



**THE INFLUENCE OF PROCCSS APPROACH ON
STUDENTS' ESSAY WRITING IN NARRATIVE TEXT**

THESIS

Submitted as Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)

By:

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATIONAL SCIENCES
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**MUHAMMADIYAH UNIVERSITY OF JAKARTA
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Iskandar Balad (2014850018)

**THE INFLUENCE OF PROCCES APPROACH ON STUDENTS' ESSAY
WRITING IN NARRATIVE TEXT**

xvi + 103 pages, 10 tables, 2 figures, 15 appendices

ABSTRACT

The purpose of this study was to find out the influence of Process Approach on 11th grade students' essay writing of narrative text. The method in this research was a quasi-experimental study. The study was carried out into two classes, namely experimental class and controlled class. The sample of this study consisted of 36 students from XI IPA 1 class in the experimental group and 39 students from XI IPA 2 class in the controlled group. The instrument used in collecting the data was post-test. The data was analyzed statistically through t-test. The result of this study showed that the use of Procces Approach influenced students' essay writing of narrative text. It can be seen from the result of calculation that the students' scores in experimental class were higher than controlled class. Based on the statistical calculation with the significance level of 5%, $t_{\text{calculation}}$ (4.94) was higher than t_{table} (1.67). It indicated that Process Approach influenced students' essay writing of narrative text.

Keyword: writing, essay, narrative text, approach, procces approach

29 references (1993-2015)

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui pengaruh Process Approach pada menulis teks esai naratif siswa kelas 11. Metode dalam penelitian ini adalah penelitian kuasi-eksperimental. Penelitian dilakukan pada dua kelas, yaitu kelas eksperimen dan kelas kontrol. Sampel penelitian ini terdiri dari 36 siswa dari kelas XI IPA 1 pada kelompok eksperimen dan 39 siswa dari kelas XI IPA 2 pada kelompok kontrol. Instrumen yang digunakan dalam mengumpulkan data adalah post-test. Data dianalisis secara statistik melalui t-test. Hasil dari penelitian ini menunjukkan bahwa penggunaan Process Approach mempengaruhi penulisan teks esai naratif siswa. Hal ini dapat dilihat dari hasil perhitungan bahwa nilai siswa di kelas eksperimen lebih tinggi daripada kelas kontrol. Berdasarkan perhitungan statistik dengan tingkat signifikansi 5%, bahwa t-perhitungan (4,94) lebih tinggi dari t-tabel (1,67). Ini menunjukkan bahwa Process Approach mempengaruhi penulisan teks esai naratif siswa.

Keyword: menulis, esai, teks naratif, approach, process approach

Daftar pustaka 29 (1993-2015)

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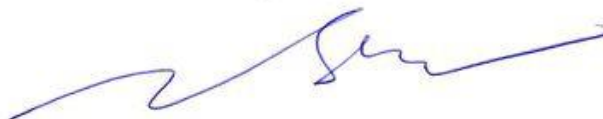
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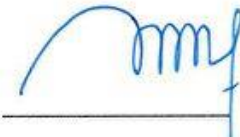



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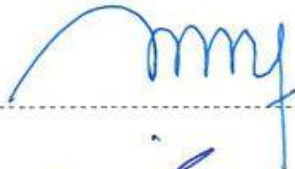
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Iskandar Balad

DEDICATION

“The thesis is dedicated to my beloved father Ayahanda Jamhari, mother Ibunda Ma’anah Indriyani, my brothers Agus Junaedi, Amarullah Ikhsan, Imam Habi Hamzah, and my sweetie mate who have supported and helped me to complete the thesis.”

MOTTO

رِضَى فِي الرَّبِّ رِضَى الْوَالِدِ...

“Ridho of Allah, is Ridho of Parents.”

“Insyallah, You’ll find the way...”

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All praises be to Allah, the Lord of the world, who has given mercy and blessing to the writer in finishing this thesis with the title “The Influence of Process Approach on Students’ Essay Writing in Narrative Text (A Quasi-Experimental Research at the 11th Students of SMAN 5 Tangerang Selatan, Banten)” can finish well.

Peace and salutation be upon to the prophet Muhammad Peace be upon Him, his family, his companion, and his adherence.

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The writer realizes that this "Thesis" is far from being perfect. Therefore, the writer expects some suggestions and criticism for this "Thesis". At last, the writer hopes that this "Thesis" will give advantages for all.

