembelajaran : Quick Write Strategy

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Guru mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Guru memotivasi siswa untuk menjadi siswa yang aktif dalam proses belajar mengajar
- Guru mengaktifkan kemampuan awal siswa dengan menanyakan beberapa pertanyaan sesuai dengan materi atau topik pada hari itu. (Growing Number of High School Student Smoking)

```
              ┌─────────────────────┐
              │  Who are the smokers? │
              └─────────────────────┘
                        ↑
┌──────────────────┐  ┌──────────────────────┐  ┌──────────────────┐
│ What is the      │←─│ What is research found? │─→│ Who is the source? │
│ government said? │  └──────────────────────┘  └──────────────────┘
└──────────────────┘            ↓
              ┌──────────────────────────┐
              │ What is the earlier situation? │
              └──────────────────────────┘
```

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Mempresentasikan situasi bagaimana diskusi akan dilakukan.

Elaborasi

Dalam kegiatan elaborasi guru:

- Menyuruh seluruh siswa menformulasikan atau mengemukakan beberapa pendapat atau asumsi yang akan dibuktikan saat diskusi
- Memberikan atau membagikan beberapa topik tentang teks *news item* kepada siswa

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Menunjukkan gambar, tabel, grafik dan media visual yang lain yang akan menarik perhatian siswa dan akan digunakan dan dijelaskan selama diskusi

Kegiatan Akhir (10')

- Guru dan siswa membuat kesimpulan tentang materi yang telah didiskusikan
- Guru menanyakan tentang kesulitan siswa selama proses belajar mengajar berlangsung ketika mereka menulis dan mengaplikasikan skil tersebut.
- Guru memberikan penghargaan kepada siswa yang mampu menyelesaikan tulisan mereka tepat waktu

H. Sumber/Bahan/Alat

Developing English Competencies for Grade X Senior High School (SMA/MA)

Tape

Kamus

Kaset/CD

Tape/CD Player

OHP/LCD

Foto/ Poster

Gambar

Koran berbahasa Inggris

Majalah

I. Penilaian

- Teknik : Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen : Tertulis: uraian singkat

Mengetahui,	Agustus, 2015
Kepala SMA N 5 Padang,	Guru Mapel Bahasa Inggris

Drs. Afrizal, MM **Dra. Wilmahati**
NIP.196104171984121001 **NIP.196801021992032003**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CONTROL CLASS

Nama Sekolah	**: SMA N 5 Padang**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: X / 1**
Pertemuan Ke	**: 4**
Alokasi Waktu	**: 2 x 45 menit**

A. Standar Kompetensi

Menulis

12. Mengungkapkanmaknadalamtekstulisfungsionalpendekdanesei sederhana berbentuknarrative, descriptive dan news itemdalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
▪ Menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita ▪ Menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item ▪ Menggunakan *action verbs*dalam menulis sebuah teks berbentuk news item ▪ Menghasilkan teks berbentuk *news item*	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

Tujuan Pembelajaran

- Siswa dapat menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita
- Siswa dapat menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item
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Newsworthy events	Moscow – A Russian journalist *has uncovered* evidence of another Soviet nuclear <u>catastrophe</u>, which *killed* 10 sailors and *contaminated* an entire town.
Background Events	Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine <u>at the naval base of shkotovo – 22 near Vladivostock.</u> The accident, which *occurred* <u>13 months before the Chernobyl disaster</u>, *spread* radioactive fall-out <u>over the base and nearby town</u>, but was covered up by officials of the Soviet Union. Residents were told the explosion <u>in the reactor of the Victor-class submarine during a refit</u> had been a 'thermal' and not a nuclear explosion. And those involved in the clean up operation to remove more than 600

	tones of contaminated material were sworn to secrecy.
Sources	A board of investigators **was** later **to describe** it <u>as the worst accident in the history of the Soviet Navy.</u>

F. Metode Pembelajaran/Teknik:

- Pendekatan : Contextual Teaching and Learning (CTL)
- Strategi Pembelajaran : Quick Write Strategy

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')
- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Guru mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
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- Guru mengaktifkan kemampuan awal siswa dengan menanyakan beberapa pertanyaan sesuai dengan materi atau topik pada hari itu. (KPK Versus Police)

Kegiatan Inti (70')

Eksplorasi
Dalam kegiatan eksplorasi guru:

- Mempresentasikan situasi bagaimana diskusi akan dilakukan.

Elaborasi
Dalam kegiatan elaborasi guru:

- Menyuruh seluruh siswa menformulasikan atau mengemukakan beberapa pendapat atau asumsi yang akan dibuktikan saat diskusi
- Memberikan atau membagikan beberapa topik tentang teks *news item* kepada siswa

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Menunjukkan gambar, tabel, grafik dan media visual yang lain yang akan menarik perhatian siswa dan akan digunakan dan dijelaskan selama diskusi

Kegiatan Akhir (10')

- Guru dan siswa membuat kesimpulan tentang materi yang telah didiskusikan
- Guru menanyakan tentang kesulitan siswa selama proses belajar mengajar berlangsung ketika mereka menulis dan mengaplikasikan skil tersebut.
- Guru memberikan penghargaan kepada siswa yang mampu menyelesaikan tulisan mereka tepat waktu

H. Sumber/Bahan/Alat

Developing English Competencies for Grade X Senior High School (SMA/MA)

Tape

Kamus

Kaset/CD

Tape/CD Player

OHP/LCD

Foto/ Poster

Gambar

Koran berbahasa Inggris

Majalah

I. Penilaian

- Teknik   :   Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen   :   Tertulis: uraian singkat

Mengetahui,   Agustus, 2015
Kepala SMA N 5 Padang,   Guru Mapel Bahasa Inggris

Drs. Afrizal, MM   **Dra. Wilmahati**
NIP.196104171984121001   **NIP.196801021992032003**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CONTROL CLASS

Nama Sekolah	**: SMA N 5 Padang**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: X / 1**
Pertemuan Ke	**: 5**
Alokasi Waktu	**: 2 x 45 menit**

A. Standar Kompetensi

Menulis

12. Mengungkapkanmaknadalamtekstulisfungsionalpendekdanesei sederhana berbentuknarrative, descriptive dan news itemdalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
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Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

Tujuan Pembelajaran

- Siswa dapat menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita
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Newsworthy events	Moscow – A Russian journalist *has uncovered* evidence of another Soviet nuclear <u>catastrophe</u>, which *killed* 10 sailors and *contaminated* an entire town.
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	tones of contaminated material were sworn to secrecy.
Sources	A board of investigators **was** later **to describe** it <u>as the worst accident in the history of the Soviet Navy.</u>

F. Metode Pembelajaran/Teknik:

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- Strategi Pembelajaran : Quick Write Strategy

Langkah-langkah Kegiatan Pembelajaran

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- Guru mengaktifkan kemampuan awal siswa dengan menanyakan beberapa pertanyaan sesuai dengan materi atau topik pada hari itu. (Yogyakarta Flooded by Imported Batik from China)

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Mempresentasikan situasi bagaimana diskusi akan dilakukan.

Elaborasi

Dalam kegiatan elaborasi guru:

- Menyuruh seluruh siswa menformulasikan atau mengemukakan beberapa pendapat atau asumsi yang akan dibuktikan saat diskusi
- Memberikan atau membagikan beberapa topik tentang teks *news item* kepada siswa

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Menunjukkan gambar, tabel, grafik dan media visual yang lain yang akan menarik perhatian siswa dan akan digunakan dan dijelaskan selama diskusi

Kegiatan Akhir (10')

- Guru dan siswa membuat kesimpulan tentang materi yang telah didiskusikan
- Guru menanyakan tentang kesulitan siswa selama proses belajar mengajar berlangsung ketika mereka menulis dan mengaplikasikan skil tersebut.
- Guru memberikan penghargaan kepada siswa yang mampu menyelesaikan tulisan mereka tepat waktu

H. Sumber/Bahan/Alat

Developing English Competencies for Grade X Senior High School (SMA/MA)

Tape

Kamus

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Foto/ Poster

Gambar

Koran berbahasa Inggris

Majalah

I. Penilaian

- Teknik   :   Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen   :   Tertulis: uraian singkat

Mengetahui,	Agustus, 2015
Kepala SMA N 5 Padang,	Guru Mapel Bahasa Inggris

Drs. Afrizal, MM
NIP.196104171984121001

Dra. Wilmahati
NIP.196801021992032003

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CONTROL CLASS

Nama Sekolah	: **SMA N 5 Padang**
Mata Pelajaran	: **Bahasa Inggris**
Kelas/Semester	: **X / 1**
Pertemuan Ke	: **6**
Alokasi Waktu	: **2 x 45 menit**

A. Standar Kompetensi

Menulis

12. Mengungkapkanmaknadalamtekstulisfungsionalpendekdanesei sederhana berbentuknarrative, descriptive dan news itemdalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
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Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

D. **Tujuan Pembelajaran**

- Siswa dapat menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita
- Siswa dapat menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item
- Siswa dapat menggunakan *action verbs* dalam menulis sebuah teks berbentuk news item
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E. **Materi Pokok**

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tones of contaminated material were sworn to secrecy.

Sources　　　　A board of investigators **was** later **to describe** it <u>as the worst accident in the history of the Soviet Navy.</u>

F.　**Metode Pembelajaran/Teknik:**

- Pendekatan　　　　　　: Contextual Teaching and Learning (CTL)
- Strategi Pembelajaran　　: Quick Write Strategy

<u>Langkah-langkah Kegiatan Pembelajaran</u>

Kegiatan Awal (10')

- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
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- Guru memotivasi siswa untuk menjadi siswa yang aktif dalam proses belajar mengajar
- Guru mengaktifkan kemampuan awal siswa dengan menanyakan beberapa pertanyaan sesuai dengan materi atau topik pada hari itu. (Sanitation not yet a Priority in Central Java)

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Mempresentasikan situasi bagaimana diskusi akan dilakukan.

Elaborasi

Dalam kegiatan elaborasi guru:

- Menyuruh seluruh siswa menformulasikan atau mengemukakan beberapa pendapat atau asumsi yang akan dibuktikan saat diskusi
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Konfirmasi

Dalam kegiatan konfirmasi guru:

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- Guru menanyakan tentang kesulitan siswa selama proses belajar mengajar berlangsung ketika mereka menulis dan mengaplikasikan skil tersebut.
- Guru memberikan penghargaan kepada siswa yang mampu menyelesaikan tulisan mereka tepat waktu

H. Sumber/Bahan/Alat

Developing English Competencies for Grade X Senior High School (SMA/MA)

Tape

Kamus

Kaset/CD

Tape/CD Player

OHP/LCD

Foto/ Poster

Gambar

Koran berbahasa Inggris

Majalah

I. Penilaian

- Teknik : Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen : Tertulis: uraian singkat

Mengetahui,   Agustus, 2015
Kepala SMA N 5 Padang,   Guru Mapel Bahasa Inggris

Drs. Afrizal, MM   **Dra. Wilmahati**
NIP.196104171984121001   **NIP.196801021992032003**

Nama Sekolah	**: SMA N 5 Padang**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: X / 1**
Pertemuan Ke	**: 7**
Alokasi Waktu	**: 2 x 45 menit**

A. Standar Kompetensi

Menulis

12.   Mengungkapkanmaknadalamtekstulisfungsionalpendekdanesei sederhana berbentuknarrative, descriptive dan news itemdalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

12.2   Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

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Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
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Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

D. **Tujuan Pembelajaran**

- Siswa dapat menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita
- Siswa dapat menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item
- Siswa dapat menggunakan *action verbs* dalam menulis sebuah teks berbentuk news item
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4. Examples and structures of the text

Town 'Contaminated

Newsworthy events	Moscow – A Russian journalist *has uncovered* evidence of another Soviet nuclear <u>catastrophe</u>, which *killed* 10 sailors and *contaminated* an entire town.
Background Events	Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine <u>at the naval base of shkotovo – 22 near Vladivostock.</u> The accident, which *occurred* <u>13 months before the Chernobyl disaster,</u> *spread* radioactive fall-out <u>over the base and nearby town,</u> but was covered up by officials of the Soviet Union. Residents were told the explosion <u>in the reactor of the Victor-class submarine during a refit</u> had been a 'thermal' and not a nuclear explosion. And those involved in the clean up operation to remove more than 600

	tones of contaminated material were sworn to secrecy.
Sources	A board of investigators **was** later **to describe** it <u>as the worst accident in the history of the Soviet Navy.</u>

F.   Metode Pembelajaran/Teknik:

- ▪ Pendekatan   : Contextual Teaching and Learning (CTL)
- ▪ Strategi Pembelajaran   : Quick Write Strategy

<u>Langkah-langkah Kegiatan Pembelajaran</u>

Kegiatan Awal (10')

- ▪ Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- ▪ Guru mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- ▪ Guru memotivasi siswa untuk menjadi siswa yang aktif dalam proses belajar mengajar
- ▪ Guru mengaktifkan kemampuan awal siswa dengan menanyakan beberapa pertanyaan sesuai dengan materi atau topik pada hari itu. (Decline in Mother and Babies' Mortality Rate is Low)

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- ▪ Mempresentasikan situasi bagaimana diskusi akan dilakukan.

Elaborasi

Dalam kegiatan elaborasi guru:

- ▪ Menyuruh seluruh siswa menformulasikan atau mengemukakan beberapa pendapat atau asumsi yang akan dibuktikan saat diskusi
- ▪ Memberikan atau membagikan beberapa topik tentang teks *news item* kepada siswa

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Menunjukkan gambar, tabel, grafik dan media visual yang lain yang akan menarik perhatian siswa dan akan digunakan dan dijelaskan selama diskusi

Kegiatan Akhir (10')

- Guru dan siswa membuat kesimpulan tentang materi yang telah didiskusikan
- Guru menanyakan tentang kesulitan siswa selama proses belajar mengajar berlangsung ketika mereka menulis dan mengaplikasikan skil tersebut.
- Guru memberikan penghargaan kepada siswa yang mampu menyelesaikan tulisan mereka tepat waktu

H.   Sumber/Bahan/Alat

Developing English Competencies for Grade X Senior High School (SMA/MA)

Tape

Kamus

Kaset/CD

Tape/CD Player

OHP/LCD

Foto/ Poster

Gambar

Koran berbahasa Inggris

Majalah

I.   Penilaian

- Teknik   :   Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen   :   Tertulis: uraian singkat

Mengetahui,	Agustus, 2015
Kepala SMA N 5 Padang,	Guru Mapel Bahasa Inggris

Drs. Afrizal, MM   **Dra. Wilmahati**
NIP.196104171984121001   **NIP.196801021992032003**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CONTROL CLASS

Nama Sekolah	: **SMA N 5 Padang**
Mata Pelajaran	: **Bahasa Inggris**
Kelas/Semester	: **X / 1**
Pertemuan Ke	: **8**
Alokasi Waktu	: **2 x 45 menit**

A. Standar Kompetensi

Menulis

12.	Mengungkapkanmaknadalamtekstulisfungsionalpendekdanesei sederhana berbentuknarrative, descriptive dan news itemdalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

12.2	Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
- Menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita - Menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item - Menggunakan *action verbs*dalam menulis sebuah teks berbentuk news item - Menghasilkan teks berbentuk *news item*	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

D. Tujuan Pembelajaran

- Siswa dapat menggunakan kalimat *reported speech* dalam menyampaikan sebuah berita
- Siswa dapat menggunakan kalimat *simple present* dalam membuat sebuah teks berbentuk news item
- Siswa dapat menggunakan *action verbs* dalam menulis sebuah teks berbentuk news item
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E. Materi Pokok

Identify the structure of news item texts;
Write a news item texts

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1. Main event

2. Elaboration (background, participant, time, place)

3. Resource of information

3. Language Feature of News Item

1. Focusing on circumstances

2. Using material process

4. Examples and structures of the text

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| | tones of contaminated material were sworn to secrecy. |
| Sources | A board of investigators **was** later **to describe** it <u>as the worst accident in the history of the Soviet Navy.</u> |

F. Metode Pembelajaran/Teknik:

- Pendekatan : Contextual Teaching and Learning (CTL)
- Strategi Pembelajaran : Quick Write Strategy

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Guru mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
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- Guru memotivasi siswa untuk menjadi siswa yang aktif dalam proses belajar mengajar
- Guru mengaktifkan kemampuan awal siswa dengan menanyakan beberapa pertanyaan sesuai dengan materi atau topik pada hari itu. (Government Delays Awarding Hero Status to Soeharto)

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Mempresentasikan situasi bagaimana diskusi akan dilakukan.

Elaborasi

Dalam kegiatan elaborasi guru:

- Menyuruh seluruh siswa menformulasikan atau mengemukakan beberapa pendapat atau asumsi yang akan dibuktikan saat diskusi
- Memberikan atau membagikan beberapa topik tentang teks *news item* kepada siswa

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Menunjukkan gambar, tabel, grafik dan media visual yang lain yang akan menarik perhatian siswa dan akan digunakan dan dijelaskan selama diskusi

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CONTROL CLASS

Nama Sekolah	: **SMA N 5 Padang**
Mata Pelajaran	: **Bahasa Inggris**
Kelas/Semester	: **X / 1**
Pertemuan Ke	: **9**
Alokasi Waktu	: **2 x 45 menit**

A. Standar Kompetensi

Menulis

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B. Kompetensi Dasar

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative, descriptive, dan news item.

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Orientasi ke masa depan (punya perspektif untuk masa depan).