Jakarta, August 2018

The Writer

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CHAPTER I INTRODUCTION

A. Background of the Study

English is the most widely used language in many countries around the world. It dominates the four to five thousand languages in the world. It functions in different forms in different countries and states; as lingua franca, foreign language, second or third language. Besides, it may be employed as inter- or intra- national language within a speech community. Kolawole in Akinwamide (2012:16) said the reason for this is not far-fetched because as Western Civilization is taking over the whole world, so that English does exist in the congruent to Western Civilization. Nowadays, English becomes a tool to interact and communicate with every nation in the world. As Allah said in the Holy Qur'an:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ
لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَنْفُسُكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

“O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the

most righteous of you. Indeed, Allah is Knowing and Acquainted.”
(Q.S. Al Hujurat: 13).

This verse shows that, Allah created human in a state of different nations and languages to know each other. Thus, English as a world language, becomes a central tool for people to know each other.

In Indonesia, English is included as one of the subjects must be taken by students starting from Elementary until University levels. In Elementary level, students are only introduced basic knowledge of English, while in the secondary levels (Junior and Senior High School), English is learned by them deeper. One of the purposes of English learning at Senior High School is to make students to be able to express the meaning of very simple short written texts accurately. Besides, the students are also required to express the meaning and rhetorical stages of a very simple short essay by using a variety of written language.

English as a language has four basic skills, i.e. speaking, listening, reading, and writing. In this study, the writer focused on the discussion of writing skill. Writing is considered as one of the important skills in teaching and learning English. Writing refers to a communication in a verbal way. It is an action process of discovering and organizing the ideas, putting them on paper and reshaping and revising them.

In writing, people can share many ideas, feeling or anything that exist on their minds. It is written on paper or a computer screen. In the context of learning, writing is a process that the students' write is influenced by constraints of genre and has to be present in learning activities.

According to Hyland (1996:9), "writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic". Writing needs hard thinking to produce idea, words, sentences, paragraph, and composition. It permits people from the near and far distance to speak. Based on this explanation, it can be said that by writing can help human to communicate their ideas either with the near or far people.

According to Graham (2007:9), learning writing skills in schools has two important benefits. First, writing is a skill that can demonstrate the ability to use strategy (such as planning, evaluation, and revision) to achieve the purpose of the writing itself with the various opinions and supporting evidence the writers have. Second, writing means expanding and deepening students' knowledge. Writing is a tool for learning lessons.

"In school, writing is a way of life" (Brown; 2001:324). In English for Academic Purposes (EAP), students from Elementary level up to university, write in order to succeed in mastering the

subject matter. Writing ability is very important to teach to students because it can support other skills; listening, speaking, and reading in English. However, this skill is very difficult to acquire especially by 11th grade students. The difficulties cause the students becomes reluctant or lazy to follow the learning process, so that many students do not know what should do or should start from where or even students tend to be more interested in doing other things than following the English lesson especially in writing.

In addition to these problems, teachers also have difficulties when explaining the materials because most them use lecturing methods in delivering the materials. Thus, the learning process becomes less interesting and less fun.

There are several reasons why writing skills are often ignored by teachers. First, the teacher has difficulties in planning and teaching these skills. Second, these skills are not tested in the end of a semester or in final examination. Third, teachers are more often preoccupied with explaining the generic parts of a text than by applying it in a student's writing. Finally, learning writing skills is very time-consuming both in the process and also in providing feedback.

Akinwanide (2012:20), said that, the first popular approach in the teaching of writing is the traditional product-oriented approach. Akinwamide (2012:20) also stated that the Product approach

focuses the written text, which serves as a model for the learner; this is where it derived the name 'the model approach'. Nunan in Akinwamide (2012:20) said the product approach focuses on writing tasks in which the learner copies and transforms from teacher supplied models. In that approach, students would be given writing exercises that would improve the language they have learned through the process of imitation and grammatical pattern manipulation.

In other side in the process approach, the main focus is on student's process in producing the final text. Cumming in Reid (1993), stated that writing is a negotiation of meaning between author and reader that involves a continuous process from design to revision one. According to him, the stage in writing consists of prewriting, drafting and revising. In prewriting, students come up with ideas to find the topics they will write. After finding the idea, they make drafting which will be revised and rewritten to completion. This process will develop students' ability to put their ideas into writing. Murray in Aswandi (2009) explained that, writing learning activities using the process approach is characterized by the use of collaborative brain storming, free-writing, the choice of written topics submitted to the author, peer group editing, learning steps in the process sequence include: ideas, drafting, revising, and editing.