D. Tujuan Pembelajaran

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191

	tones of contaminated material were sworn to secrecy.
Sources	A board of investigators **was** later **to describe** it <u>as the worst accident in the history of the Soviet Navy.</u>

F. Metode Pembelajaran/Teknik:

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Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

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Tape

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Gambar

Koran berbahasa Inggris

Majalah

I.   Penilaian

- Teknik   :   Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen   :   Tertulis: uraian singkat

<table>
<tr><td>Mengetahui,
Kepala SMA N 5 Padang,</td><td>Agustus, 2015
Guru Mapel Bahasa Inggris</td></tr>
<tr><td>**Drs. Afrizal, MM**
NIP.196104171984121001</td><td>**Dra. Wilmahati**
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</table>

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CONTROL CLASS

Nama Sekolah	**: SMA N 5 Padang**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: X / 1**
Pertemuan Ke	**: 10**
Alokasi Waktu	**: 2 x 45 menit**

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- Guru mengaktifkan kemampuan awal siswa dengan menanyakan beberapa pertanyaan sesuai dengan materi atau topik pada hari itu. (Actor Didi Petet Dies Aged 58)

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

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Elaborasi

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Drs. Afrizal, MM   **Dra. Wilmahati**
NIP.196104171984121001   **NIP.196801021992032003**

LEMBAR VALIDASI
ANGKET MOTIVASI SISWA

Petunjuk:
1. Berikan penilaian dengan cara memberikan tanda ceklis (√)pada kolom yang tersedia.
2. Jika validator merasa perlu memberikan catatan khusus demi perbaikan angket ini, mohon ditulis didalam kolom yang disediakan dibawah ini atau langsung pada naskah angket.
3. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   - 1. = Valid tanpa revisi
   - 2. = Valid dengan sedikit revisi
   - 3. = Valid dengan banyak revisi
   - 4. = Tidak valid
4. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   - A. = dapat digunakan tanpa revisi
   - B. = dapat digunakan dengan revisi sedikit
   - C. = dapat digunakan dengan revisi sedang
   - D. = dapat digunakan dengan banyak revisi
   - E. = tidak dapat digunakan

NO	ASPEK YANG DINILAI	PENILAIAN				KET
		1	2	3	4	
1.	Keterkaitan indikator dengan tujuan		✓			
2.	Kesesuaian pernyataan dengan indikator		✓			
3.	Bahasa yang digunakan		✓			

Penilaian secara umum:

NO	URAIAN	A	B	C	D	E
1.	Penilaian secara umum terhadap format angket motivasi siswa		✓			

Saran-saran:

....
....
....
....
....
....

Padang, 20 – 8 – 2015

Validator
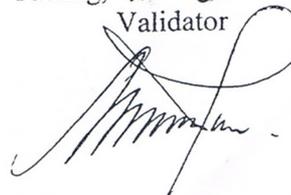
Prof. Dr. Mudjiran, M.S, Kons.

APPENDIX 7

STUDENTS' MOTIVATION QUESTIONNAIRE FOR TRY OUT

Angket ini dimaksudkan tidak untuk menguji, melainkan untuk mendapatkan gambaran tentang motivasi siswa kelas X SMA N 5 Padang. Siswa diharapkan dapat memberikan jawaban yang jujur sesuai dengan keadaan diri siswa pribadi. Angket ini tidak mempengaruhi nilai belajar, karena bertujuan untuk pengumpulan data penelitian.

Petunjuk Pengisian:

Pada lembaran berikut, dikemukakan sejumlah pernyataan yang berkaitan dengan motivasi siswa. Tuliskan tanda (√) pada salah satu kotak yang tersedia disebelah kanan pernyataan-pernyataan dibawah ini sesuai dengan kecenderungan pilihan anda terhadap alternatif yang ada. Alternatif pilihan jawaban adalah sebagai berikut:

1. SL = Selalu
2. SR = Sering
3. KD = Kadang-kadang
4. JR = Jarang
5. TP = Tidak pernah

Contoh:

No	Pernyataan	Alternatif Jawaban				
		SL	SR	KD	JR	TP
1.	Sayaberkonsentrasimengikuti proses pelajaranmenulis bahasaInggris		√			

Pada contoh diatas, anda dimisalkan sering dalam hal "Sayaberkonsentrasimengikuti proses pelajaranmenulis bahasaInggris". Maka anda memberi tanda (√) pada kolom "SR" dikolom alternatif jawaban.

Factors	Indicators	Sub-indicators	Number of Items
Internal	6. Interest activity	19. Arousal of curiosity	1, 2, 3, 4
		20. Optimal degree of challenge	
	7. Sense		5, 6
		21. Ability to set appropriate goals	
	8. Mastery		7, 8
		22. Feeling of competence	
	9. Self-concept		9, 10
		23. Awareness to developing skill and mastery	11, 12
		24. Realistic of awareness of personal strengths and weakness in skill required	
	10. Attitude		13, 14
		25. Learned helplessness	15, 16
		26. To language and general	17, 18
		27. To target language	19, 20
		28. To community and culture	
External	4. Significant others	29. Parents	21, 22
		30. Teacher	23, 24
		31. Peers	25, 26
	5. Interaction between the significant others	32. Mediated learning experience	27, 28
		33. Reward	29, 30
		34. Punishment	31, 32
	6. Learning environment	35. Time of learning	33, 34
		36. Class condition	35, 36

ANGKET MOTIVASI SISWA

Nama :
Kelas :
Hari/Tanggal :
PETUNJUK :

1. Bacalahpernyataandengancermatsebelummenjawab

2. Berikanlahjawaban yang sesuaidenganpendapatdankebiasaanandatanparagu-ragudan rasa takutkarenajawabantidakmempengaruhinilai

3. Tulislahjawabanandapadalembaraninidenganmemberikantanda (√)

No	Pernyataan	Alternatif Jawaban				
		SL	SR	KD	JR	TP
1.	Sayaberkonsentrasimengikuti proses pelajaranmenulis bahasaInggris					
2.	SayaakantetapbelajarmenulisbahasaInggriswalaupun guru berhalanganhadir					
3.	Sayamengerjakan latihan menulisbahasaInggristanpabantuanteman					
4.	Sayamenghindarimenyonteklembaran jawaban teman					
5.	Saya belajar menulis bahasa Inggris tidakhanyauntukmendapatkannilai, tetapiuntukdapatmenggunakannyadalamkehidupansehari-hari					
6.	Sayamemilih'English club'sebagaipilihankegiatanekstrakurikuler demi meningkatkan kemampuan menulis bahasa Inggris					
7	Sayaberusahamengerjakansoal-soalmenulisyang diberikan guru dengan baik					
8.	Sayasenangmengerjakantugas yang diberikanoleh guru, danberusahauntukmenyelesaikannyadenganbaik					
9.	Sayamerasaketerampilanlistening, reading, writing, dan speakingdalambahasaInggrissamapentingnya					
10.	Sayaberusahamenghafalkosakatabaruuntuk menulisbahasaInggris					
11.	Sayaberusaha belajar lebih giat jika menemui kesulitan dalam menulis bahasa Inggris					
12.	Saya dapat meningkatkan kemampuan Bahasa Inggris dengan cara berdiskusi dengan teman					

13.	Sayaberusaha lebih rajin jika tidakmampuberkomunikasimenggunakanbahasaInggris					
14.	Sayabelajarlebihgiatapabilatidaksanggupmenyelesaikantugasmenulisyang diberikanoleh guru					
15	Sayamenerapkanilmu yang sayaperolehdalampembelajaranbahasaInggris					
16.	Sayainginmenerapkanilmu yang sayaperolehdalampembelajaranbahasaInggris					
17.	Saya rajin mengulangpembelajaranmenulisbahasaInggris karenabermanfaatdalamkehidupansehari-hari					
18.	SayabelajarmenulisbahasaInggris agar dapatberkomunikasidengan orang asing					
19.	SayamempraktekanbahasaInggris yang sayaperolehdenganteman					
20.	SayamenggunakanbahasaInggrisdimanapunsayaberada					
21.	Sayamemperoleh dukungan dari orang tuaapabilamemperolehnilaimenulisbahasaInggrisdibawah rata-rata					
22.	Sayamendapat dorongan belajar menulis dari orang tua dengan memberikanbuku-buku berbahasaInggris					
23.	Saya memahami pentingnyabelajar bahasaInggris, karena guru memberikan pengarahan dan penjelasan tentang itu					
24.	Guru bahasaInggrismengontrolsetiapkegiatanpembelajaranmenulisdikelas					
25.	Sayamengadakandiskusidengan temandalam memahamimatapelajaranbahasaInggris					
26.	Ketikasayamenemukankesulitandalambelajar bahasaInggris, sayamendapat bantuan dariteman					
27.	Sayamendapatkanarahandari guru apabilamenemukankendaladalambelajarbahasaInggris					
28.	Sayaaktif belajar bahasa Inggris karena gurumengulangkembalimateripembelajaran yang sulituntukdimengerti					
29.	Guru mendorong saya belajar menulis bahasa Inggris denganmemberikanpujianselama proses belajar-mengajar					
30.	Pujian yang diberikan guru dapatmeningkatkansemangatbelajarsaya					

No.	Pernyataan					
31.	Saya mendapat arahan dari guru apabila melalukan kesalahan dalam pembelajaran menulis bahasa Inggris					
32.	Guru memberikan dorongan dengan cara tidak memberikanhukumanapabilasaya melakukankesalahandalam proses belajarmenulisbahasaInggris					
33.	Sayasemangatbelajarbahasainggriskapanpund andimanapun					
34.	Sepulangsekolah, sayaakanmengulangkembalipelajaranBahasa Inggris					
35.	Sayabisaberkonsentrasibelajarmenulisbahasa Inggris dalamsuasanaaapapun					
36.	Sayafokusbelajarbahasa Inggris dalam suasana yang kondusif					

Lembar Validasi Writing Assessment
INSTRUMENTATION FOR WRITING TEST
(60 MINUTES)

Directions:
1. Choose one of the topics below!
   a. The Visit of Indonesian President in Padang
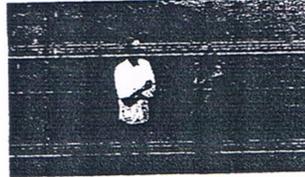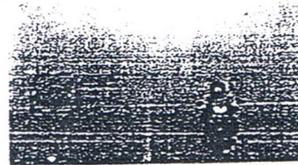
   b. Smog Disaster in Indonesia

   c. Tour the Singkarak 2015

   d. The Fraud of Social Media
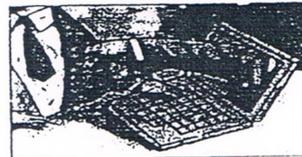
2. Write a news item text from the topic chosen at least 75 words.
3. The text consists of:newsworthy event, background events and sources
   — The newsworthy event (Summary form of event)
   — The background events (What happened to, to whom, in what circumtances, etc)
   — The sources (The participants and authorities expert on the event)
4. Be careful with your mechanics of writing.

Penilaian secara umum:
Saran-saran: *Ok to be Continued.*

Padang, 2/6 2015
Validator

Prof. Dr. H. Mukhaiyar

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INSTRUMENTATION FOR WRITING TEST
(60 MINUTES)

Directions:
1. Choose one of the topics below!
    a. The Appearance of Indonesian President in Padang

    b. Smog Disaster in Indonesia

    c. Tour the Singkarak 2015

    d. The Fraud of Social Media

2. Write a news item text from the topic chosen at least 75 words.

3. The text consists of:newsworthy event, background events and sources
    — The newsworthy event (Summary form of event)
    — The background events (What happened to, to whom, in what circumtances, etc)
    — The sources (The participants and authorities expert on the event)

4. Be careful with your mechanics of writing.

APPENDIX 10
RAW SCORE OF STUDENTS' MOTIVATION QUESTIONNAIRES
X.5

No	CODE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
1	AHW	4	2	4	4	4	5	3	5	5	4	4	4	5	5	4	4	5	5	4	4	5	5	4	5	4	3	5	4	4	4	5	4	4	4	2	5
2	A	5	4	3	4	3	5	4	5	5	5	4	4	4	4	4	4	4	4	3	5	5	3	5	4	3	5	5	4	4	5	5	4	4	3	2	5
3	AE	5	4	4	4	5	3	3	5	5	4	4	3	3	3	4	4	3	2	3	3	3	3	3	5	4	3	5	4	4	3	5	4	3	3	2	4
4	FO	4	4	4	3	4	5	4	4	4	4	4	4	4	4	4	4	4	3	4	3	5	5	4	4	4	3	4	4	4	4	4	4	4	3	3	4
5	FH	3	1	3	2	3	3	4	3	4	3	4	3	3	3	2	2	3	1	2	2	5	5	3	3	4	3	4	3	4	3	4	3	3	2	2	3
6	FWP	2	3	4	4	5	4	3	3	5	5	3	5	5	5	5	5	5	4	3	2	5	5	5	4	4	4	5	5	5	5	5	4	5	5	4	5
7	GVA	2	2	3	3	5	4	4	2	5	5	4	5	5	5	5	5	5	3	3	3	5	5	4	4	5	3	5	5	4	5	5	5	5	4	3	4
8	GFR	3	1	3	3	3	3	2	2	5	4	4	4	4	4	3	3	3	3	3	2	5	5	3	5	4	5	5	5	5	5	5	5	5	4	5	4
9	HP	3	3	4	2	3	4	3	1	5	3	3	3	3	3	2	2	3	3	3	2	4	4	1	3	4	4	5	3	3	3	5	3	3	4	3	3
10	IM	4	4	4	4	5	4	5	5	5	5	4	5	5	5	4	4	5	4	5	2	5	5	5	4	3	5	5	5	4	5	5	5	5	4	3	4
11	JH	4	4	4	5	4	5	3	4	4	4	2	4	4	4	2	2	4	2	3	3	2	2	1	4	4	4	4	4	2	4	4	4	4	3	1	3
12	MAA	4	4	4	4	4	5	3	4	5	4	4	4	4	4	5	5	4	3	5	3	5	5	5	4	5	4	4	4	4	4	4	4	4	4	1	5
13	MRD	4	4	4	3	3	5	4	4	5	5	4	2	2	2	5	5	4	4	4	3	5	5	4	4	2	3	4	5	4	2	4	5	2	3	5	3
14	MFRA	5	3	4	4	5	4	3	5	5	4	4	3	3	3	4	4	2	2	2	3	5	5	3	4	2	4	4	4	4	3	4	4	3	3	2	4
15	MRS	5	3	4	3	3	4	3	4	5	3	4	3	3	3	3	3	3	2	3	2	4	4	3	3	2	4	4	3	4	3	4	3	3	3	2	3
16	NR	5	4	3	5	4	4	4	5	5	4	4	3	3	3	3	3	4	3	3	3	5	5	1	4	4	4	4	4	5	3	4	4	3	3	5	3
17	PO	4	3	3	3	4	3	3	4	5	3	4	3	3	3	5	5	4	2	5	2	3	3	3	4	2	3	5	3	4	3	5	3	3	3	2	5
18	RRA	4	4	3	2	3	3	2	3	3	3	2	1	1	1	1	1	1	2	4	1	3	3	1	4	3	3	4	2	2	1	4	2	1	2	1	1
19	RF	4	2	3	4	4	3	3	5	5	4	4	3	3	4	4	4	2	2	3	4	4	3	4	2	3	5	4	4	3	5	4	3	3	3	2	4
20	RM	3	2	3	4	4	3	4	3	4	3	3	3	3	3	3	3	3	3	4	3	4	4	4	4	3	4	4	4	3	3	4	3	3	3	3	3
21	RRW	5	4	4	4	5	3	4	5	5	4	3	4	4	4	4	4	5	4	5	3	5	5	4	5	3	4	4	4	3	4	4	4	4	3	3	4
22	RGR	4	3	3	3	4	3	4	4	4	4	3	3	3	3	3	3	3	3	4	2	4	4	4	4	3	4	4	4	3	3	4	4	3	3	2	3
23	RZ	3	2	3	3	4	2	2	3	5	5	3	4	4	4	3	3	4	2	4	5	5	5	3	4	3	5	5	5	3	4	5	5	4	5	3	3
24	RK	4	2	2	4	3	2	2	3	5	3	2	1	1	1	1	1	2	1	2	1	3	3	1	3	3	3	4	2	2	1	4	2	1	2	1	1
25	RA	5	4	4	4	4	2	4	5	5	5	3	4	4	4	4	4	5	3	5	3	5	5	4	4	3	5	4	4	3	4	4	4	4	3	3	3
26	SNO	4	3	3	3	4	4	4	4	4	5	4	4	4	4	4	4	4	4	3	4	4	3	4	4	4	3	4	4	4	4	4	4	4	4	4	4
27	SL	3	3	3	4	4	1	1	4	4	5	4	4	4	4	3	3	2	3	4	3	4	4	3	3	2	5	3	1	3	3	3	1	3	1	2	3
28	TAJ	3	1	3	3	2	1	1	3	3	5	4	4	4	4	3	3	3	2	4	3	5	5	5	5	1	3	4	4	4	4	4	4	3	4	4	4
29	TRD	3	3	3	3	4	2	1	4	4	5	4	4	4	4	3	3	4	3	4	3	4	4	3	4	2	5	4	1	1	3	4	1	3	1	2	3
30	TOV	4	3	4	4	5	4	4	3	5	5	4	4	4	4	3	3	3	4	4	4	5	5	4	4	2	3	4	4	4	4	4	4	4	3	4	4
	Total	115	89	103	105	116	104	93	114	138	125	107	105	106	106	103	103	108	87	109	82	131	131	97	121	95	113	129	113	107	104	130	113	104	93	82	107