Writing in process approaches is seen as predominantly to do more with skills, such as planning and drafting skills, than linguistic knowledge, such as knowledge about grammar and text structure (Badger and White, 2000:154). This approach assumes that a writer needs to write for authentic purposes in an extended process that includes prewriting, writing, revising, and editing—though these are done in a recursive manner rather than in discrete steps. As writers work through the writing process, they move through recursive steps that first emphasize fluency (i.e., activities for determining audience and generating ideas), then form (i.e., writing strategies for organizing and revising ideas) and then correctness (i.e., editing for proper grammar, spelling, diction, etc.). The last step in the process is publishing, sharing one's finished draft, after which some of the steps of the process may once again be revised.

Based on the background of study above, the writer is interested in doing the research about the influence of process approach on students' essay writing. The eleventh grade students of SMAN 5 Tangerang Selatan will be the subjects participating in this study. This study aimed to apply one of effective approaches in teaching writing to these students in order to solve various problems stated previously.

B. Identification of the Problem

Based on the background above, the problems of this study are:

1. Writing is one of the most difficult subjects in English learning;
2. The students have less interest in writing lesson;
3. The students have less understanding about writing skill;
4. The teachers lack of delivering the learning material of writing;
5. The teacher usually have time limitness for teaching writing;
6. The teacher did not apply effective and interesting approach teach writing.

C. Limitation of the Problem

Based on the identification of the problems above, the writer restricted the problem of this research on the Influence of Process Approach towards Students' Essay Writing.

D. Problem of the Study

The problem of the study is formulated as follows: "Does Process Approach influence Students' Essay Writing?"

E. The Objective of the Study

Thus, the purpose of this study is to find out whether or not students' essay writing will be influenced through Process Approach.

F. Significance of the Study

This study is expected to be significant to:

1. Students: The students can learn another tips and best ways in English writing essay;
2. Teachers: the teachers will get valuable knowledge about process approach in teaching writing; thus they can use this approach as one of alternatives for them to teach writing to students;
3. The Writer: the writer can develop his ideas to utilize process approach as one of effective approaches in enhancing students' writing skill;
4. Other researcher: other researcher can use the results of this study as their basis to develop and investigate process approach further with various writing types.

CHAPTER II LITERATURE REVIEW

This chapter discusses Writing, Essay Writing, Process Approach, theoretical framework, and hypothesis of the study.

A. The Description of the Theories.

1. Writing Skill

Writing is the proces of transforming idea or opinion, feelings that someone feels into written text. By writing, people can inform others, persuade them into their writing also express something of themselves in which other people do not know before. Langan (2010:6) said that the purpose of writing is to inform, to persude, to express or to entertain the reader.

Oshima and Hogue (2007:15) stated that “writing is the action that needs some process such as thinking, writing, reading, correcting and revising. Those are not the simple steps in writing because people have to realize that what they write is what they want to say or express”. Harmer (2000:79) stated that “writing as a skill: by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading”. According to Harmer (2004b: 31), “writing is often not time-bound in the way conversation is”. When writing, students frequently have more

time to think than they do in oral activities because the writing encourages students to focus on language development. Hyland (2003:9) added that writing is a way of sharing personal learnings and writing courses that emphasizes the power of the individual to construct his or her own views on a topic.

In today's world, one of the most important ways to communicate with the other people all over the world using the other language is via writing. Because writing is easier to understand than speaking in other language. Hedge (2005:12) stated that "writing is easier to revise than speech because it is permanent and available". It means that writing is difficult language process because writing is more complex than other language skill. The writer must include the entire scope of information and provide the premises and content clearly so that abroad audience will be able to read and understand the message.

Based on the explanation above it can be concluded that writing is a productive activity which is done by the people to explore their idea into text. Through writing, the writers can explore and share their opinion.

In the context of learning a language, students become more potent thinkers and active learners by recording, exploring, and telling about their personal experience and innermost

thoughts in the process of writing. It is known that besides giving contribution in the social life, writing also gives great influence in educational field where it can help students in strengthening the memory of the material that has been taught to them. Writing can also increase the creativity of students in terms of recall, because by writing they can express their ideas using their own language.

2. Writing Process

Dietsch (2006:11) proposed four strategies of the writing process:

- a. Prewriting. The first stage of writing is simply setting fourth ideas in whatever shapes or form that is handy for writer fragments, list sentences, or clusters, the purpose of prewriting is to capture and preserve ideas.
- b. Drafting. While drafting, the writer transforms ideas into sentences in a semi organized manner. Here the purpose is to let the ideas develop, expand, and form connections. Drafting is primarily a stage of discovery and exploration.
- c. Revision. Although revision is classified as the third stage of writing, it is ongoing – recurring whenever needed. During revision the goal is to rethink ideas,

refine them, and develop them. The writer may drastically reorganize the draft. During this time, the writer reshapes ideas – expanding, deleting, and clarifying.