APPENDIX 11
VALIDITY OF STUDENTS' MOTIVATION QUESTIONNAIRES

No	CODE	Items' Score																																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
1	AHW	4	2	4	4	4	5	3	5	5	4	4	4	5	5	4	4	5	5	4	4	5	5	4	5	4	3	5	4	4	4	5	4	4	4	2	5
2	A	5	4	3	4	3	5	4	5	5	5	4	4	4	4	4	4	4	4	4	3	5	5	3	5	4	3	5	5	4	4	5	5	4	3	2	5
3	AE	5	4	4	4	5	3	3	5	5	4	4	3	3	3	4	4	3	2	3	3	3	3	3	5	4	3	5	4	4	3	5	4	3	3	2	4
4	FO	4	4	4	3	4	5	4	4	4	4	4	4	4	4	4	4	4	3	4	3	5	5	4	4	4	3	4	4	4	4	4	4	4	3	3	4
5	FH	3	1	3	2	3	3	4	3	4	3	4	3	3	3	2	2	3	1	2	2	5	5	3	3	4	3	4	3	4	3	4	3	3	2	2	3
6	FWP	2	3	4	4	5	4	3	3	5	5	3	5	5	5	5	5	5	4	3	2	5	5	5	4	4	4	5	5	5	5	5	5	5	4	5	5
7	GVA	2	2	3	3	5	4	4	2	5	5	4	5	5	5	5	5	3	3	3	5	5	4	5	3	5	5	4	5	5	5	5	4	5	4	3	4
8	GFR	3	1	3	3	3	3	2	2	5	4	4	4	4	3	3	3	3	2	5	3	5	3	5	5	5	5	5	5	5	5	5	5	4	5	4	4
9	HP	3	3	4	2	3	4	3	1	5	3	3	3	3	2	2	3	3	3	2	4	4	1	3	4	4	5	3	3	3	5	3	3	4	3	3	3
10	IM	4	4	4	4	4	5	4	5	5	5	4	5	5	5	4	4	5	4	5	2	5	5	5	4	3	5	5	5	4	5	5	5	5	4	3	4
11	JH	4	4	4	5	4	5	3	4	4	4	2	4	4	4	2	2	4	2	3	3	2	2	1	4	4	4	4	4	2	4	4	4	4	3	1	3
12	MAA	4	4	4	4	4	5	3	4	5	4	4	4	4	5	5	4	3	5	3	5	5	5	4	5	4	4	4	4	4	4	4	4	4	4	1	5
13	MRD	4	4	4	3	3	5	4	4	5	5	4	2	2	2	5	5	4	4	3	5	5	4	4	2	3	4	5	4	2	4	5	2	3	5	3	3
14	MFRA	5	3	4	4	5	4	3	5	5	4	4	3	3	3	4	4	2	2	3	5	5	3	4	2	4	4	4	4	3	4	4	3	3	2	4	4
15	MRS	5	3	4	3	3	4	3	4	5	3	3	3	3	3	3	3	2	3	2	4	4	3	2	4	4	3	4	4	3	4	3	3	3	2	3	3
16	NR	5	4	3	5	4	4	4	5	5	4	4	3	3	3	3	3	4	4	3	5	5	1	4	4	4	4	5	3	4	4	3	3	5	3	3	3
17	PO	4	3	3	3	4	3	3	4	5	3	4	3	3	3	5	5	4	2	5	2	3	3	3	4	2	3	5	3	4	3	5	3	3	3	2	5
18	RRA	4	4	3	2	3	3	2	3	3	3	2	1	1	1	1	1	1	2	4	1	3	3	1	4	3	3	4	2	2	1	4	2	1	2	1	1
19	RF	4	2	3	4	4	3	3	5	5	4	4	3	3	3	4	4	4	2	2	3	4	4	3	4	2	3	5	4	4	3	5	4	3	3	2	4
20	RM	3	2	3	4	4	3	4	3	4	3	3	3	3	3	3	3	3	3	4	3	4	4	4	4	3	4	4	4	3	3	4	4	3	3	3	3
21	RRW	5	4	4	4	5	3	4	5	5	4	3	4	4	4	4	4	5	3	5	3	5	5	4	5	3	4	4	4	3	4	4	4	4	3	3	3
22	RGR	4	3	3	3	4	3	4	4	4	4	3	3	3	3	3	3	3	3	2	4	4	4	3	4	4	4	3	3	4	4	3	3	3	3	3	3
23	RZ	3	2	3	3	4	2	2	3	5	5	3	4	4	4	3	3	4	2	4	5	5	5	3	4	3	5	5	5	3	4	5	5	4	5	3	3
24	RK	4	2	2	4	3	2	2	3	5	3	2	1	1	1	1	1	2	1	2	1	3	3	1	3	3	3	4	2	2	1	4	2	1	2	1	1
25	RA	5	4	4	4	4	2	4	5	5	5	3	4	4	4	4	4	5	4	5	3	5	5	4	4	3	5	4	4	3	4	4	4	4	3	3	3
26	SNO	4	3	3	3	4	4	4	4	4	5	4	4	4	4	4	4	4	4	3	4	4	3	4	4	3	4	4	4	4	4	4	4	4	4	4	4
27	SL	3	3	3	4	4	1	1	4	4	5	4	4	4	4	3	3	2	3	4	3	4	4	3	3	2	5	3	1	3	3	3	1	3	1	2	3
28	TAJ	3	1	3	2	2	1	1	3	3	5	4	4	4	4	3	3	3	2	4	3	5	5	4	5	1	3	4	4	4	4	3	4	4	3	4	4
29	TRD	3	3	3	3	4	2	1	4	4	5	4	4	4	3	3	4	3	4	4	3	4	4	3	4	2	5	4	1	1	3	4	1	3	1	2	3
30	TOV	4	3	4	4	5	4	4	3	5	5	4	4	4	4	3	3	3	4	4	4	5	5	4	4	2	3	4	4	4	4	4	4	4	4	3	4
ΣX		115	89	103	105	116	104	93	114	138	125	107	105	106	106	103	103	108	87	109	82	131	131	97	121	95	113	129	113	107	104	130	113	104	93	82	107
rxy		0,07	0,23	0,54	0,37	0,47	0,52	0,50	0,33	0,50	0,58	0,49	0,77	0,79	0,79	0,80	0,80	0,80	0,70	0,38	0,52	0,64	0,64	0,66	0,52	0,33	0,15	0,35	0,77	0,62	0,83	0,41	0,77	0,83	0,64	0,47	0,81
COEFFICIENT CORRELATION CATEGORY		VERY LOW	LOW	MODERATE	LOW	MODERATE	MODERATE	MODERATE	LOW	MODERATE	MODERATE	MODERATE	HIGH	HIGH	HIGH	HIGH	HIGH	HIGH	HIGH	LOW	MODERATE	MODERATE	MODERATE	MODERATE	MODERATE	LOW	VERY LOW	LOW	HIGH	MODERATE	HIGH	MODERATE	HIGH	HIGH	MODERATE	MODERATE	HIGH
ITEM CATEGORY (VALID OR DELETED)		DELETED	DELETED	VALID	VALID	VALID	VALID	VALID	DELETED	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	DELETED	DELETED	DELETED	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID

CONCLUSION:

1. The result of **r** observed for each item was compared with **r** table by significance level 0.05. If the result of each **r** observed is higher than **r** table (0.361), the item is **valid**

2. After comparing the result of **r** observed with **r** table, it was found that item number 1, 2, 8, 25, 26 and 27 are lower than **r** table. So, the items are deleted.

APPENDIX 12
VALIDITY OF THE QUESTIONNAIRE
Validity of Item Number 1:

No	STUDENTS	X1	Y	X1^2	Y^2	XY
1	AHW	4	151	16	22801	604
2	A	5	149	25	22201	745
3	AE	5	132	25	17424	660
4	FO	4	141	16	19881	564
5	FH	3	108	9	11664	324
6	FWP	2	156	4	24336	312
7	GVA	2	149	4	22201	298
8	GFR	3	137	9	18769	411
9	HP	3	113	9	12769	339
10	IM	4	159	16	25281	636
11	JH	4	121	16	14641	484
12	MAA	4	148	16	21904	592
13	MRD	4	136	16	18496	544
14	MFRA	5	130	25	16900	650
15	MRS	5	118	25	13924	590
16	NR	5	137	25	18769	685
17	PO	4	125	16	15625	500
18	RRA	4	82	16	6724	328
19	RF	4	126	16	15876	504
20	RM	3	121	9	14641	363
21	RRW	5	146	25	21316	730
22	RGR	4	122	16	14884	488
23	RZ	3	135	9	18225	405
24	RK	4	79	16	6241	316
25	RA	5	143	25	20449	715
26	SNO	4	139	16	19321	556
27	SL	3	110	9	12100	330
28	TAJ	3	122	9	14884	366
29	TRD	3	113	9	12769	339
30	TOV	4	140	16	19600	560
∑		115	3888	463	514616	14938

FORMULA PEARSON PRODUCT MOMENT (PEARSON 'r')

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{30 \times 14938 - (115)(3888)}{\sqrt{\{30 \times 463 - (115)^2\}\{30 \times 514616 - (3888)^2\}}}$$

$$r_{xy} = \frac{448140 - 447120}{\sqrt{\{13890 - (13225)\}\{15438480 - (15116544)\}}}$$

$$r_{xy} = \frac{1020}{\sqrt{\{665\}\{321936\}}}$$

$$r_{xy} = \frac{1020}{\sqrt{214087440}}$$

$$r_{xy} = \frac{1020}{14631.72}$$

$$r_{xy} = 0.07$$

- Since the value of **r**observed (0.07) is lower than **r**table (0.361), it is concluded that item number 1 is categorized as an**invalid** test item with VERY LOW coefficient correlation category, and it can not be used in post-test, so it is **deleted**.
- This method of computationwas used to test the validity of each test items in the questionnaire.

APPENDIX 13
RELIABILITY OF STUDENTS' MOTIVATION QUESTIONNAIRES
X.5

No	CODE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total (Y)	ΣY2
1	AHW	4	4	4	5	3	5	4	4	4	5	5	4	4	5	5	4	4	5	5	4	5	4	4	4	5	4	4	4	2	5	128	16384
2	A	3	4	3	5	4	5	5	4	4	4	4	4	4	4	4	4	3	5	5	3	5	5	4	4	5	5	4	3	2	5	123	15129
3	AE	4	4	5	3	3	5	4	4	3	3	3	4	4	3	2	3	3	3	3	3	5	4	4	3	5	4	3	3	2	4	106	11236
4	FO	4	3	4	5	4	4	4	4	4	4	4	4	4	3	4	3	5	5	4	4	4	4	4	4	4	4	4	3	3	4	118	13924
5	FH	3	2	3	3	4	4	3	4	3	3	3	2	2	3	1	2	2	5	5	3	3	3	4	3	4	3	3	2	2	3	90	8100
6	FWP	4	4	5	4	3	5	5	3	5	5	5	5	5	5	4	3	2	5	5	5	4	5	5	5	5	5	5	4	5	5	135	18225
7	GVA	3	3	5	4	4	5	5	4	5	5	5	5	5	3	3	3	5	5	4	4	5	4	5	4	5	5	5	4	3	4	130	16900
8	GFR	3	3	3	3	2	5	4	4	4	4	4	3	3	3	3	2	5	5	3	5	5	5	3	5	5	5	5	4	5	4	117	13689
9	HP	4	2	3	4	3	5	3	3	3	3	3	2	2	3	3	3	2	4	4	1	3	3	3	3	5	3	3	4	3	3	93	8649
10	IM	4	4	4	5	4	5	5	4	5	5	4	4	5	4	5	2	5	5	4	5	4	5	4	5	5	4	3	4	3	4	133	17689
11	JH	4	5	4	5	3	4	4	2	4	4	4	2	2	4	2	3	3	2	2	1	4	4	2	4	4	4	4	4	1	3	97	9409
12	MAA	4	4	4	5	3	5	4	4	4	4	4	5	5	4	3	5	3	5	5	5	4	4	4	4	4	4	4	4	1	5	123	15129
13	MRD	4	3	3	5	4	5	5	4	2	2	2	5	5	4	4	3	5	5	4	4	5	4	2	4	5	2	3	5	3		115	13225
14	MFRA	4	4	5	4	3	5	4	4	3	3	3	4	4	3	2	3	5	5	3	4	4	3	4	4	3	4	4	3	2	4	107	11449
15	MRS	4	3	3	4	3	5	3	4	3	3	3	3	3	2	3	2	4	4	3	3	3	4	3	3	4	3	3	3	2	3	96	9216
16	NR	3	5	4	4	4	5	4	4	3	3	3	3	3	4	3	3	5	5	1	4	4	5	3	4	4	3	3	5	3		111	12321
17	PO	3	3	4	3	3	5	3	4	3	3	3	5	5	4	2	5	2	3	3	3	4	3	4	3	5	3	3	3	2	5	104	10816
18	RRA	3	2	3	3	2	3	3	2	1	1	1	1	1	1	2	4	1	3	3	1	4	2	2	1	4	2	1	2	1	1	61	3721
19	RF	3	4	4	3	3	5	4	4	3	3	3	4	4	4	2	2	3	4	4	3	4	4	4	3	5	4	3	3	2	4	105	11025
20	RM	3	4	4	3	4	4	4	3	3	3	3	3	3	3	4	3	4	4	4	4	4	3	3	4	4	3	3	3	3		102	10404
21	RRW	4	4	5	3	4	5	4	3	4	4	4	4	5	3	5	3	5	5	4	5	4	3	4	4	4	4	3	3	4		121	14641
22	RGR	3	3	4	3	4	4	4	3	3	3	3	3	3	3	4	2	4	4	4	4	4	3	3	4	4	3	3	2	3		100	10000
23	RZ	3	3	4	2	2	5	5	3	4	4	4	3	3	4	2	4	5	5	5	3	4	5	3	4	5	5	4	5	3	3	114	12996
24	RK	2	4	3	2	2	5	3	2	1	1	1	1	2	1	2	1	3	3	1	3	2	2	1	4	2	1	2	1	1		60	3600
25	RA	4	4	4	2	4	5	5	3	4	4	4	4	4	5	3	5	5	4	4	4	3	4	4	4	4	3	3	3			117	13689
26	SNO	3	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	5	4	4	3	4	4	4	4	4	4	4	4	4	4	117	13689
27	SL	3	4	4	1	1	4	5	4	4	4	4	3	3	2	3	4	3	4	4	3	3	1	3	3	3	1	3	1	2	3	90	8100
28	TAJ	3	3	2	1	1	3	5	4	4	4	4	3	3	3	2	4	3	5	5	5	5	4	4	4	4	4	4	3	4	4	107	11449
29	TRD	3	3	4	2	1	4	5	4	4	4	4	3	3	4	3	4	3	4	4	3	4	1	1	3	4	1	3	1	2	3	92	8464
30	TOV	4	4	5	4	4	5	5	4	4	4	4	3	3	3	4	4	4	5	5	4	4	4	4	4	4	4	4	3	4	4	121	14641
	ΣX	103	105	116	104	93	138	125	107	105	106	106	103	103	108	87	109	82	131	131	97	121	113	107	104	130	113	104	93	82	107	3.233	357909
	ΣX2	363	385	466	402	317	646	539	395	395	404	404	389	389	420	281	421	244	593	593	357	499	461	407	390	572	461	390	311	268	411		
	Variance (σ2)	0,32	0,60	0,60	1,43	0,99	0,39	0,63	0,46	0,95	1,02	1,02	1,22	1,22	1,08	0,99	0,86	0,69	0,72	0,72	1,50	0,38	1,22	0,87	1,02	0,30	1,22	1,02	0,78	1,51	1,01	Σσi = 26.73	

Total Variance (σt)	316,64
Reliability (r11)	**0.956**
Instrument Category	**VERY HIGH RELIABLE**

CONCLUSION:
1. Based on the calculation using Cronbach's Alpha Formula, it is found that the value of questionnaire reliability (r11) is 0.956
2. If the result is interpreted using general description of coefficient correlation 0.956 is categorized as VERY HIGH RELIABLE

APENDIX 14
RELIABILITY OF THE QUESTIONNAIRE

Step 1: Compute Item Variance (σ^2) of Each Item.

Example: Computation of Item Variance for Item Number 1

$$\sigma^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$$\sigma^2 = \frac{363 - \frac{(103)^2}{30}}{30}$$

$$\sigma^2 = \frac{363 \quad \frac{10609}{30}}{30}$$

$$\sigma^2 = \frac{363 - 3 \quad .63}{30}$$

$$\sigma^2 = \frac{9.37}{30}$$

$$\sigma^2 = 0.32$$

So, the value of Item variance for item 1 is 0.32. Then, this method of computation was used to compute each item variance.

Step 2: Compute Sum of Variance Items $\sum \sigma_b^2$

$\sum \sigma_b^2 = 0.32+0.60+0.60+1.43+0.99+0.39+0.63+0.46+0.95+1.02+1.02+1.22+$
$1.22+1.08+0.99+0.86+0.69+0.72+0.72+1.50+0.38+1.22+0.87+1.02+$
$0.30+1.22+1.02+0.78+1.51+1.01$

$= 26.73$

Step 3: Compute Total of variance σ_t^2

$$\text{Total Variance} = \frac{357909 - \frac{(3233)^2}{30}}{30}$$

$$\text{Total Variance} = \frac{357909 - \frac{10452289}{30}}{30}$$

$$\text{Total Variance} = \frac{357909 - 348409.63}{30}$$

$$\text{Total Variance} = \frac{9499.37}{30}$$

$$\text{Total Variance} = 316.64$$

Step 4: Apply Cronbach's Alpha Formula

$$r_{11} = \left[\frac{k}{k-1}\right]\left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right]$$

$$r_{11} = \left[\frac{30}{30-1}\right]\left[1 - \frac{26.73}{316.64}\right]$$

$$r_{11} = \left[\frac{30}{29}\right][1 - 0.08]$$

$$r_{11} = [1.04][0.92]$$

$$r_{11} = 0.956$$

- Based on the calculation using Cronbach's Alpha Formula, it is found that the value of questionnaire reliability (r11) is 0.956
- If the result is interpreted using general description of coefficient correlation 0.956 is categorized as VERY HIGH RELIABLE

APPENDIX 15

STUDENTS' MOTIVATION QUESTIONNAIRE FOR TEST

Angket ini dimaksudkan tidak untuk menguji, melainkan untuk mendapatkan gambaran tentang motivasi siswa kelas X SMA N 5 Padang. Siswa diharapkan dapat memberikan jawaban yang jujur sesuai dengan keadaan diri siswa pribadi. Angket ini tidak mempengaruhi nilai belajar, karena bertujuan untuk pengumpulan data penelitian.

Petunjuk Pengisian:

Pada lembaran berikut, dikemukakan sejumlah pernyataan yang berkaitan dengan motivasi siswa. Tuliskan tanda (√) pada salah satu kotak yang tersedia disebelah kanan pernyataan-pernyataan dibawah ini sesuai dengan kecenderungan pilihan anda terhadap alternatif yang ada. Alternatif pilihan jawaban adalah sebagai berikut:

6. SL = Selalu
7. SR = Sering
8. KD = Kadang-kadang
9. JR = Jarang
10. TP = Tidak pernah

Contoh:

No	Pernyataan	Alternatif Jawaban				
		SL	SR	KD	JR	TP
1.	Sayaberkonsentrasimengikuti proses pelajaranmenulis bahasaInggris		√			

Pada contoh diatas, anda dimisalkan sering dalam hal "Sayaberkonsentrasimengikuti proses pelajaranmenulis bahasaInggris". Maka anda memberi tanda (√) pada kolom "SR" dikolom alternatif jawaban.

Factors	Indicators	Sub-indicators	Number of Items
Internal	11. Interest activity	37. Arousal of curiosity	1, 2, 3, 4
		38. Optimal degree of challenge	5, 6
	12. Sense	39. Ability to set appropriate goals	7, 8
	13. Mastery	40. Feeling of competence	9, 10
	14. Self-concept	41. Awareness to developing skill and mastery	
		42. Realistic of awareness of personal strengths and weakness in skill required	11, 12
		43. Learned helplessness	13, 14
	15. Attitude	44. To language and general	15, 16
		45. To target language	17, 18
		46. To community and culture	19, 20
External	7. Significant others	47. Parents	21, 22
		48. Teacher	23, 24
		49. Peers	25, 26
	8. Interaction between the significant others	50. Mediated learning experience	27, 28
		51. Reward	29, 30
		52. Punishment	31, 32
	9. Learning environment	53. Time of learning	33, 34
		54. Class condition	35, 36

ANGKET MOTIVASI SISWA

Nama   :
Kelas   :
Hari/Tanggal :
<u>PETUNJUK</u> :

4. Bacalahpernyataandengancermatsebelummenjawab

5. Berikanlahjawaban   yang
   sesuaidenganpendapatdankebiasaanandatanparagu-ragudan   rasa
   takutkarenajawabantidakmempengaruhinilai

6. Tulislahjawabanandapadalembaraninidenganmemberikantanda (√)

No	Pernyataan	Alternatif Jawaban				
		SL	SR	KD	JR	TP
1.	Sayamengerjakan latihan menulisbahasaInggristanpabantuanteman					
2.	Sayamenghindarimenyonteklembaran jawaban teman					
3.	Saya belajar menulis bahasa Inggris tidakhanyauntukmendapatkannilai, tetapiuntukdapatmenggunakannyadalamkehid upansehari-hari					
4.	Sayamemilih'English club'sebagaipilihankegiatanekstrakurikuler demi meningkatkan kemampuan menulis bahasa Inggris					
5	Sayaberusahamengerjakansoal-soalmenulisyang diberikan guru dengan baik					
6.	Sayamerasaketerampilanlistening, reading, writing, dan speakingdalambahasaInggrissamapentingnya					
7.	Sayaberusahamenghafalkosakatabaruuntuk menulisbahasaInggris					
8.	Sayaberusaha belajar lebih giat jika menemui kesulitan dalam menulis bahasa Inggris					
9.	Saya dapat meningkatkan kemampuan Bahasa Inggris dengan cara berdiskusi dengan teman					
10.	Sayaberusaha lebih rajin jika tidakmampuberkomunikasimenggunakanbaha saInggris					
11.	Sayabelajarlebihgiatapabilatidaksanggupmen yelesaikantugasmenulisyang diberikanoleh guru					
12	Sayamenerapkanilmu yang sayaperolehdalampembelajaranbahasaInggris					

13.	Sayainginmenerapkanilmu yang sayaperolehdalampembelajaranbahasaInggris					
14.	Saya rajin mengulangpembelajaranmenulisbahasaInggris karenabermanfaatdalamkehidupansehari-hari					
15.	SayabelajarmenulisbahasaInggris agar dapatberkomunikasidengan orang asing					
16.	SayamempraktekanbahasaInggris yang sayaperolehdenganteman					
17.	SayamenggunakanbahasaInggrisdimanapunsa yaberada					
18.	Sayamemperoleh dukungan dari orang tuaapabilamemperolehnilaimenulisbahasaIng grisdibawah rata-rata					
19.	Sayamendapat dorongan belajar menulis dari orang tua dengan memberikanbuku-buku berbahasaInggris					
20.	Saya memahami pentingnyabelajar bahasaInggris, karena guru memberikan pengarahan dan penjelasan tentang itu					
21.	Guru bahasaInggrismengontrolsetiapkegiatanpembe lajaranmenulisdikelas					
22.	Sayaaktif belajar bahasa Inggris karena gurumengulangkembalimateripembelajaran yang sulituntukdimengerti					
23.	Guru mendorong saya belajar menulis bahasa Inggris denganmemberikanpujianselama proses belajar-mengajar					
24.	Pujian yang diberikan guru dapatmeningkatkansemangatbelajarsaya					
25.	Saya mendapat arahan dari guru apabila melalukan kesalahan dalam pembelajaran menulis bahasa Inggris					
26.	Guru memberikan dorongan dengan cara tidak memberikanhukumanapabilasaya melakukankesalahandalam proses belajarmenulisbahasaInggris					
27.	Sayasemangatbelajarbahasainggriskapanpund andimanapun					
28.	Sepulangsekolah, sayaakanmengulangkembalipelajaranBahasa Inggris					
29.	Sayabisaberkonsentrasibelajarmenulisbahasa Inggris dalamsuasanaaapapun					
30.	Sayafokusbelajarbahasa Inggris dalam suasana yang kondusif					

APPENDIX 16
Students' Writing Score of Experimental Class (X.7)
Scorer 1

No	Students	Indicator of Writing Test					Total	Score
		Grammar	Vocab.	Mech.	Fluency	Form		
1	ATS	3	2	3	3	3	14	56
2	AM	4	4	4	3	3	18	72
3	AE	3	3	2	2	3	13	52
4	AA	3	3	2	2	2	12	48
5	AY	2	2	2	3	3	12	48
6	BF	3	3	3	3	3	15	60
7	CS	3	4	3	3	3	16	64
8	DAD	3	4	3	3	4	17	68
9	DRI	3	2	2	2	2	11	44
10	FR	3	4	4	3	2	16	64
11	GTT	2	2	3	2	3	12	48
12	HP	4	3	3	3	4	17	68
13	HSP	3	2	3	3	4	15	60
14	MAF	3	3	3	3	3	15	60
15	MAV	3	3	2	2	3	13	52
16	MRAF	3	2	3	3	3	14	56
17	MI	4	3	3	3	3	16	64
18	NSW	3	3	2	2	3	13	52
19	RM	4	4	3	2	3	16	64
20	RP	3	3	3	3	3	15	60
21	RA	4	3	2	2	4	15	60
22	RAA	3	2	3	3	3	14	56
23	S	3	3	3	3	3	15	60
24	SA	3	3	2	2	3	13	52
25	YS	3	2	3	3	3	14	56
26	ZGP	3	3	3	3	3	15	60

APPENDIX 17
Students' Writing Score of Experimental Class (X.7)
Scorer 2

No	Students	Indicator of Writing Test					Total	Score
		Grammar	Vocab.	Mech.	Fluency	Form		
1	ATS	3	4	3	3	3	16	64
2	AM	3	4	3	4	2	16	64
3	AE	3	3	4	2	3	15	60
4	AA	3	3	2	3	3	14	56
5	AY	3	3	3	2	2	13	52
6	BF	3	3	3	3	3	15	60
7	CS	3	3	2	3	3	14	56
8	DAD	3	3	3	4	2	15	60
9	DRI	2	3	3	2	3	13	52
10	FR	3	4	4	3	2	16	64
11	GTT	2	3	2	2	3	12	48
12	HP	3	2	3	3	4	15	60
13	HSP	3	4	3	2	2	14	56
14	MAF	3	2	2	3	3	13	52
15	MAV	3	3	2	2	3	13	52
16	MRAF	3	3	4	2	2	14	56
17	MI	2	3	3	3	3	14	56
18	NSW	2	2	2	2	3	11	44
19	RM	3	3	3	3	2	14	56
20	RP	3	2	2	3	3	13	52
21	RA	3	2	3	2	3	13	52
22	RAA	3	2	3	2	2	12	48
23	S	3	2	2	3	3	13	52
24	SA	3	3	2	2	3	13	52
25	YS	3	2	2	3	2	12	48
26	ZGP	3	2	2	3	3	13	52

APPENDIX 18
The Average Scores of Experimental Class (X.7)

No	Students	Writing Score		Total	Score
		Scorer 1	Scorer 2		
1	ATS	56	64	120	60
2	AM	72	64	136	68
3	AE	52	60	112	56
4	AA	48	56	104	52
5	AY	48	52	100	50
6	BF	60	60	120	60
7	CS	64	56	120	60
8	DAD	68	60	128	64
9	DRI	44	52	96	48
10	FR	64	64	128	64
11	GTT	48	48	96	48
12	HP	68	60	128	64
13	HSP	60	56	116	58
14	MAF	60	52	112	56
15	MAV	52	52	104	52
16	MRAF	56	56	112	56
17	MI	64	56	120	60
18	NSW	52	44	96	48
19	RM	64	56	120	60
20	RP	60	52	112	56
21	RA	60	52	112	56
22	RAA	56	48	104	52
23	S	60	52	112	56

APPENDIX 19
Students' Writing Score of Control Class (X.8)
Scorer 1

No	Students	Indicator of Writing Test					Total	Score
		Grammar	Vocab.	Mech.	Fluency	Form		
1	AAR	3	2	3	2	3	13	52
2	AM	2	3	2	3	2	12	48
3	APB	3	2	2	3	3	13	52
4	AN	3	2	3	3	3	14	56
5	BI	2	4	3	3	3	15	60
6	AS	2	2	2	3	3	12	48
7	DJR	2	3	2	2	3	12	48
8	DM	3	3	2	3	3	14	56
9	FAH	3	2	2	3	3	13	52
10	FAL	3	3	3	3	3	15	60
11	GAR	3	2	2	2	3	12	48
12	GAL	3	2	3	3	3	14	56
13	HA	3	3	3	2	2	13	52
14	HM	3	2	2	2	2	11	44
15	IS	2	2	2	2	3	11	44
16	MDS	2	2	2	3	2	11	44
17	MH	3	4	3	3	2	15	60
18	MFP	2	2	2	3	3	12	48
19	MIM	3	2	3	3	3	14	56
20	MA	2	2	3	3	3	13	52
21	RS	4	3	3	3	3	16	64
22	RBP	3	2	3	3	3	14	56
23	VDP	3	4	3	2	3	15	60
24	YN	2	2	2	2	2	10	40
25	YNA	3	2	2	3	3	13	52
26	YM	2	2	2	3	3	12	48
27	ZSW	3	3	2	2	3	13	52

Students' Writing Score of Control Class (X.8)
Scorer 2

No	Students	Indicator of Writing Test					Total	Score
		Grammar	Vocab.	Mech.	Fluency	Form		
1	AAR	2	4	3	3	3	15	60
2	AM	3	2	3	2	2	12	48
3	APB	2	3	2	2	3	12	48
4	AN	3	2	2	2	3	12	48
5	BI	3	3	3	3	3	15	60
6	AS	2	2	2	2	2	10	40
7	DJR	3	3	2	3	3	14	56
8	DM	3	4	4	2	3	16	64
9	FAH	3	3	3	3	3	15	60
10	FAL	3	2	2	3	3	13	52
11	GAR	3	2	3	3	3	14	56
12	GAL	3	2	2	2	3	12	48
13	HA	3	4	2	3	3	15	60
14	HM	3	2	2	3	3	13	52
15	IS	2	3	2	3	3	13	52
16	MDS	3	2	3	2	3	13	52
17	MH	3	4	3	3	4	17	68
18	MFP	2	2	2	2	2	10	40
19	MIM	3	2	2	2	2	11	44
20	MA	2	2	3	3	2	12	48
21	RS	3	2	3	3	3	14	56
22	RBP	3	2	2	2	3	12	48
23	VDP	2	4	3	2	2	13	52
24	YN	3	2	2	2	3	12	48
25	YNA	2	2	2	2	3	11	44
26	YM	3	3	2	2	2	12	48
27	ZSW	2	3	3	3	3	14	56

The Average Scores of Control Class (X.8)

No	Students	Writing Score		Total	Score
		Scorer 1	Scorer 2		
1	AAR	52	60	112	56
2	AM	48	48	96	48
3	APB	52	48	100	50
4	AN	56	48	104	52
5	BI	60	60	120	60
6	AS	48	40	88	44
7	DJR	48	56	104	52
8	DM	56	64	120	60
9	FAH	52	60	112	56
10	FAL	60	52	112	56
11	GAR	48	56	104	52
12	GAL	56	48	104	52
13	HA	52	60	112	56
14	HM	44	52	96	48
15	IS	44	52	96	48
16	MDS	44	52	96	48
17	MH	60	68	128	64
18	MFP	48	40	88	44
19	MIM	56	44	100	50
20	MA	52	48	100	50
21	RS	64	56	120	60
22	RBP	56	48	104	52
23	VDP	60	52	112	56
24	YN	40	48	88	44
25	YNA	52	44	96	48
26	YM	48	48	96	48
27	ZSW	52	56	108	54

APPENDIX 22
RAW SCORE OF STUDENTS' MOTIVATION ON POST TEST
X.7 (EXPERIMENTAL CLASS)

No	CODE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Score
1	ATS	4	4	4	5	3	5	4	4	4	5	5	4	4	5	5	4	4	5	5	4	5	4	4	5	5	4	4	4	2	5	129
2	AM	3	4	3	5	4	5	5	4	4	4	4	4	4	4	4	4	3	5	5	3	5	5	4	4	5	5	4	3	2	5	123
3	AE	4	4	5	3	3	5	4	4	3	3	3	4	4	3	2	3	3	3	3	3	5	4	4	3	5	4	3	3	2	4	106
4	AA	4	3	4	5	4	4	4	4	4	4	4	4	4	4	3	4	3	5	5	4	4	4	4	4	4	4	4	3	3	4	118
5	AY	3	2	3	3	4	4	3	4	3	3	3	2	2	3	1	2	2	5	5	3	3	3	4	3	4	3	3	2	2	3	90
6	BF	4	4	5	4	3	4	4	3	5	5	5	4	5	4	4	3	2	4	5	4	4	4	4	5	5	5	5	4	5	5	127
7	CS	3	3	5	4	4	5	5	4	5	5	5	5	5	3	3	3	5	5	5	4	4	5	4	5	5	5	5	4	3	4	130
8	DAD	4	5	5	4	4	5	4	4	4	4	4	4	4	4	4	4	4	5	5	3	5	5	5	5	5	5	5	4	5	4	132
9	DRI	4	2	3	4	3	5	3	3	3	3	3	2	2	3	3	3	2	4	4	1	3	3	3	3	5	3	3	4	3	3	93
10	FR	4	4	4	5	4	5	5	4	5	5	5	4	4	5	4	5	2	5	5	5	4	5	4	5	5	5	5	4	3	4	133
11	GTT	4	5	4	5	3	4	4	2	4	4	4	2	2	4	2	3	3	2	2	1	4	4	2	4	4	4	4	3	4	3	100
12	HP	4	4	4	5	3	5	4	4	4	4	4	5	5	4	3	5	3	5	5	5	4	4	4	4	4	4	4	4	1	5	123
13	HSP	4	3	3	5	4	5	5	4	2	2	2	5	5	4	4	4	3	5	5	4	4	5	4	2	4	5	2	3	5	3	115
14	MAF	4	4	5	4	3	5	4	4	4	3	4	4	4	4	4	4	3	5	5	3	4	4	4	3	4	4	3	3	2	4	115
15	MAV	4	3	3	4	3	5	3	4	3	3	3	3	3	3	2	3	2	4	4	3	3	3	4	3	4	3	3	3	2	3	96
16	MRAF	3	5	4	4	4	5	4	4	3	3	3	3	3	4	4	3	3	5	5	2	4	4	5	3	4	4	3	3	5	3	112
17	MI	3	3	4	3	3	5	3	4	3	3	3	5	5	4	2	5	2	3	3	3	4	3	4	3	5	3	3	3	2	5	104
18	NSW	4	4	4	4	4	3	3	4	2	4	5	5	3	4	5	4	2	4	4	2	4	4	2	4	4	2	1	2	4	1	102
19	RM	3	4	4	3	3	5	4	4	3	3	3	4	4	4	2	2	3	4	4	3	4	4	4	3	5	4	3	3	2	4	105
20	RP	3	4	4	3	4	4	3	3	3	3	3	3	3	3	3	4	3	4	4	4	4	4	3	3	4	4	3	3	3	3	102
21	RA	4	4	5	3	4	5	4	3	4	4	4	4	4	5	4	5	3	5	5	4	5	4	3	4	4	4	4	3	3	4	121
22	RAA	3	3	4	3	4	4	4	3	3	3	3	3	3	3	3	4	2	4	4	4	4	4	3	3	4	4	3	3	2	3	100
23	S	3	3	4	2	2	5	5	3	4	4	4	3	3	4	2	4	5	5	5	3	4	5	3	4	5	5	4	5	3	3	114
24	SA	2	4	3	2	2	5	3	2	1	1	1	1	1	2	1	2	4	3	3	4	3	2	5	5	4	2	3	2	4	4	81
25	YS	4	4	2	2	4	2	5	3	4	4	4	4	4	2	3	5	3	5	5	4	4	4	3	4	4	4	4	3	3	3	109
26	ZGP	4	5	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	122

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RAW SCORE OF STUDENTS' MOTIVATION ON POST TEST
X.8 (CONTROL CLASS)