- d. Editing / proofreading. This final stage requires examining ideas, details, words, grammar, and punctuation – attending to matters within each sentence. Here the emphasis is on accuracy, correctness, and clarity.

According Oshima and Houge (2007:15), “writing is never a one-step-process; it is an on going creative act.” When people first write something, they have already been thinking about what to say and how to say it. In order to make a good writing, people cannot just simply write down what is on their mind and publish their writing. However, people need to follow several steps, and sometimes they need to go back and forth in the writing process.

For many people, writing is a process that involves the following steps:

- a. Discovering a point – often through prewriting.
- b. Developing solid support for the point – often through prewriting.

- c. Organizing the supporting material and writing it out in a first draft.
- d. Revising and then editing carefully to ensure an effective, error – free paper.

3. The Purpose of Writing

Dietsch (2006a: 7-8) stated, there are two purposes in writing, i.e. general purpose and specific purpose.

a. General Purpose

Writing has four general purposes: *to inform, to persuade, to express, or to entertain*. Often these general purposes are combined in various ways. For example, most writing is intended to inform, but it also has a secondary persuasive element: to convince the reader that it is factual and reliable. Other writing is primarily persuasive, designed to argue a point and secure agreement, yet it also informative. The degree of persuasion varies according to occasion, purpose, audience and voice.

Some writing is primarily expressive, allowing the writer to reveal feelings and opinion, often by recalling experience. Expressive writing may take the form of personal essays, journal writing, diaries,

poetry, fiction, or plays. Yet someone may also be expressive to a lesser extent in a business letter, report, or proposal, depending upon the rhetorical situation.

Although some humorous writing seems intended merely to entertain, it may also make a serious point.

b. Specific Purpose

Specific purpose may be implied or stated. In literature the purpose is invariably implied in a theme that permeates the piece. In expository writing the purpose is usually stated directly for clarity, either in a topic sentence or in the thesis.

4. Types of Writing

Nation (2009:116) stated, there are several types of writing as follows:

- a. A note of formal letter
- b. A formal letter
- c. Resume, summary, paraphrase
- d. Narrative text
- e. Description
- f. Exposition, analysis, definition, classification

- g. Narrative, description, with evaluative comment
- h. Argument
- i. Literary
- j. Advertisement, media
- k. Journal writing

Moreover, 'paragraphs and essays can be written in different types or styles. A writer will choose a type depending on what he or she wishes to accomplish, what sort of material is to be discussed, and what kind of effect s/he wants to have on the reader. Generally speaking, there are four types of writing, though normally these types are mixed together'. (www.learn.lexiconic.net).

Narrative: narrative paragraph or essay tells a story, just like a narrator in a play (though it should be a true story, unlike a short story or a play). Narrative writing is best used to illustrate the "personal developmental path" a person has taken to reach a particular point in his/her life. As a result, it is normally written in a first person point of view. True narrative writing is unusual, because it is demanding. A narrative must have a conflict that to overcome. This is the core of any narrative form of writing, be in a paragraph, an essay, or a story. In an essay, it usually means a single incident/anecdote, where the narrator experiences some brief challenges that is

met and (hopefully) survived. This "overcoming" should in turn lead to some form of understanding. Simply describing or explaining one's surroundings is not a narrative. People need a (brief) establishment of setting, an explanation of the challenge, and the resolution of this challenge. In other words, people need a plot.

Descriptive: Descriptive writing paints a picture. In its pure form, nothing much happens. "Description" tells the readers what something looks like, feels like, tastes like, sounds like or smells like - without action or events. It does not explain a relationship or a process beyond oneself; it focuses on one's immediate subjective perceptions. Thus, descriptive writing connects the outer world with writers' inner feelings. It is usually concerned with creating a verbal picture of what the writers experience and feel at one moment, and it will use many rich and vivid adjectives and adverbs. So, a writer should make the reader long to smell the rich essence of the trees, the haunting call of the wolves, or the rank odour of the sewer... if that's what he or she is writing about. Descriptive paragraphs and essays are usually written in the first person point of view, and are much more emotional and personal than expository writing. It should be said that people will rarely write a purely descriptive

passage. Normally speaking, descriptive writing is mixed in with other styles as a supplement.

Expository: Expository writing "exposes" or explains things about a subject. It is also sometimes called "information writing" because it gives information about a person, place, thing, relationship or idea. In order to accomplish that, it is best developed by the use of clear reasons, facts and statistical information, cause and effect relationships, or examples. Since expository paragraphs are factual, they are written without emotion and usually written in the third person. Nevertheless, people can use "I" in their expository writing if the focus is on external, neutral descriptions and explanations, rather than personal feelings (personal feelings move people into "descriptive writing"). Indeed, expository paragraphs and essays are sometimes confused with descriptive writing, because both can spend a lot of time describing things. But again, the big difference is that expository description tends to focus on external objects, situations and processes, in order to explain something in a neutral, matter-of-fact manner. Descriptive paragraphs, on the other hand, tend to focus on the writer's emotional responses as he or she perceives the world at one point in time.