No	CODE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Score
1	AAR	4	5	4	2	2	5	5	4	4	4	4	4	4	4	2	4	5	5	5	3	4	5	3	4	5	5	4	5	3	4	121
2	AM	2	4	3	2	2	5	3	2	1	1	1	2	2	2	1	4	4	3	3	4	3	4	2	1	4	2	4	4	1	4	80
3	APB	4	4	2	2	4	2	5	3	4	4	4	4	2	3	5	3	5	5	4	4	4	3	4	4	4	4	3	3	3	3	109
4	AN	4	5	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	122
5	BI	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	5	4	3	5	5	5	5	5	5	4	5	4	5	128
6	AS	4	4	4	4	4	3	3	4	2	4	5	5	3	4	5	4	2	4	4	2	4	4	2	4	4	2	1	2	1	1	99
7	DJR	3	4	4	3	3	5	4	4	3	3	3	4	4	4	2	2	3	4	4	3	4	4	4	3	5	4	3	3	2	4	105
8	DM	4	5	5	4	4	5	4	4	4	4	4	4	4	4	4	4	4	5	5	3	5	5	5	5	5	4	5	4	5	4	131
9	FAH	4	4	4	5	3	5	4	4	4	5	5	4	4	5	5	4	4	5	5	4	5	4	4	5	5	4	4	4	2	5	129
10	FAL	3	4	3	5	4	5	5	4	4	4	4	4	4	4	4	3	5	5	3	5	5	4	4	5	5	4	3	2	5		123
11	GAR	4	4	5	3	3	5	4	4	3	3	3	4	4	3	2	3	3	3	3	3	5	4	4	3	5	4	3	3	2	4	106
12	GAL	4	3	4	5	4	4	4	4	4	4	4	4	4	4	3	4	3	5	5	4	4	4	4	4	4	4	4	3	3	4	118
13	HA	4	5	5	4	4	5	4	4	4	4	4	4	4	4	4	4	4	5	5	3	5	5	5	4	4	4	5	4	5	4	129
14	HM	3	4	4	3	4	4	3	3	3	3	3	3	3	3	3	4	3	4	4	4	4	4	3	3	4	4	3	3	3	3	102
15	IS	4	4	5	3	4	5	4	3	4	4	4	4	5	4	5	3	5	5	4	5	4	3	4	4	4	4	3	3	4		121
16	MDS	3	3	4	3	4	4	4	3	3	3	3	3	3	3	3	4	2	4	4	4	4	4	3	3	4	4	3	3	2	3	100
17	MH	4	5	4	2	2	5	5	3	4	4	3	3	4	4	4	5	5	5	3	4	5	4	4	5	5	4	5	4	4		122
18	MFP	2	4	3	2	2	5	3	2	1	1	2	4	4	2	4	3	4	3	3	4	5	2	4	1	4	2	1	2	2	2	83
19	MIM	4	4	2	2	4	2	5	3	4	4	4	4	2	3	5	3	5	5	4	4	4	3	4	4	4	4	3	3	3		109
20	MA	4	5	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	122
21	RS	4	4	4	5	3	5	4	4	4	4	4	5	5	4	3	5	5	3	5	5	5	4	4	4	4	4	4	4	1	5	123
22	RBP	4	3	3	5	4	5	5	4	2	2	2	5	5	4	4	4	3	5	5	4	4	5	4	2	4	5	2	3	5	3	115
23	VDP	4	4	5	4	3	5	4	4	4	3	4	4	4	4	4	3	5	5	3	4	4	4	3	4	4	3	3	2	4		115
24	YN	4	3	3	4	3	5	3	4	3	3	3	3	3	3	2	3	2	4	4	3	3	3	4	3	4	3	3	3	2	3	96
25	YNA	3	5	4	4	4	5	4	4	3	3	3	3	3	4	4	3	3	5	5	2	4	4	5	3	4	4	3	3	5	3	112
26	YM	3	3	4	3	3	5	3	4	3	3	3	5	5	4	2	5	2	3	3	3	4	3	4	3	5	3	3	3	2	5	104
27	ZSW	4	5	5	4	4	5	4	4	4	4	4	4	4	4	4	4	4	5	5	3	5	5	5	5	5	5	5	4	5	4	132

THE DISTRIBUTION OF HIGH AND LOW GROUPS FROM STUDENTS' WRITING SCORE IN EXPERIMENTAL AND CONTROL CLASS

No	Experimental Class		Control Class	
	Students	Score	Students	Score
1	NSW	48	AS	44
2	GTT	48	YN	44
3	DRI	48	MFP	44
4	AY	50	YM	48
5	RAA	52	HM	48
6	MAV	52	MDS	48
7	SA	52	AM	48
8	AA	52	IS	48
9	YS	52	YNA	48
10	AE	56	APB	50
11	MAF	56	MIM	50
12	MRAF	56	MA	50
13	RP	56	AN	52
14	RA	56	DJR	52
15	S	56	GAR	52
16	ZGP	56	GAL	52
17	HSP	58	RBP	52
18	MI	60	ZSW	54
19	RM	60	AAR	56
20	CS	60	VDP	56
21	ATS	60	FAH	56
22	BF	60	HA	56
23	FR	64	FAL	56
24	DAD	64	DM	60
25	HP	64	BI	60
26	AM	68	RS	60
27			MH	64
	SUM	1464	SUM	1408
	MEAN	56,3077	MEAN	52,1481
	MEDIAN	56	MEDIAN	52
	MODE	56	MODE	48
	SD	5,38716	SD	5,26018
	VARIANCE	29,0215	VARIANCE	27,6695
	MIN	48	MIN	44
	MAX	68	MAX	64

APPENDIX 25

THE DISTRIBUTION OF HIGH AND LOW GROUPS FROM STUDENTS' MOTIVATION IN EXPERIMENTAL AND CONTROL CLASS

No	Experimental Class		Control Class	
	Students	Score	Students	Score
1	SA	81	AM	80
2	AY	90	MFP	83
3	DRI	93	YN	96
4	MAV	96	AS	99
5	RAA	100	MDS	100
6	GTT	100	HM	102
7	NSW	102	YM	104
8	RP	102	DJR	105
9	MI	104	GAR	106
10	RM	105	APB	109
11	AE	106	MIM	109
12	YS	109	YNA	112
13	MRAF	112	RBP	115
14	S	114	VDP	115
15	HSP	115	GAL	118
16	MAF	115	AAR	121
17	AA	118	IS	121
18	RA	121	AN	122
19	ZGP	122	MH	122
20	AM	123	MA	122
21	HP	123	RS	123
22	BF	127	FAL	123
23	ATS	129	BI	128
24	CS	130	HA	129
25	DAD	132	FAH	129
26	FR	133	DM	131
27			ZSW	132
	SUM	2.902	SUM	3.056
	MEAN	111,6154	MEAN	113,1852
	MEDIAN	113	MEDIAN	115
	MODE	123	MODE	122
	SD	13,9487	SD	13,88978
	VARIANCE	194,5662	VARIANCE	192,9259
	MIN	81	MIN	80
	MAX	133	MAX	132

APPENDIX 26
RAW SCORE OF WRITING ABILITY AND STUDENTS' MOTIVATION
X.7 (EXPERIMENTAL CLASS)

STUDENTS' MOTIVATION

No	Students	Score
1	ATS	129
2	AM	123
3	AE	106
4	AA	118
5	AY	90
6	BF	127
7	CS	130
8	DAD	132
9	DRI	93
10	FR	133
11	GTT	100
12	HP	123
13	HSP	115
14	MAF	115
15	MAV	96
16	MRAF	112
17	MI	104
18	NSW	102
19	RM	105
20	RP	102
21	RA	121
22	RAA	100
23	S	114
24	SA	81
25	YS	109
26	ZGP	122
SUM		2.902
MEAN		111,6154
MEDIAN		113
MODE		123
SD		13,9487
VARIANCE		194,5662
MIN		81
MAX		133

WRITING ABILITY

No	Students	Score
1	ATS	60
2	AM	68
3	AE	56
4	AA	52
5	AY	50
6	BF	60
7	CS	60
8	DAD	64
9	DRI	48
10	FR	64
11	GTT	48
12	HP	64
13	HSP	58
14	MAF	56
15	MAV	52
16	MRAF	56
17	MI	60
18	NSW	48
19	RM	60
20	RP	56
21	RA	56
22	RAA	52
23	S	56
24	SA	52
25	YS	52
26	ZGP	56
SUM		1464
MEAN		56,3077
MEDIAN		56
MODE		56
SD		5,38716
VARIANCE		29,0215
MIN		48
MAX		68

APPENDIX 27
RAW SCORE OF EXPERIMENTAL CLASS
(WRITING ABILITY WITH HIGH MOTIVATION)

No	Students	Score			
		High Motivation (x)	x2	Writing Ability (Y)	y2
1	FR	133	17.689	64	4096
2	DAD	132	17.424	64	4096
3	CS	130	16.900	60	3600
4	ATS	129	16.641	60	3600
5	BF	127	16.129	60	3600
6	AM	123	15.129	68	4624
7	HP	123	15.129	64	4096
SUM		897	115.041	440	27712
MEAN		128,1428571		62,85714286	
MEDIAN		129		64	
MODE		123		64	
SD		4,01781746		3,023715784	
VARIANCE		16,14285714		9,142857143	
MIN		123		60	
MAX		133		68	

(WRITING ABILITY WITH LOW MOTIVATION)

No	Students	Score			
		Low Motivation (x)	x2	Writing Ability (Y)	y2
1	NSW	102	10.404	48	2304
2	GTT	100	10.000	48	2304
3	RAA	100	10.000	52	2704
4	MAV	96	9.216	52	2704
5	DRI	93	8.649	48	2304
6	AY	90	8.100	50	2500
7	SA	81	6.561	52	2704
SUM		662	62.930	350	17524
MEAN		94,57142857		50	
MEDIAN		96		50	
MODE		100		48	
SD		7,345228448		2	
VARIANCE		53,95238095		4	
MIN		81		48	
MAX		102		52	

APPENDIX 28
RAW SCORE OF WRITING ABILITY AND STUDENTS' MOTIVATION
X.8 (CONTROL CLASS)

STUDENTS' MOTIVATION

No	Students	Score
1	AAR	121
2	AM	80
3	APB	109
4	AN	122
5	BI	128
6	AS	99
7	DJR	105
8	DM	131
9	FAH	129
10	FAL	123
11	GAR	106
12	GAL	118
13	HA	129
14	HM	102
15	IS	121
16	MDS	100
17	MH	122
18	MFP	83
19	MIM	109
20	MA	122
21	RS	123
22	RBP	115
23	VDP	115
24	YN	96
25	YNA	112
26	YM	104
27	ZSW	132
SUM		**3.056**
MEAN		**113,1852**
MEDIAN		**115**
MODE		**122**
SD		**13,88978**
VARIANCE		**192,9259**
MIN		**80**
MAX		**132**

WRITING ABILITY

No	Students	Score
1	AAR	56
2	AM	48
3	APB	50
4	AN	52
5	BI	60
6	AS	44
7	DJR	52
8	DM	60
9	FAH	56
10	FAL	56
11	GAR	52
12	GAL	52
13	HA	56
14	HM	48
15	IS	48
16	MDS	48
17	MH	64
18	MFP	44
19	MIM	50
20	MA	50
21	RS	60
22	RBP	52
23	VDP	56
24	YN	44
25	YNA	48
26	YM	48
27	ZSW	54
SUM		**1408**
MEAN		**52,1481**
MEDIAN		**52**
MODE		**48**
SD		**5,26018**
VARIANCE		**27,6695**
MIN		**44**
MAX		**64**

RAW SCORE OF CONTROL CLASS
(WRITING ABILITY WITH HIGH MOTIVATION)

No	Students	Score			
		High Motivation (X)	x2	Writing Ability (Y)	y2
1	ZSW	132	17.424	54	2916
2	DM	131	17.161	60	3600
3	FAH	129	16.641	56	3136
4	HA	129	16.641	56	3136
5	BI	128	16.384	60	3600
6	FAL	123	15.129	56	3136
7	RS	123	15.129	60	3600
SUM		895	114.509	402	23124
MEAN		127,8571429		57,42857143	
MEDIAN		129		56	
MODE		129		60	
SD		3,579039509		2,507132682	
VARIANCE		12,80952381		6,285714286	
MIN		123		54	
MAX		132		60	

(WRITING ABILITY WITH LOW MOTIVATION)

No	Students	Score			
		Low Motivation (X)	x2	Writing Ability (Y)	y2
1	YM	104	10.816	48	2304
2	HM	102	10.404	48	2304
3	MDS	100	10.000	48	2304
4	AS	99	9.801	44	1936
5	YN	96	9.216	44	1936
6	MFP	83	6.889	44	1936
7	AM	80	6.400	48	2304
SUM		664	63.526	324	15024
MEAN		94,85714286		46,28571429	
MEDIAN		99		48	
MODE		#N/A		48	
SD		9,494359228		2,138089935	
VARIANCE		90,14285714		4,571428571	
MIN		80		44	
MAX		104		48	

PENDIX 30
Normality Testing
WRITING ABILITY OF EXPERIMENTAL CLASS

No	X	X2	Z	F (Zi)	S(Zi)	|F (Zi)- S(Zi)|
1	48	2304	-1,54213	0,06180	0,03846	0,02334
2	48	2304	-1,54213	0,06180	0,07692	0,01512
3	48	2304	-1,54213	0,06180	0,11538	0,05358
4	50	2500	-1,17087	0,12100	0,15385	0,03285
5	52	2704	-0,79962	0,21480	0,19231	0,02249
6	52	2704	-0,79962	0,21480	0,23077	0,01597
7	52	2704	-0,79962	0,21480	0,26923	0,05443
8	52	2704	-0,79962	0,21480	0,30769	0,09289
9	52	2704	-0,79962	0,21480	0,34615	0,13135
10	56	3136	-0,05712	0,48010	0,38462	0,09548
11	56	3136	-0,05712	0,48010	0,42308	0,05702
12	56	3136	-0,05712	0,48010	0,46154	0,01856
13	56	3136	-0,05712	0,48010	0,50000	0,01990
14	56	3136	-0,05712	0,48010	0,53846	0,05836
15	56	3136	-0,05712	0,48010	0,57692	0,09682
16	56	3136	-0,05712	0,48010	0,61538	0,13528
17	58	3364	0,31414	0,62170	0,65385	0,03215
18	60	3600	0,68539	0,75170	0,69231	0,05939
19	60	3600	0,68539	0,75170	0,73077	0,02093
20	60	3600	0,68539	0,75170	0,76923	0,01753
21	60	3600	0,68539	0,75170	0,80769	0,05599
22	60	3600	0,68539	0,75170	0,84615	0,09445
23	64	4096	1,42790	0,92220	0,88462	0,03758
24	64	4096	1,42790	0,92220	0,92308	0,00088
25	64	4096	1,42790	0,92220	0,96154	0,03934
26	68	4624	2,17040	0,98500	1,00000	0,01500
X	1464			L Table		0,1706
Mean	56,307692			L Observed		0,13528
Var	29,021538			L Observed < L Table : 0,13528 < 0,1706		
SD	5,3871642			Data Normally Distributed		

APPENDIX 31
Normality Testing
WRITING ABILITY OF CONTROL CLASS

No	X	X2	Z	F (Zi)	S(Zi)	|F (Zi)- S(Zi)|
1	44	1936	-1,54902	0,06180	0,03704	0,02476
2	44	1936	-1,54902	0,06180	0,07407	0,01227
3	44	1936	-1,54902	0,06180	0,11111	0,04931
4	48	2304	-0,78859	0,21770	0,14815	0,06955
5	48	2304	-0,78859	0,21770	0,18519	0,03251
6	48	2304	-0,78859	0,21770	0,22222	0,00452
7	48	2304	-0,78859	0,21770	0,25926	0,04156
8	48	2304	-0,78859	0,21770	0,29630	0,07860
9	48	2304	-0,78859	0,21770	0,33333	0,11563
10	50	2500	-0,40838	0,34460	0,37037	0,02577
11	50	2500	-0,40838	0,34460	0,40741	0,06281
12	50	2500	-0,40838	0,34460	0,44444	0,09984
13	52	2704	-0,02816	0,49200	0,48148	0,01052
14	52	2704	-0,02816	0,49200	0,51852	0,02652
15	52	2704	-0,02816	0,49200	0,55556	0,06356
16	52	2704	-0,02816	0,49200	0,59259	0,10059
17	52	2704	-0,02816	0,49200	0,62963	0,13763
18	54	2916	0,35205	0,63680	0,66667	0,02987
19	56	3136	0,73227	0,76730	0,70370	0,06360
20	56	3136	0,73227	0,76730	0,74074	0,02656
21	56	3136	0,73227	0,76730	0,77778	0,01048
22	56	3136	0,73227	0,76730	0,81481	0,04751
23	56	3136	0,73227	0,76730	0,85185	0,08455
24	60	3600	1,49270	0,93190	0,88889	0,04301
25	60	3600	1,49270	0,93190	0,92593	0,00597
26	60	3600	1,49270	0,93190	0,96296	0,03106
27	64	4096	2,25313	0,98780	1,00000	0,01220
X	1408			L Table		0,1682
Mean	52,148148			L Observed		0,13763
Var	27,669516			L Observed < L Table : 0,13763 < 0,1682		
SD	5,2601821			Data Normally Distributed		

APPENDIX 32
Normality Testing
STUDENTS' MOTIVATION OF EXPERIMENTAL CLASS

No	X	X2	Z	F (Zi)	S(Zi)	|F (Zi)-S(Zi)|
1	81	6561	-2,19486	0,01430	0,03846	0,02416
2	90	8100	-1,54963	0,06180	0,07692	0,01512
3	93	8649	-1,33456	0,09180	0,11538	0,02358
4	96	9216	-1,11949	0,13350	0,15385	0,02035
5	100	10000	-0,83272	0,20330	0,19231	0,01099
6	100	10000	-0,83272	0,20330	0,23077	0,02747
7	102	10404	-0,68934	0,24830	0,26923	0,02093
8	102	10404	-0,68934	0,24830	0,30769	0,05939
9	104	10816	-0,54596	0,29460	0,34615	0,05155
10	105	11025	-0,47427	0,31920	0,38462	0,06542
11	106	11236	-0,40257	0,34460	0,42308	0,07848
12	109	11881	-0,18750	0,42860	0,46154	0,03294
13	112	12544	0,02757	0,50800	0,50000	0,00800
14	114	12996	0,17096	0,56750	0,53846	0,02904
15	115	13225	0,24265	0,59480	0,57692	0,01788
16	115	13225	0,24265	0,59480	0,61538	0,02058
17	118	13924	0,45772	0,67360	0,65385	0,01975
18	121	14641	0,67280	0,74860	0,69231	0,05629
19	122	14884	0,74449	0,77040	0,73077	0,03963
20	123	15129	0,81618	0,79100	0,76923	0,02177
21	123	15129	0,81618	0,79100	0,80769	0,01669
22	127	16129	1,10294	0,86430	0,84615	0,01815
23	129	16641	1,24633	0,89250	0,88462	0,00788
24	130	16900	1,31802	0,90490	0,92308	0,01818
25	132	17424	1,46140	0,92790	0,96154	0,03364
26	133	17689	1,53309	0,93700	1,00000	0,06300
X	2902			L Table		0,1706
Mean	111,61538			L Observed		0,07848
Var	194,56615			L Observed < L Table : 0,07848 < 0,1706		
SD	13,948697			Data Normally Distributed		

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APPENDIX 33
Normality Testing
STUDENTS' MOTIVATION OF CONTROL CLASS