Persuasive: This type of writing is probably the most common form of writing at the university level. Persuasive (or argumentative) writing attempts to convince the reader that the point of view or course of action recommended by the writer is valid. Thus, the writer must develop a limited topic which is well defined and debatable, and has more than one side. It is important that the writer also understands other sides of the topic so that the strongest information to counter the others can be presented. People may present these opposing points of view, but they must be summarized at the beginning and then quickly refuted (to refute something means to show it is false or not particularly important). If they are not sure how to do this, then simply stick to their side of an argument. While persuasive writing attempts to prove their point of view, it is usually written in an objective, third person point of view; such a stance helps demonstrate their objectivity. It should be noted that “argumentative” writing is said by some to be more rational and empirical (i.e. based on facts), whereas “persuasive” writing will often use emotional appeals to manipulate the reader’s sympathy. However, most writing experts view the two terms as synonymous; few essays are so coldly dispassionate that they will not use strong and loaded language to win an argument,

and analytic facts are always a good way to persuade the reader of one side over another.

5. Narrative

Bach and Browning as cited in Rachmawati et al., (2013), defined that narrative is a continuous account of an event or a series of events, and also Rebecca as cited in Litasari, (2011) defined narrative as a text which relates a series of logically, and chronologically related events that are caused or experienced by factors.

Furthermore, Hoshima, Hogue and Longman (2007:27) explained that when people write a narrative paragraph or essay, they write about events in the order that they happened. In other words, they use time order to organize the sentences. There are still many arguments concerning with the term of narrative, but from several definitions above, narrative can be defined as a series of events which are narrated according to the events in the order that they happened. In narrative, it needs to pay attention to each of the events occurred, such as which part is played as the first event occurred, then which is the second and so on, until it is done and form a complete research.

Because narrative concerns with time where each of events occurred, so it is arranged in chronological order

according to the importance of each event. This sequence of events known as generic structure of narrative. Anderson and Anderson (2003) as cited in Litasari, (2011) explained the structure of narrative as follows:

a. Orientation

The writer tells the audience who is in the story, when it is happening, where it is happening, and what is happening.

b. Complication

The writer tells about something that will begin a chain of events.

c. Resolution

The ending of the story, it shows how the characters deal with the problem.

Based on above explanation, narrative consists of details such as the characters of the story, time and place of the story, the problems that the characters deal with in the story, that perhaps trigger them in conflicts, and finally describes how the characters solve the problems as the ending of the story.

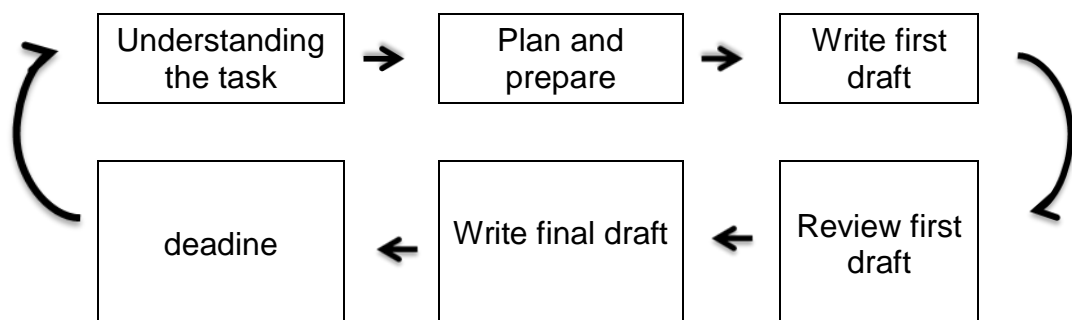
6. Essay

It is stated on <https://www.ukessays.com/resources/help-guides/undergraduate/essay/what-is-an-essay.php> that an

essay is a piece of writing, usually from an author's personal point of view. Essays are non-fictional but often subjective; while expository, they can also include narrative. Essays can be literary criticism, political manifestos, learned arguments, observations of daily life, recollections, and reflections of the author. The definitions of an essay is vague, overlapping with those of an article and a short story. Almost all modern essays are written in prose, but works in verse have been dubbed essays.

Meanwhile, it is also stated on <http://www.thesubath.com> that, an essay is a piece of structured writing that usually written in formal academic writing and containing analysis of the title that give the reason to do extra reading around author subject area and also give the way to assess how well author understand a subject and how to use a method to consolidate the information the writer acquires in lectures, away on placement or in seminars.

Essay writing is a process and needs to be done in various stages:



(Source: <http://www.thesubath.com>)

The <http://www.thesubath.com>, described each point contained in the concept map above as follows:

a. Understanding the task

Before the writer start to write, he or she should understand what of the task that appropriate the topic that he or she think in their own mind, because as Hyland (2003:9) added that writing is a way of sharing personal learnings and writing courses that emphasizes the power of the individual to construct his or her own views on a topic.

In understand the task, according to <http://www.thesubath.com>, there several points that writers should know, they are:

1) Types of Essays

There are several types os Essays as follows:

a) Descriptive

Usually specific e.g. describing a method, describing what happened, describing the main features or

functions, or summarising the main points of a theory or article.

b) Argumentative/analytical

- 1) What? Why?
- 2) Different opinions; for, against.
- 3) These need to be supported by examples or evidence (use journals, internet, text books, author own views – some departments like to see personal opinion backed by fact).

c) Evaluative (Compare and Contrast)

- 1) Finding similar points and show awareness of minor differences.
- 2) Using different points, bring out the differences.
- 3) A comparing show on how two things are alike.
- 4) A contrast shows how two things are different.

d) Personal

- 1) These are not usually used as academic writing. It is based entirely on personal experiences.
- 2) Involving a description of author personal experience.
- 3) Analyzing experience and its relation to the writer's work, study, a theory etc.

b. Plan and Prepare

A good preparation for write an essay, can produce a good result of an essay writing which can shows the reader what the aims of an essay, what the problem or what the topic that writer want to propose or show to the reader. From <http://www.thesubath.com>, it is explained as follows:

- 1) It is important to research one's essay question and prepare a clear plan of what he or she going to cover.
- 2) Sources of information to help the writer plan his or her essay: i.e. from internet, textbooks, journals, questionnaires, lab work, lectures, friends, experience.

c. The First Draft: Essay Structures

1) The Introduction

- a) Does the essay have a good opening/introductory paragraph?
- b) Is the topic clear?
- c) Is the thesis statement clear? Do you know where the essay is going?

2) The Body

- a) Is the body of the essay orderly? Are ideas in the best order?
- b) Does the writer present strong arguments/evidence?
- c) Are the writer's arguments convincing?
- d) Does the writer give enough evidence?

3) The Conclusion

- a) Is the conclusion clear?
- b) Does the conclusion restate the thesis?
- c) Does the conclusion give the reader closure?

d. Review the Essay

1) Overall Essay

- a) Does the essay follow essay format?

2) Grammar

- a) Are there run-ons, fragments, comma splices, endless sentences, or spelling errors?
- b) Does the writer have any problems with wordiness?
- c) Does everything sound right?

e. Proof-reading

This is a very important part of writing an essay, because badly structured sentences and incorrect spelling are not appreciated by the reader (marker). The author have to:

- 1) Read it aloud – does it make sense?
- 2) Look for typing and spelling errors – be aware that some may not be picked up by spellcheckers e.g. from and form.
- 3) Reading the work backwards can prevent author skim reading through the essay.
- 4) Noting down mistakes that author make often, then he can use this as a checklist for the next time he write an essay, it will remind him to be more careful about checking for them.

f. Referencing

- 1) Speaking to the person who set the essay and find out which form of referencing they would like author to use.
- 2) Library has some good information on referencing.

g. Review first draft

Some people may need to rewrite and re-review the essay, this is perfectly acceptable

h. Writing final draft

Use feedback to help an author with him next essay.

i. Deadline

- 1) Hand it in on time (or even early! – don't fiddle with it if it's finished).
- 2) Give author a reward for a good piece of work.

7. Essay Writing in EFL

Writing can take many forms, it can be in the form of a memo to help with daily schedules, complaints about everyday experiences, criticisms and suggestions about things, letters either handwritten or typed by machine or computer, official or unofficial such a text learning, research texts and so on that are formal. According to Nunan (1999:275), "each type of writing

displays can be observed within the sentence at the level of grammar, and beyond the sentence at the level of text structure.” Therefore, each writing requires its own skill in accordance with the form of the existing text. The more complicated the structure of the grammar, the more complex the writing skill is required.

Essay writing is a process and a product. People need to focus on the process in order to achieve a high quality product. An essay is a piece of writing, usually an author’s point of view. The word ‘essay’ originally meant ‘to test’ or ‘try out’.