No	X	X2	Z	F (Zi)	S(Zi)	|F (Zi)- S(Zi)|
1	80	6400	-2,38918	0,00870	0,03704	0,02834
2	83	6889	-2,17319	0,01500	0,07407	0,05907
3	96	9216	-1,23725	0,10930	0,11111	0,00181
4	99	9801	-1,02127	0,15390	0,14815	0,00575
5	100	10000	-0,94927	0,17360	0,18519	0,01159
6	102	10404	-0,80528	0,21190	0,22222	0,01032
7	104	10816	-0,66129	0,25460	0,25926	0,00466
8	105	11025	-0,58930	0,28100	0,29630	0,01530
9	106	11236	-0,51730	0,30500	0,33333	0,02833
10	109	11881	-0,30131	0,38210	0,37037	0,01173
11	109	11881	-0,30131	0,38210	0,40741	0,02531
12	112	12544	-0,08533	0,46810	0,44444	0,02366
13	115	13225	0,13066	0,55170	0,48148	0,07022
14	115	13225	0,13066	0,55170	0,51852	0,03318
15	118	13924	0,34664	0,63310	0,55556	0,07754
16	121	14641	0,56263	0,71230	0,59259	0,11971
17	121	14641	0,56263	0,71230	0,62963	0,08267
18	122	14884	0,63463	0,73570	0,66667	0,06903
19	122	14884	0,63463	0,73570	0,70370	0,03200
20	122	14884	0,63463	0,73570	0,74074	0,00504
21	123	15129	0,70662	0,75800	0,77778	0,01978
22	123	15129	0,70662	0,75800	0,81481	0,05681
23	128	16384	1,06660	0,85540	0,85185	0,00355
24	129	16641	1,13859	0,87080	0,88889	0,01809
25	129	16641	1,13859	0,87080	0,92593	0,05513
26	131	17161	1,28258	0,89970	0,96296	0,06326
27	132	17424	1,35458	0,91150	1,00000	0,08850
X	3056			L Table		0,1682
Mean	113,18519			L Observed		0,11971
Var	192,92593			L Observed < L Table : 0,11971 < 0,1682		
SD	13,889778			Data Normally Distributed		

APPENDIX 34
Normality Testing
WRITING ABILITY OF EXPERIMENTAL CLASS (High Motivation)

No	X	X2	Z	F (Zi)	S(Zi)	|F (Zi)- S(Zi)|
1	60	3600	-0,94491	0,17360	0,14286	0,03074
2	60	3600	-0,94491	0,17360	0,28571	0,11211
3	60	3600	-0,94491	0,17360	0,42857	0,25497
4	64	4096	0,37796	0,64430	0,57143	0,07287
5	64	4096	0,37796	0,64430	0,71429	0,06999
6	64	4096	0,37796	0,64430	0,85714	0,21284
7	68	4624	1,70084	0,95540	1,00000	0,04460
X	440			L Table		0,3
Mean	62,857143			L Observed		0,25497
Var	9,1428571			L Observed < L Table : 0,25497 < 0,3		
SD	3,0237158			Data Normally Distributed		

WRITING ABILITY OF EXPERIMENTAL CLASS (Low Motivation)

No	X	X2	Z	F (Zi)	S(Zi)	|F (Zi)- S(Zi)|
1	48	2304	-1,00000	0,15870	0,14286	0,01584
2	48	2304	-1,00000	0,15870	0,28571	0,12701
3	48	2304	-1,00000	0,15870	0,42857	0,26987
4	50	2500	0,00000	0,50000	0,57143	0,07143
5	52	2704	1,00000	0,84130	0,71429	0,12701
6	52	2704	1,00000	0,84130	0,85714	0,01584
7	52	2704	1,00000	0,84130	1,00000	0,15870
X	350			L Table		0,3
Mean	50			L Observed		0,26987
Var	4			L Observed < L Table : 0,26987 < 0,3		
SD	2			Data Normally Distributed		

APPENDIX35
Normality Testing
WRITING ABILITY OF CONTROL CLASS (High Motivation)

No	X	X2	Z	F (Zi)	S(Zi)	|F (Zi)- S(Zi)|
1	54	2916	-1,36753	0,08690	0,14286	0,05596
2	56	3136	-0,56980	0,28770	0,28571	0,00199
3	56	3136	-0,56980	0,28770	0,42857	0,14087
4	56	3136	-0,56980	0,28770	0,57143	0,28373
5	60	3600	1,02565	0,84610	0,71429	0,13181
6	60	3600	1,02565	0,84610	0,85714	0,01104
7	60	3600	1,02565	0,84610	1,00000	0,15390
X	402			L Table		0,3
Mean	57,428571			L Observed		0,28373
Var	6,2857143			L Observed < L Table : 0,28373 < 0,3		
SD	2,5071327			Data Normally Distributed		

WRITING ABILITY OF CONTROL CLASS (Low Motivation)

No	X	X2	Z	F (Zi)	S(Zi)	|F (Zi)- S(Zi)|
1	44	1936	-1,06904	0,14460	0,14286	0,00174
2	44	1936	-1,06904	0,14460	0,28571	0,14111
3	44	1936	-1,06904	0,14460	0,42857	0,28397
4	48	2304	0,80178	0,78810	0,57143	0,21667
5	48	2304	0,80178	0,78810	0,71429	0,07381
6	48	2304	0,80178	0,78810	0,85714	0,06904
7	48	2304	0,80178	0,78810	1,00000	0,21190
X	324			L Table		0,3
Mean	46,285714			L Observed		0,28397
Var	4,5714286			L Observed < L Table : 0,28397 < 0,3		
SD	2,1380899			Data Normally Distributed		

APPENDIX 36
Normality Testing
STUDENTS' MOTIVATION OF EXPERIMENTAL CLASS
(High Motivation)

No	X	X2	Z	F (Zi)	S(Zi)	|F (Zi)- S(Zi)|
1	123	15129	-1,28001	0,10030	0,14286	0,04256
2	123	15129	-1,28001	0,10030	0,28571	0,18541
3	127	16129	-0,28445	0,38970	0,42857	0,03887
4	129	16641	0,21334	0,58320	0,57143	0,01177
5	130	16900	0,46223	0,67720	0,71429	0,03709
6	132	17424	0,96001	0,83150	0,85714	0,02564
7	133	17689	1,20890	0,88490	1,00000	0,11510
X	897			L Table		0,3
Mean	128,14286			L Observed		0,18541
Var	16,142857			L Observed < L Table : 0,18541 < 0,3		
SD	4,0178175			Data Normally Distributed		

STUDENTS' MOTIVATION OF EXPERIMENTAL CLASS
(Low Motivation)

No	X	X2	Z	F (Zi)	S(Zi)	|F (Zi)- S(Zi)|
1	81	6561	-1,84765	0,03290	0,14286	0,10996
2	90	8100	-0,62237	0,26760	0,28571	0,01811
3	93	8649	-0,21394	0,41680	0,42857	0,01177
4	96	9216	0,19449	0,57530	0,57143	0,00387
5	100	10000	0,73906	0,76730	0,71429	0,05301
6	100	10000	0,73906	0,76730	0,85714	0,08984
7	102	10404	1,01135	0,84380	1,00000	0,15620
X	662			L Table		0,3
Mean	94,571429			L Observed		0,1562
Var	53,952381			L Observed < L Table : 0,1562 < 0,3		
SD	7,3452284			Data Normally Distributed		

APPENDIX 37
Normality Testing
STUDENTS' MOTIVATION OF CONTROL CLASS
(High Motivation)

No	X	X2	Z	F (Zi)	S(Zi)	$|$F (Zi)- S(Zi)$|$
1	123	15129	-1,35711	0,08850	0,14286	0,05436
2	123	15129	-1,35711	0,08850	0,28571	0,19721
3	128	16384	0,03991	0,51200	0,42857	0,08343
4	129	16641	0,31932	0,62170	0,57143	0,05027
5	129	16641	0,31932	0,62170	0,71429	0,09259
6	131	17161	0,87813	0,80780	0,85714	0,04934
7	132	17424	1,15753	0,87490	1,00000	0,12510
X	895			L Table		0,3
Mean	127,8571			L Observed		0,19721
Var	12,80952			L Observed < L Table : 0,19721 < 0,3		
SD	3,57904			Data Normally Distributed		

STUDENTS' MOTIVATION OF CONTROL CLASS
(Low Motivation)

No	X	X2	Z	F (Zi)	S(Zi)	$|$F (Zi)- S(Zi)$|$
1	80	6400	-1,56484	0,05940	0,14286	0,08346
2	83	6889	-1,24886	0,10750	0,28571	0,17821
3	96	9216	0,12037	0,54780	0,42857	0,11923
4	99	9801	0,43635	0,66640	0,57143	0,09497
5	100	10000	0,54168	0,70540	0,71429	0,00889
6	102	10404	0,75233	0,77340	0,85714	0,08374
7	104	10816	0,96298	0,83150	1,00000	0,16850
X	664			L Table		0,3
Mean	94,85714			L Observed		0,17821
Var	90,14286			L Observed < L Table : 0,17821 < 0,3		
SD	9,494359			Data Normally Distributed		

APPENDIX 38
HOMOGENEITY TESTING OF WRITING ABILITY SCORE
(EXPERIMENTAL AND CONTROL CLASS)

EXPERIMENTAL CLASS

No	Students	Score
1	ATS	60
2	AM	68
3	AE	56
4	AA	52
5	AY	50
6	BF	60
7	CS	60
8	DAD	64
9	DRI	48
10	FR	64
11	GTT	48
12	HP	64
13	HSP	58
14	MAF	56
15	MAV	52
16	MRAF	56
17	MI	60
18	NSW	48
19	RM	60
20	RP	56
21	RA	56
22	RAA	52
23	S	56
24	SA	52
25	YS	52
26	ZGP	56
SUM		1464
MEAN		56,3077
MEDIAN		56
MODE		56
SD		5,38716
VARIANCE		29,0215
MIN		48
MAX		68

CONTROL CLASS

No	Students	Score
1	AAR	56
2	AM	48
3	APB	50
4	AN	52
5	BI	60
6	AS	44
7	DJR	52
8	DM	60
9	FAH	56
10	FAL	56
11	GAR	52
12	GAL	52
13	HA	56
14	HM	48
15	IS	48
16	MDS	48
17	MH	64
18	MFP	44
19	MIM	50
20	MA	50
21	RS	60
22	RBP	52
23	VDP	56
24	YN	44
25	YNA	48
26	YM	48
27	ZSW	54
SUM		1408
MEAN		52,1481
MEDIAN		52
MODE		48
SD		5,26018
VARIANCE		27,6695
MIN		44
MAX		64

$$F = \frac{\text{Largest Variance}}{\text{Lowest Variance}}$$

$$F = \frac{29,0215}{27,6695}$$

$$F = 1,04$$

α   = 0,05
df1   = k-1 (2-1)   = 1
df2   = n-k (53-2) = 51
Ftable = 4,03

Conclusion:

$F_{observed}$ 1,04 < F_{table} 4,03, it means that both writing ability data in experimental and control class are homogenous.

APPENDIX 39
HOMOGENEITY TESTING OF WRITING ABILITY
(HIGH MOTIVATION)

EXPERIMENTAL CLASS

No	Students	Score
1	FR	64
2	DAD	64
3	CS	60
4	ATS	60
5	BF	60
6	AM	68
7	HP	64
SUM		440
MEAN		62,85714286
MEDIAN		64
MODE		64
SD		3,023715784
VARIANCE		9,142857143
MIN		60
MAX		68

CONTROL CLASS

No	Students	Score
1	ZSW	54
2	DM	60
3	FAH	56
4	HA	56
5	BI	60
6	FAL	56
7	RS	60
SUM		402
MEAN		57,42857143
MEDIAN		56
MODE		60
SD		2,507132682
VARIANCE		6,285714286
MIN		54
MAX		60

$$F = \frac{\text{Largest Variance}}{\text{Lowest Variance}}$$

$$F = \frac{9,1428}{6,2857}$$

$$F = 1,45$$

α = 0,05

df1 = k-1 (2-1) = 1

df2 = n-k (14-2) = 12

Ftable = 4,75

Conclusion:

$F_{observed}$ 1,45 < F_{table} 4,75, it means that both score of writing ability with high motivation in experimental and control class are homogenous.

APPENDIX 40
HOMOGENEITY TESTING OF WRITING ABILITY
(LOW MOTIVATION)

EXPERIMENTAL CLASS

No	Students	Score
1	NSW	48
2	GTT	48
3	RAA	52
4	MAV	52
5	DRI	48
6	AY	50
7	SA	52
SUM		**350**
MEAN		**50**
MEDIAN		**50**
MODE		**48**
SD		**2**
VARIANCE		**4**
MIN		**48**
MAX		**52**

CONTROL CLASS

No	Students	Score
1	YM	48
2	HM	48
3	MDS	48
4	AS	44
5	YN	44
6	MFP	44
7	AM	48
SUM		**324**
MEAN		**46,28571429**
MEDIAN		**48**
MODE		**48**
SD		**2,138089935**
VARIANCE		**4,571428571**
MIN		**44**
MAX		**48**

$$F = \frac{\text{Largest Variance}}{\text{Lowest Variance}}$$

$$F = \frac{4,5714}{4}$$

$$F = 1,14$$

α = 0,05
df1 = k-1 (2-1) = 1
df2 = n-k (14-2) = 12
Ftable = 4,75

Conclusion:

$F_{observed}$ 1,14 < F_{table} 4,75, it means that both score of writing ability with low motivation in experimental and control class are homogenous.

HOMOGENEITY TESTING OF STUDENTS' MOTIVATION
(EXPERIMENTAL AND CONTROL CLASS)

EXPERIMENTAL CLASS

No	Students	Score
1	ATS	129
2	AM	123
3	AE	106
4	AA	118
5	AY	90
6	BF	127
7	CS	130
8	DAD	132
9	DRI	93
10	FR	133
11	GTT	100
12	HP	123
13	HSP	115
14	MAF	115
15	MAV	96
16	MRAF	112
17	MI	104
18	NSW	102
19	RM	105
20	RP	102
21	RA	121
22	RAA	100
23	S	114
24	SA	81
25	YS	109
26	ZGP	122
SUM		**2.902**
MEAN		**111,6154**
MEDIAN		**113**
MODE		**123**
SD		**13,9487**
VARIANCE		**194,5662**
MIN		**81**
MAX		**133**

CONTROL CLASS

No	Students	Score
1	AAR	121
2	AM	80
3	APB	109
4	AN	122
5	BI	128
6	AS	99
7	DJR	105
8	DM	131
9	FAH	129
10	FAL	123
11	GAR	106
12	GAL	118
13	HA	129
14	HM	102
15	IS	121
16	MDS	100
17	MH	122
18	MFP	83
19	MIM	109
20	MA	122
21	RS	123
22	RBP	115
23	VDP	115
24	YN	96
25	YNA	112
26	YM	104
27	ZSW	132
SUM		**3.056**
MEAN		**113,1852**
MEDIAN		**115**
MODE		**122**
SD		**13,88978**
VARIANCE		**192,9259**
MIN		**80**
MAX		**132**

$$F = \frac{\text{Largest Variance}}{\text{Lowest Variance}}$$

$$F = \frac{194,5662}{192,9259}$$

$$F = 1,01$$

α = 0,05
df1 = k-1 (2-1) = 1
df2 = n-k (53-2) = 51
Ftable = 4,03

Conclusion:

$F_{observed}$ 1,01 < F_{table} 4,03, it means that both students' motivation data in experimental and control class are homogenous.

APPENDIX 42
HOMOGENEITY TESTING OF STUDENTS' MOTIVATION
(HIGH MOTIVATION)

EXPERIMENTAL CLASS

No	Students	Score
1	FR	133
2	DAD	132
3	CS	130
4	ATS	129
5	BF	127
6	AM	123
7	HP	123
SUM		897
MEAN		128,1428571
MEDIAN		129
MODE		123
SD		4,01781746
VARIANCE		16,14285714
MIN		123
MAX		133

CONTROL CLASS

No	Students	Score
1	ZSW	132
2	DM	131
3	FAH	129
4	HA	129
5	BI	128
6	FAL	123
7	RS	123
SUM		895
MEAN		127,8571429
MEDIAN		129
MODE		129
SD		3,579039509
VARIANCE		12,80952381
MIN		123
MAX		132

$$F = \frac{\text{Largest Variance}}{\text{Lowest Variance}}$$

$$F = \frac{16,1428}{12,8095}$$

$$F = 1,26$$

α = 0,05
df1 = k-1 (2-1) = 1
df2 = n-k (14-2) = 12
Ftable = 4,75

Conclusion:

$F_{observed}$ 1,26 < F_{table} 4,75, it means that both score of high motivation in experimental and control class are homogenous.

APPENDIX 43
HOMOGENEITY TESTING OF STUDENTS' MOTIVATION
(LOW MOTIVATION)

EXPERIMENTAL CLASS

No	Students	Score
1	NSW	102
2	GTT	100
3	RAA	100
4	MAV	96
5	DRI	93
6	AY	90
7	SA	81
SUM		662
MEAN		94,57142857
MEDIAN		96
MODE		100
SD		7,345228448
VARIANCE		53,95238095
MIN		81
MAX		102

CONTROL CLASS

No	Students	Score
1	YM	104
2	HM	102
3	MDS	100
4	AS	99
5	YN	96
6	MFP	83
7	AM	80
SUM		664
MEAN		94,85714286
MEDIAN		99
MODE		#N/A
SD		9,494359228
VARIANCE		90,14285714
MIN		80
MAX		104

$$F = \frac{\text{Largest Variance}}{\text{Lowest Variance}}$$

$$F = \frac{90,1428}{53,9523}$$

$$F = 1,67$$

α   = 0,05
df1   = k-1 (2-1)   = 1
df2   = n-k (14-2) = 12
Ftable = 4,75

Conclusion:

$F_{observed}$ 1,67 < F_{table} 4,75, it means that both score of low motivation in experimental and control class are homogenous.

APPENDIX 44
HYPOTHESIS TESTING

1. **Hypothesis 1**

Writing Ability Score in Experimental Class		

S	X_1	$X_1{}^2$
1	48	2304
2	48	2304
3	48	2304
4	50	2500
5	52	2704
6	52	2704
7	52	2704
8	52	2704
9	52	2704
10	56	3136
11	56	3136
12	56	3136
13	56	3136
14	56	3136
15	56	3136
16	56	3136
17	58	3364
18	60	3600
19	60	3600
20	60	3600
21	60	3600
22	60	3600
23	64	4096
24	64	4096
25	64	4096
26	68	4624
SUM	**1464**	**83160**
MEAN	**56,30769**	

Writing Ability Score in Control Class		

S	X_2	$X_2{}^2$
1	44	1936
2	44	1936
3	44	1936
4	48	2304
5	48	2304
6	48	2304
7	48	2304
8	48	2304
9	48	2304
10	50	2500
11	50	2500
12	50	2500
13	52	2704
14	52	2704
15	52	2704
16	52	2704
17	52	2704
18	54	2916
19	56	3136
20	56	3136
21	56	3136
22	56	3136
23	56	3136
24	60	3600
25	60	3600
26	60	3600
27	64	4096
SUM	**1408**	**74144**
MEAN	**52,14815**	

Experimental Class

$\Sigma x_1^2 = 83160$

$\left(\Sigma x_1\right)^2 = (1464)^2 = 2143296$

$\overline{X_1} = \dfrac{\Sigma X_1}{N} = \dfrac{1464}{26} = 56{,}30$

n $\quad = 26$

$SS_1 \quad = \Sigma x_1^2 - \dfrac{\left(\Sigma x_1\right)^2}{n_1}$

$SS_1 \quad = 83160 - \dfrac{(1464)^2}{26}$

$SS_1 \quad = 83160 - \dfrac{2143296}{26}$

$SS_1 \quad = 83160 - 82434{,}46$

$\qquad = 725{,}54$

$SD1 = \sqrt{\dfrac{SS1}{n1-1}}$

$SD1 = \sqrt{\dfrac{725{,}54}{26-1}}$

$SD1 = \sqrt{\dfrac{725{,}54}{25}}$

$SD1 = \sqrt{29{,}02}$

$SD1 = 5{,}38$

Control Class

$\Sigma X_2^2 = 74144$

$\left(\Sigma x_2\right)^2 = (1408)^2 = 1982464$

$\overline{X_2} = \dfrac{\Sigma X_2}{N} = \dfrac{1408}{27} = 52{,}14$

n $\quad = 27$

$SS_2 \quad = \Sigma x_2^2 - \dfrac{\left(\Sigma x_2\right)^2}{n_2}$

$SS_2 \quad = 74144 - \dfrac{(1408)^2}{27}$

$SS_2 \quad = 74144 - \dfrac{1982464}{27}$

$SS_2 \quad = 74144 - 73424{,}59$

$\qquad = 719{,}41$

$SD2 = \sqrt{\dfrac{SS2}{n2-1}}$

$SD2 = \sqrt{\dfrac{719{,}41}{27-1}}$

$SD2 = \sqrt{\dfrac{719{,}41}{26}}$

$SD2 = \sqrt{27{,}66}$

$SD2 = 5{,}25$

$$t = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\left(\dfrac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\dfrac{1}{n_1} + \dfrac{1}{n_2}\right)}}$$

$$t = \frac{56,30 - 52,14}{\sqrt{\left(\dfrac{725,54 + 719,41}{26 + 27 - 2}\right)\left(\dfrac{1}{26} + \dfrac{1}{27}\right)}}$$

$$t = \frac{4,16}{\sqrt{\left(\dfrac{1444,95}{51}\right)\left(\dfrac{27}{702} + \dfrac{26}{702}\right)}}$$

$$t = \frac{4,16}{\sqrt{\left(\dfrac{1444,95}{51}\right)\left(\dfrac{53}{702}\right)}}$$

$$t = \frac{4,16}{\sqrt{(28,33)(0,07)}}$$

$$t = \frac{4,16}{\sqrt{(1,98)}}$$

$$t = \frac{4,16}{1,40}$$

$$t = 2,97$$

α   = 0,05
df   = n1+n2-2
        = 26+27-2
        = 51
The t-table does not have df=51 to be conservative, df=60 is used as t-table (the closest df).
T-table = 2,000

Conclusion:

Based on the data above, it is found that **t-observed (2,97)** is bigger than **t-table (2,000).** It means that Alternative Hypothesis (H₁) is accepted and Null Hypothesis (H₀) is rejected. In other words, students who are taught by using Quick Write strategy have higher scores in writing ability of news item text than those who are taught by using discussion strategy.

2. **Hypothesis 2**

Writing Ability Score

<table>
<tr><td colspan="3">High Motivation Students
Experimental Class</td><td colspan="3">High Motivation Students
Control Class</td></tr>
<tr><td>S</td><td>X₁</td><td>X₁²</td><td>S</td><td>X₂</td><td>X₂²</td></tr>
<tr><td>1</td><td>60</td><td>3600</td><td>1</td><td>54</td><td>2916</td></tr>
<tr><td>2</td><td>60</td><td>3600</td><td>2</td><td>56</td><td>3136</td></tr>
<tr><td>3</td><td>60</td><td>3600</td><td>3</td><td>56</td><td>3136</td></tr>
<tr><td>4</td><td>64</td><td>4096</td><td>4</td><td>56</td><td>3136</td></tr>
<tr><td>5</td><td>64</td><td>4096</td><td>5</td><td>60</td><td>3600</td></tr>
<tr><td>6</td><td>64</td><td>4096</td><td>6</td><td>60</td><td>3600</td></tr>
<tr><td>7</td><td>68</td><td>4624</td><td>7</td><td>60</td><td>3600</td></tr>
<tr><td>SUM</td><td>440</td><td>27712</td><td>SUM</td><td>402</td><td>23124</td></tr>
<tr><td>MEAN</td><td>62,857143</td><td></td><td>MEAN</td><td>57,428571</td><td></td></tr>
</table>

Experimental Class

$\Sigma x_1^2 = 27712$

$\left(\Sigma x_1\right)^2 = (440)^2 = 193600$

$\overline{X_1} = \dfrac{\Sigma X_1}{N} = \dfrac{440}{7} = 62,85$

n $= 7$

$SS_1 = \Sigma x_1^2 - \dfrac{\left(\Sigma x_1\right)^2}{n_1}$

$SS_1 = 27712 - \dfrac{(440)^2}{7}$

$SS_1 = 27712 - \dfrac{193600}{7}$

$SS_1 = 27712 - 27657,14$

$\quad\;\; = 54,86$

Control Class

$\Sigma X_2^2 = 23124$

$\left(\Sigma x_2\right)^2 = (402)^2 = 161604$

$\overline{X_2} = \dfrac{\Sigma X_2}{N} = \dfrac{402}{7} = 57,42$

n $= 7$

$SS_2 = \Sigma x_2^2 - \dfrac{\left(\Sigma x_2\right)^2}{n_2}$

$SS_2 = 23124 - \dfrac{(402)^2}{7}$

$SS_2 = 23124 - \dfrac{161604}{7}$

$SS_2 = 23124 - 23086,28$

$\quad\;\; = 37,72$

$$SD1 = \sqrt{\frac{SS1}{n1-1}} \qquad\qquad SD2 = \sqrt{\frac{SS2}{n2-1}}$$

$$SD1 = \sqrt{\frac{54,86}{7-1}} \qquad\qquad SD2 = \sqrt{\frac{37,72}{7-1}}$$

$$SD1 = \sqrt{\frac{54,86}{6}} \qquad\qquad SD2 = \sqrt{\frac{37,72}{6}}$$

$$SD1 = \sqrt{9,14} \qquad\qquad SD2 = \sqrt{6,28}$$

$$SD1 = 3,02 \qquad\qquad SD2 = 2,50$$

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\left(\dfrac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\dfrac{1}{n_1} + \dfrac{1}{n_2}\right)}}$$

$$t = \frac{62,85 - 57,42}{\sqrt{\left(\dfrac{54,86 + 37,72}{7 + 7 - 2}\right)\left(\dfrac{1}{7} + \dfrac{1}{7}\right)}}$$

$$t = \frac{5,43}{\sqrt{\left(\dfrac{92,58}{12}\right)\left(\dfrac{2}{7}\right)}}$$

$$t = \frac{5,43}{\sqrt{(7,71)(0,28)}}$$

$$t = \frac{5,43}{\sqrt{(2,15)}}$$

$$t = \frac{5,43}{1,46}$$

$$t = 3,71$$

α	= 0,05
df	= n1+n2-2
	= 7+7-2
	= 12

T-table = 2,178

Conclusion:
Based on the data above, it is found that **t-observed (3,71)** is bigger than **t-table (2,178).** It means that Alternative Hypothesis (H₁) is accepted and Null Hypothesis (H₀) is rejected. In other words, the students with high motivation who are taught by using Quick Write strategy have higher scores in writing ability of news item text than those who are taught by using discussion strategy.

3. Hypothesis 3

Writing Ability Score

Low Motivation Students Experimental Class			Low Motivation Students Control Class		
S	X_1	$X_1{}^2$	S	X_2	$X_2{}^2$
1	48	2304	1	44	1936
2	48	2304	2	44	1936
3	48	2304	3	44	1936
4	50	2500	4	48	2304
5	52	2704	5	48	2304
6	52	2704	6	48	2304
7	52	2704	7	48	2304
SUM	350	17524	SUM	324	15024
MEAN	50		MEAN	46,285714	

Experimental Class

Control Class

$\Sigma x_1{}^2 = 17524$

$\left(\Sigma x_1\right)^2 = (350)^2 = 122500$

$\overline{X_1} = \dfrac{\Sigma X_1}{N} = \dfrac{350}{7} = 50$

n $\quad = 7$

$\Sigma X_2{}^2 = 15024$

$\left(\Sigma x_2\right)^2 = (324)^2 = 104976$

$\overline{X_2} = \dfrac{\Sigma X_2}{N} = \dfrac{324}{7} = 46,28$

n $\quad = 7$

$SS_1 \quad = \Sigma x_1{}^2 - \dfrac{\left(\Sigma x_1\right)^2}{n_1}$

$SS_2 \quad = \Sigma x_2{}^2 - \dfrac{\left(\Sigma x_2\right)^2}{n_2}$

$SS_1 \quad = 17524 - \dfrac{(350)^2}{7}$

$SS_2 \quad = 15024 - \dfrac{(324)^2}{7}$

$SS_1 \quad = 17524 - \dfrac{122500}{7}$

$SS_2 \quad = 15024 - \dfrac{104976}{7}$

$SS_1 \quad = 17524 - 17500$

$SS_2 \quad = 15024 - 14996,57$

$\quad = 24$

$\quad = 27,43$

$$SD1 = \sqrt{\frac{SS1}{n1-1}} \qquad\qquad SD2 = \sqrt{\frac{SS2}{n2-1}}$$

$$SD1 = \sqrt{\frac{24}{7-1}} \qquad\qquad SD2 = \sqrt{\frac{27,43}{7-1}}$$

$$SD1 = \sqrt{\frac{24}{6}} \qquad\qquad SD2 = \sqrt{\frac{27,43}{6}}$$

$$SD1 = \sqrt{4} \qquad\qquad SD2 = \sqrt{4,57}$$

$$SD1 = 2 \qquad\qquad SD2 = 2,13$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{50 - 46,28}{\sqrt{\left(\frac{24 + 27,43}{7 + 7 - 2}\right)\left(\frac{1}{7} + \frac{1}{7}\right)}}$$

$$t = \frac{3,72}{\sqrt{\left(\frac{51,43}{12}\right)\left(\frac{2}{7}\right)}}$$

$$t = \frac{3,72}{\sqrt{(4,28)(0,28)}}$$

$$t = \frac{3,72}{\sqrt{(1,19)}}$$

$$t = \frac{3,72}{1,09}$$

$$t = 3,41$$

α	= 0,05
df	= n1+n2-2
	= 7+7-2
	= 12

T-table = 2,178

Conclusion:

Based on the data above, it is found that **t-observed (3,41)** is bigger than **t-table (2,178).** It means that Alternative Hypothesis (H$_1$) is accepted and Null Hypothesis (H$_0$) is rejected. In other words, the students with low motivation who are taught by using Quick Write strategy have higher scores in writing ability of news item text than those who are taught by using discussion strategy.

APPENDIX 47

4. Hypothesis 4

	C_1	C_2
R_1	$\overline{X_{11}} = 63$	$\overline{X_{12}} = 57$
R_2	$\overline{X_{21}} = 50$	$\overline{X_{22}} = 46$

$T_1 = 120 \qquad \overline{X_1} = 60$

$T_2 = 96 \qquad \overline{X_2} = 48$

$T = 216 \qquad \overline{\overline{X}} = 54$

$T_1 = 113 \qquad T_2 = 103$

$\overline{X_1} = 56,5 \qquad \overline{X_2} = 51,5$

	C_1	C_2
R_1	$n_{11} = 7$ $T_{11} = 440$	$n_{11} = 7$ $T_{11} = 402$
R_2	$n_{11} = 7$ $T_{11} = 350$	$n_{11} = 7$ $T_{11} = 324$

$$\sum^R Tr^2 = (120)^2 + (96)^2$$

$$\sum^R Tr^2 = 14400 + 9216$$

$$\sum^R Tr^2 = 23616$$

$$\frac{1}{c}\sum^R Tr^2 = \frac{23616}{2} = \mathbf{11808}$$

$$\sum^C Tc^2 = (113)^2 + (103)^2$$

$$\sum^C Tc^2 = 12769 + 10609$$

$$\sum^C Tc^2 = 23378$$

$$\frac{1}{R}\sum^C Tc^2 = \frac{23378}{2} = \mathbf{11689}$$

$$\frac{T^2}{R.C} = \frac{46656}{4} = \mathbf{11664}$$

a. The calculation of harmonic mean from frequency cell

$$\overline{n_h} = \frac{RC}{1/n_{11} + 1/n_{12} + 1/n_{21} + 1/n_{22}}$$

$$\overline{n_h} = \frac{4}{1/7 + 1/7 + 1/7 + 1/7}$$

$$\overline{n_h} = \frac{4}{0{,}14 + 0{,}14 + 0{,}14 + 0{,}14}$$

$$\overline{n_h} = \frac{4}{0{,}56} = \mathbf{7,14}$$

b. The mean score calculation of each cell from row (students' motivation) and column (strategies) using Factorial Design.

	C_1	C_2		
R_1	$\overline{X_{11}} = 63$	$\overline{X_{12}} = 57$	$T_1 = 120$	$\overline{X_1} = 60$
R_2	$\overline{X_{21}} = 50$	$\overline{X_{22}} = 46$	$T_2 = 96$	$\overline{X_2} = 48$
	$T_1 = 113$	$T_2 = 103$	$T = 216$	$\overline{X} = 54$
	$\overline{X_1} = 56{,}5$	$\overline{X_2} = 51{,}5$		

Row (students' motivation)

$$\overline{n_h}\left(\frac{1}{c}\sum_{}^{R} Tr^2 - \frac{T^2}{RC}\right) = 7{,}14(11808 - 11664)$$

$$\overline{n_h}\left(\frac{1}{c}\sum_{}^{R} Tr^2 - \frac{T^2}{RC}\right) = 7{,}14\,(144)$$

$$\overline{n_h}\left(\frac{1}{c}\sum_{}^{R} Tr^2 - \frac{T^2}{RC}\right) = 1028{,}16$$

Column (teaching strategy)

$$\overline{n_h}\left(\frac{1}{R}\sum_{}^{C} Tc^2 - \frac{T^2}{RC}\right) = 7{,}14\,(11689 - 11664)$$

$$\overline{n_h}\left(\frac{1}{R}\sum_{}^{C} Tc^2 - \frac{T^2}{RC}\right) = 7{,}14\,(25)$$

$$\overline{n_h}\left(\frac{1}{R}\sum_{}^{C} Tc^2 - \frac{T^2}{RC}\right) = 178{,}5$$

Interaction

$$\overline{n_h}\left(\sum_{}^{R}\sum_{}^{C}\bar{X}^2{}_{rc} - \frac{1}{R}\sum_{}^{R}\mathrm{Tr}^2 - \frac{1}{R}\sum_{}^{R}\mathrm{T}^2{}_{rc} + \frac{\mathrm{T}^2}{\mathrm{RC}}\right)$$

$$\sum_{}^{R}\sum_{}^{C}\bar{X}^2{}_{rc} = ((63)^2 + (50)^2 + (57)^2 + (46)^2)$$

$$\sum_{}^{R}\sum_{}^{C}\bar{X}^2{}_{rc} = (3969 + 2500 + 3249 + 2116)$$

$$\sum_{}^{R}\sum_{}^{C}\bar{X}^2{}_{rc} = 11834$$

$$\overline{n_h}\left(\sum_{}^{R}\sum_{}^{C}\bar{X}^2{}_{rc} - \frac{1}{R}\sum_{}^{R}\mathrm{Tr}^2 - \frac{1}{R}\sum_{}^{R}\mathrm{T}^2{}_{rc} + \frac{\mathrm{T}^2}{\mathrm{RC}}\right)$$

$$= 7,14\,((11834) - (11808) - (11689) + (11664))$$
$$= 7,14\,(1)$$
$$= 7,14$$

Within cell

$$\sum_{}^{R}\sum_{}^{C}\sum_{}^{nrc}X^2{}_{rci}\,\sum_{}^{R}\sum_{}^{C}\left(\frac{T^2{}_{rc}}{n_{rc}}\right)$$

$$= \left[(27712 + 17524 + 23124 + 15024) - \left(\frac{(440^2)}{7} + \frac{(402^2)}{7} + \frac{(350^2)}{7}\right.\right.$$
$$\left.\left. + \frac{(324^2)}{7}\right)\right]$$
$$= [(83384) - (27657 + 23086 + 17500 + 14997)]$$
$$= [(83384) - (83240)]$$
$$= 144$$

Source of Variation	Sum of Square (SS)	Degree of Freedom	Variance Estimate
Row	1028,16	1	$1028,16\,s_r^2$
Column	178,5	1	$178,5\,s_c^2$
Interaction	7,14	1	$7,14\,s_{rc}^2$
Within Cell	144	24	$6\,s_{ic}^2$
$F_r = \dfrac{s_r^2}{s_{ic}^2} = \dfrac{1028,16}{6} = 171,36$	$F_c = \dfrac{s_c^2}{s_{ic}^2} = \dfrac{178,5}{6} = 29,75$	$F_{rc} = \dfrac{s_{rc}^2}{s_{ic}^2} = \dfrac{7,14}{6} = 1,19$	