Essay writing is an essential part of the learning process. “Writing in process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure” (Badger and White, 2000:154). It involves: time management – meeting the deadline for the essay, gathering information – appropriate resources and references, interpreting and analysing the information, organising and structuring thoughts and ideas, planning what people are going to write, following a set of writing conventions, communicating those thoughts and ideas clearly on paper, reviewing the marked essay for future improvement.

Essays allow students to demonstrate an in-depth knowledge of a topic based on research and reading. The skill of good essay writing is to be able to critically discuss and evaluate ideas within a set word limit. The focus of an essay is usually on developing an argument or analysing ideas rather than on description. The essay is written in paragraphs and has a structure that includes: introduction, body and conclusion.

8. Process Approach as One of the Approaches in Writing

There are many approaches used in process of writing learning, and one of them is Process Approach. Process approach in ISO 9001 (2015), refers to the process of set of interrelated or interacting activities that use inputs to deliver an intended result. Inputs and outputs may be tangible (e.g. materials, components or equipment) or intangible (e.g. data, information or knowledge). Process approach includes establishing the organization's processes to operate as an integrated and complete system.

According to Sun and Feng, (2009:150), process approach to the teaching of English Writing has been advocated in contrast with the traditional product-oriented method of teaching writing, and has been generally accepted and applied

by English teachers in their classroom teaching of English writing.

Initially process approach caused various controversies. This is because there is no definite definition and generally accepted and comprehensive throughout the world, especially for the approach to the writing process. As Stanley in Sun and Feng (2009:150), said that process approach treats all writing as a creative act which requires time and positive feedback to be done well. Moreover he also stated in process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself.

In other hand, Steele in Sun and Feng (2009:150), defined process approach as focusing more on the varied classroom activities which promote the development of language use; brainstorming, group discussion, re-writing. And more, Nunan in Sun (2009:150), also clearly stated that process approach focuses on the steps involved in creating a piece of work and the process writing allows for the fact that no text can be perfect. However, a writer will get closer to perfection by producing, reflecting on, discussing and reworking successive drafts of a text.

Based on those ideas above, the writer concludes that process approach in teaching writing covers set of a process including several stages, i.e. prewriting or invention activities (brainstorming, group discussion, assessing ideas,); drafting; seeking feedback from peers or the instructor; revising on the whole-text level (looking at the overall focus, reconsidering organization, deciding whether there is enough evidence, etc.); followed by revising at the paragraph or sentence level, proofreading, and “publishing” the final text. In essence, process approach to teaching writing focuses on the writing process rather than the final product.

9. Theoretical Framework

Even writing today is still a frightening learning process for most of the students, it is considered as one of the basic skills in English that can affect the basic skills of others, because writing is an accumulation of three other basic skills. In writing, the writer can pour what they are thinking into text. People must have a lot of reading, as references in writing, as well as many discussions to support what they want to write. In the context of EFL, writing is also taught to 11th Senior High School students.

There are many types of writing and one of them is essay writing. Essay writing is aimed to transforming ideas or opinion,

feelings that the writer feels into written text. By writing, people can inform others, persuade them into their writing and also express something of themselves. For students, in writing essays, each process can train the thoroughness of structure of language, especially in English. Then, students can practice themselves the ability to convey ideas, opinions, and reasons in a good way into essay writing. Each process in essay writing can be helped by the process approach.

In this study, the writer proposes Process Approach to see the influence of this approach towards 11th grade students' essay writing.

B. Hypothesis of The Study

H_a = Process Approach influences students' essay writing.

H_o = Process Approach does not influence students' essay writing.

CHAPTER III METHODS AND PROCEDURES

This chapter discusses methods and procedures. It consists of time and place of the study, method of the study, operational definition of variables, population and sample, technique of collecting the data and technique of analyzing the data.

A. Time and Place of the Study

The location of the research was at SMAN 5 Tangerang Selatan. The research was conducted on eleventh grade students.

The research was implemented for about 4 months starting from November 2017 to February 2018, in academic year of 2017-2018.

B. Method of the Study

In this research quantitative method with quasi-experimental design was applied. According to Creswell (2014:4), “quantitative research is an approach for testing objective theories by examining the relationship among variables.” These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. A quasi-experimental design used in this study to see the influences of process approach on

essay writing in teaching narrative text with two groups in two classes. The first group as experimental class and the second group as controlled class. As Creswell (2014:170) stated, “in quasi-experiments, the investigator uses control and experimental groups but does not randomly assign participants to groups (e.g. they may be intact groups available to the research)”. The writer chose a quasi-experimental design because this design determines the cause and effects of relationship and there is a direct manipulation of conditions (James and Sally, 2006:24).