Summary:

Source of Variation	Sum of Square (SS)	Degree of Freedom	Variance Estimate	$F_{observed}$	F_{table}
Row	1028,16	1	1028,16	171,36	4,23
Column	178,5	1	178,5	29,75	4,23
Interaction	7,14	1	7,14	1,19	4,23
Within Cell	144	24	6		

Interaction graph:

INTERACTION GRAPH BETWEEN TEACHING STRATEGIES AND STUDENTS' MOTIVATION
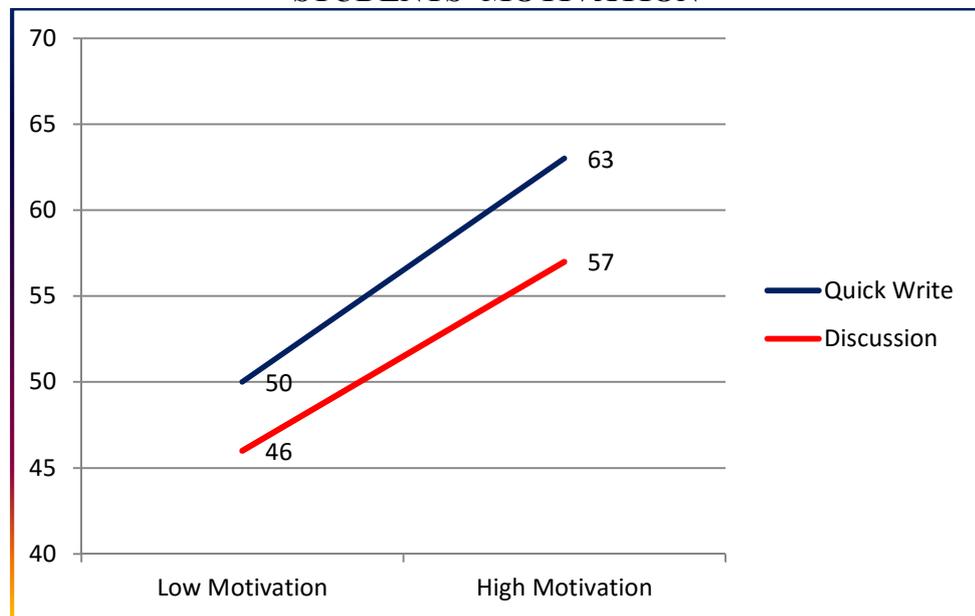
Conclusion:
From the analysis of hypothesis 4 above, it is found that the value of $F_{observed}$ (1,19) is lower than F_{table} (4,23). It means, Null Hypothesis (H0) is accepted and Alternative Hypothesis (H1) is rejected. There is no any interaction between teaching strategies (Quick Write strategy and discussion strategy) and the students' motivation toward their writing ability of news item text.

APPENDIX 48

RESEARCH DOCUMENTATION IN EXPERIMENTAL CLASS
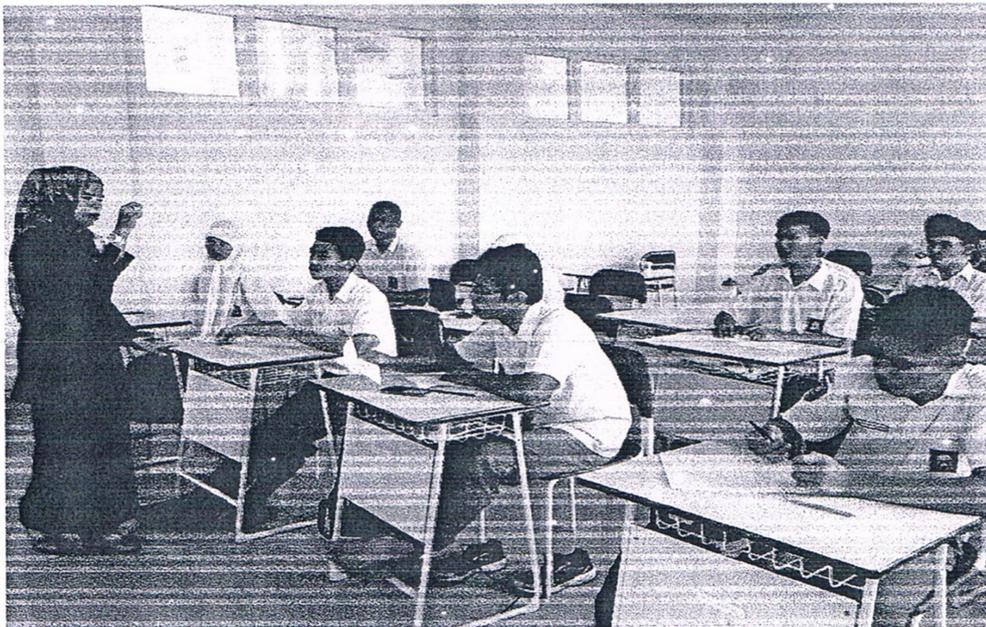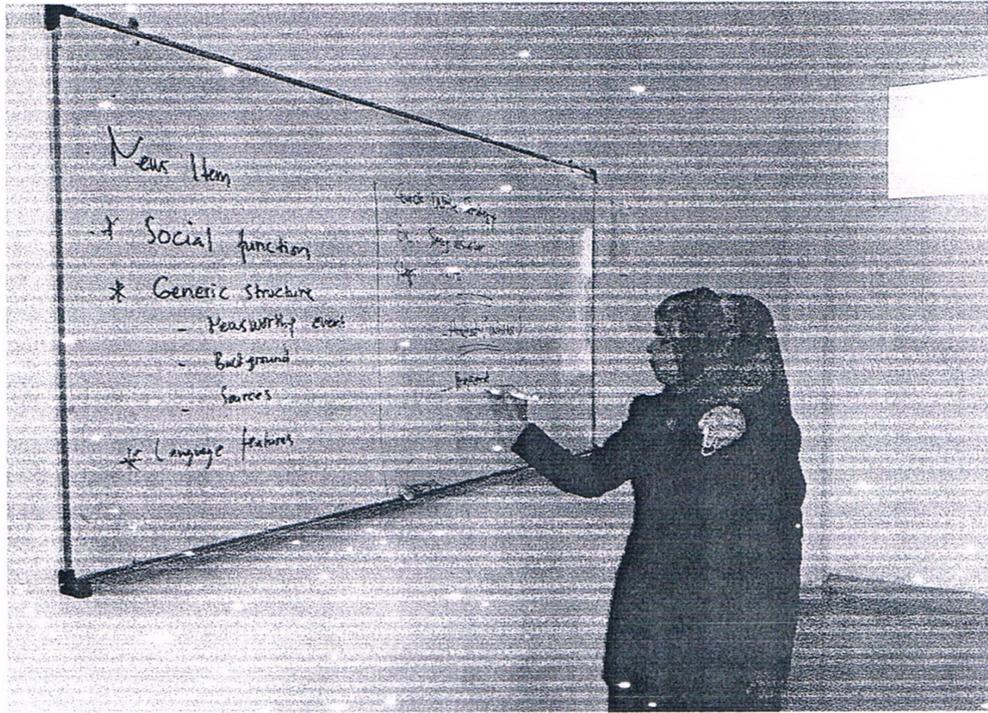
APPENDIX 49

RESEARCH DOCUMENTATION IN CONTROL CLASS
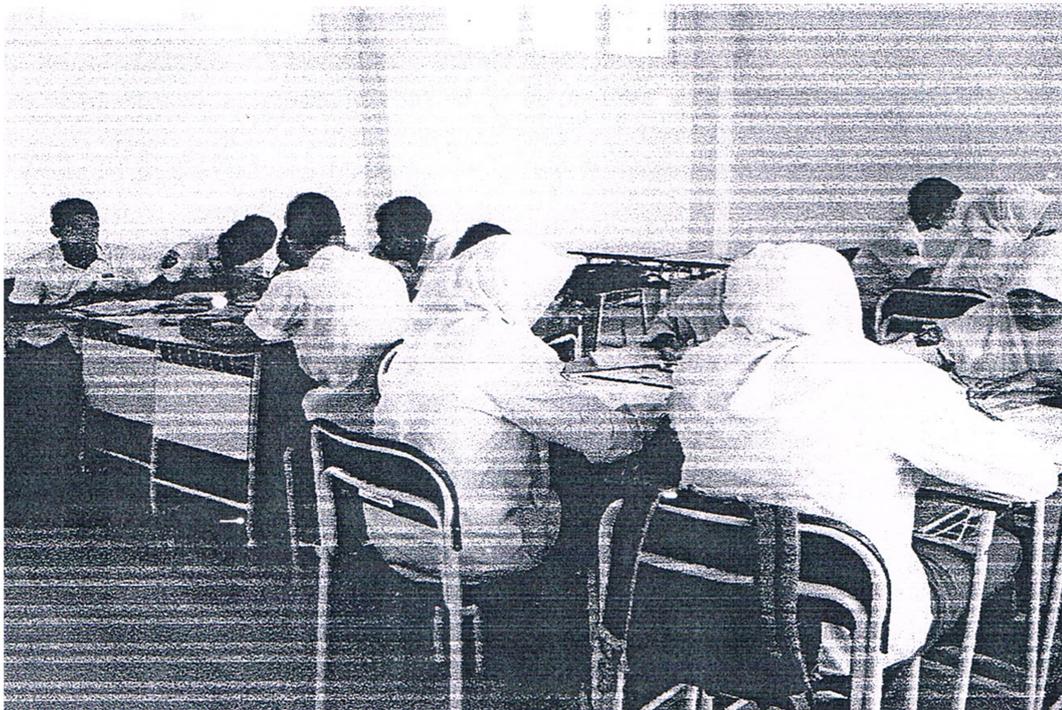
Name : Adil Ma'ruf

Class : X.7

THe worst forest firies in Indonesia

Jakarta. The forest fires and smog, billed the worst in Indonesia history. It still dominated news in media this week. There are thousands of hot spots covering Sumatera and Kalimantan.

At least 19 people in Sumatra and kalimantan have died. Thousands people have been hospitalized because of severe respiratory illnesses caused by the haze. Most of them are children.

According to the National Disaster Mitigation Agency (BNPB), the ongoing haze crisis has resulted in more than 500,000 people in six provinces. They are Riau, Jambi, South Sumatra, West Kalimantan, Central Kalimantan and South Kalimantan. This regions suffering from acute respiratory Infections.

Name : Danang Ari Darmawan

Class : X.7

Tour de Singkarak held on smok Blanketing Sumatera

Jakarta. This fear, Tour de Singkarak will held from 3 - 11 october 2015. It covers 1.341,5 km 18 regions in West Sumatera. This fear, 24 teams will compete in the Tour of the Singkarak, which offers a total prize is Rp 2,5 Billion.

Some teams will compete are : Bridgestone Anchor Cycling Team from Japan, Tabriz Petrochemical from Iran, National Sport Council from Malaysia, others teams are from luxemburg, philipines, Australia and Austria. Meanwhile, Indonesia will deploy six teams, including Team nasional BSP, Custm cycling club and SAKB Cycling Team.

Several weeks before, pollution of forest fire and smog has hit some regions in Sumatera and kalimantan, "Smog causes all flights are likely to be cancelled", Ibnu Hasan, told Antara news agency

Name : Hanifa Amir

class : X.8

Padang Covered Haze

Padang — haze began blanketing the city of padang, West Sumatra. This area is emergency status, but urged people reducing activities outside the home. Even out of the house, you should use a mask.

On Tuesday morning, the haze began to interfere with visibility in padang city. Padang became one of the areas affected by smog, once detected eight hot spots (hot spots) spread over three districts in the province.

The work of the regional Disaster Management Agency (BPBD) padang, the smog also occur in Dhamasraya and Sijunjung. Two areas that are most affected districts of West Sumatra hit by smog.

"The haze hit West Sumatra region is a result of the rotation direction of the wind is in the south west to the northwest to the north, leading to an impact to Riau and West Sumatra," said Secretary BPBDs city of padang, Eliyusman.

Name: Boy Irawan

Class: X.8

smog Disaster indonesia

Jakarta- thick haze from Forest Fires and Land blanketing Some areas in Sumtra and kalimantan is categorized as an emergency, Because they disturb People life.
This condition is important to overcome by all Sectorial.

Until Friday on 4 September 2015, Ministry of Environment and Forestry said there are 156 hot spots souce of smog in Sumatra and Kalimantan. smog blanketing south Sumatra, Jambi, Riau, West kalimantan, Central kalimantan and South kalimantan. In Sumatra, haze blanketing 80 Percent of its territory. It about 25.6 milion People are exposed to the smoke, which is 22.6 million People in Sumatra and 3 million People in Kalimantan

In the meeting of smog in the Presidential Office, Jakarta, on Friday, President Joko widodo ordered all relevant stakeholders tackling the haze.

BINTANG OFCR

"The President asked the head of the area so as not hesitate emergency declared smoke. This disaster is not catastrophic forest fires, but emergency disaster smoke," said Head Of BNPB syamsul Maarif at the Presidential Office.

Surat Izin Penelitian dari Program Pasca Sarjana UNP

KEMENTERIAN RISET TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI PADANG
PROGRAM PASCASARJANA
Jalan. Prof. Dr. Hamka Air Tawar Padang 25131
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Laman : www.pps.unp.ac.id , E-mail: ppsunp_padang@yahoo.co.id

RISTEKDIKTI

Nomor   : 2771/UN35.15/LT/2015   19 Agustus 2015
H a l   : **Mohon Izin Penelitian**

Yth. Kepala Dinas Pendidikan
Kota Padang
Padang

Dengan hormat,
Melalui surat ini kami informasikan kepada Saudara bahwa salah seorang mahasiswa Program Magister (S-2) Program Pascasarjana Universitas Negeri Padang yang namanya tertera di bawah ini:

Nama   : Nurjanah Rahmadesi
NIM   : 1304100
Program Studi : Pendidikan Bahasa Inggris

akan melaksanakan penelitian di instansi yang Saudara pimpin dalam rangka penulisan tesis dengan judul: *"The Effect of Quick Write Strategy and Motivation toward Students' Writing Ability of News Item Text at the First Year Students of SMA Negeri 5 Padang"*.
Demi kelancaran kegiatan tersebut kami mengharapkan bantuan dan keizinan Saudara.

Demikianlah kami sampaikan, atas kerja sama Saudara kami ucapkan terima kasih.

a.n. Direktur
Asisten Direktur I,

Prof. Dr. Azwar Ananda, M.A
NIP 19610720 198602 1 001

APPENDIX 51

Surat Izin Melaksanakan Peneliitian dari Dinas Pendidikan Kota

Padang

IZIN PENELITIAN

Nomor: 070/3033/ DP.Sekre3 /2015

Kepala Dinas Pendidikan Kota Padang berdasarkan Surat Asisten Direktur I Program Pascasarjana UNP nomor : 2771/UN.35.15/LT/2015 tanggal 19 Agustus 2015 perihal izin penelitian untuk pengambilan data dalam rangka penyelesaian tugas Akhir Tesis, pada prinsipnya dapat diberikan kepada :

Nama	:	NURJANAH RAHMADESI
NIM	:	1304100
Prodi	:	Pendidikan Bahasa Inggris
Jenjang	:	S2
Judul	:	"THE EFFECT OF QUICK WRITE STRATEGY AND MOTIVATION TOWARD STUDENTS' WRITING ABILITY OF NEWS ITEM TEXT AT THE FIRST YEAR STUDENTS OF SMA NEGERI 5 PADANG"
Lokasi	:	SMAN 5 Padang
Waktu	:	Agustus s.d September 2015
Dengan ketentuan	:	

1. Selama kegiatan berlangsung tidak mengganggu proses belajar mengajar.
2. Setelah melakukan penelitian agar dapat memberikan laporan satu rangkap ke Dinas Pendidikan Kota Padang Cq. Sekretariat Dinas Pendidikan Kota Padang.
3. Kegiatan tersebut dilaksanakan di dalam jam Ekstrakurikuler siswa.

Demikianlah untuk dapat dipergunakan sebagaimana mestinya.

Padang, 24 Agustus 2015

an. Kepala
Ka. Subag Program
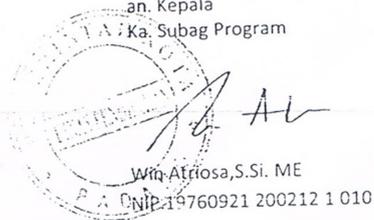
Win Atriosa,S.Si. ME
NIP.19760921 200212 1 010

Tembusan:
1. Walikota Padang (sebagai laporan)
2. Kepala Dinas Pendidikan Kota Padang
3. Asisten Direktur I Program Pascasarjana UNP
4. Kepala SMAN 5 Padang
5. Arsip

Surat Izin Peneliitian dari SMA Negeri 5 Padang

PEMERINTAH KOTA PADANG
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 5 PADANG
http//:www.sma5padang.sch.id E-mail:sma5padang@gmail.com

Jl. Balai Baru Kec. Kuranji   Kode Pos : 25158   Phone:(0751) 498055

KETERANGAN PENELITIAN

No.: 423 / 665/ DP.SMA 5/2015

Yang bertanda tangan dibawah ini Kepala SMA Negeri 5 Padang menerangkan bahwa .

Nama	: NURIANAH RAHMADESI
Nim	: 1304100
Prodi	: Pendidikan Bahasa Inggris
Jenjang	: S2
Judul	:" THE EFFECT OF QUICK WRITE STRATEGY AND MOTIVATION TOWARD STUDENTS' WRITING ABILITY OF NEWS ITEM TEXT AT THE FIRST YEAR STUDENTS OF SMA NEGERI 5 PADANG"
Lokasi	: SMA Negeri 5 Padang
Waktu	: Agustus s/d. September 2015

Berdasarkan surat dari Dinas Pendidikan Kota Padang No:071/3033/DP.Sekre3 / 2015

Tanggal, 24 Agustus 2015   bahwa yang namanya tersebut di atas telah selesai melaksanakan Penelitian di SMA Negeri 5 Padang.

Demikianlah surat keterangan Penelitian ini kami berikan untuk dapat dipergunakan seperlunya.

Padang, 2 Oktober 2015
Kepala,

Drs. Afrizal, MM
Nip.196104171984121001

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