This design used post-test only in experimental class and controlled class. This design was about the implementing of process approach to teach students' essay writing to 11th graders of SMAN 5 Tangerang Selatan in the second academic year of 2017/2018. The experimental class was taught by using process approach while the controlled class was taught by conventional way. This research was conducted in eight meetings. The first meeting until sixth meeting were used as the treatment and in the last meeting, the writer gave post test to those two groups of classes; experimental and controlled.

C. Operational Definition of Variables

There are two variables in this study, i.e. Independent Variable and Dependent Variable. (Creswell, 2012:322).

Independent variables are the variables that might cause, influence, or affect the outcome. On the otherhand, dependent variables are variables that depend on the independent variables.

In this study, Proccess Approach refers to independent variable or variable X and Students' Essay Writing as dependent variable or variable Y. Process approach was an approach used by the writer to teach the students essay writing.

In this approach, the students were taught by the writer step by step to write an essay started from understanding the task instructed to the students to write until he or she finished the essay writing. In the implementation of this approach, first, the students identified the problems or the topics that he or she wanted to write into an essay. Second, the students was finding sources related the problem or the topic appropriate with his or her essay writing goals (i.e. from internet, journals, learning material, people experience, or student's own experience, and etc).

The next steps, students started to write their essay. They wrote into several sentences (prewriting), and then, it was developed into paragraph consisted of six sentences per paragraph (writing a first draft of essay). In this step, the students wrote the essay in the whole structure, covering an introduction, body, and then the conclusion.

After that, the essay was reviewed by the writer to give feedback to their essay. And then, the students rewrote and revised their essay until finished.

Students' essay writing in this research refers to the achievement of the students in the test of essay writing. After the students learned to write an essay writing by implementing process approach, the students was given a post test which required them to write an essay appropriate with the steps in the process approach. The final students' essay writing, became the data to analyze process approach wheter it gave influences or not to students' essay writing results.

D. Population and Sample

The population in this study is all the 11th grade students of SMAN 5 Tangerang Selatan in the academic year of 2017/2018. It consisted of eight classes; XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPS 1, XI IPS 2, XI IPS 3, and XI IPS 4 with 304 students.

The writer used sample for the research by using cluster sampling. According to McMillan (1996:100), "cluster sampling is naturally occurring groups are selected". Cluster sampling involves the random selection of naturally occurring groups or areas and then the selection of individual elements from the chosen groups or areas. Examples of naturally occurring groups would be

universities, schools, school divisions, classrooms, city blocks, and households.

The sample of this study was class XI IPA 2 and class XI IPA 4. These two classes were directly assigned by the writer became experimental group (class XI IPA 1) and controlled group (XI IPA 2). There were 38 students in experimental class and 39 students in controlled class.

E. Techniques of Collecting the Data

The writer got the data by collecting the students' scores from both experimental class and control class. The scores were the result of essay writing test in narrative text by using process approach in the post-test.

In collecting the data, the writer used test as the instrument of the study. Post-test were implemented to both experiment and control groups. If the students' post-test score of writing in experiment group is higher than those in the control group, it can be assumed that more.

The design of the experiment can be seen in the following table :

Table 3.1 The design of experiment

Group	Treatment	Post-Test
Control	-	√

Experiment	√	√
------------	---	---

The writer gave post-test for both control and experimental classes. It was given after the treatments in the last meeting. The topic in the post-test was taken from book “Developing English Competencies for 11th” entitled “Cinderella”.

The test was required the students to write a paragraph. There were four points that should be reached about the test; characteristics, cohesive, unity, and clarity of their writing.

In analyzing the students’ writing test, the writer used the following rubric which was adapted from Weigle (2012:116), as follows:

Table 3.2

Scale for Assessing the Students’ Writing NarrativeText

Scoring Element	Scale	Quality	Description
Content	30 – 27	Excellent to Very Good	Knowledge – substantive – thorough development of thesis – relevant to assigned topic.
	26 – 22	Good to Average	Some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lack detail.
	21 – 17	Fair to Poor	Limited knowledge of subject – little substance – inadequate development of topic.
	16 – 13	Very Poor	Does not show knowledge of subject – non substantive – non pertinent – OR not

			enough to evaluate.
Organization	20 – 18	Excellent to Very Good	Fluency expression – ideas clearly stated / supported – succinct – well organized – logical sequencing – cohesive.
	17 – 14	Good to Average	Somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.
	13 – 10	Fair to Poor	Non fluent – ideas confused or disconnected – lacks logical sequencing and development.
	9 – 7	Very Poor	Does not communicate – no organization – or not enough to evaluate.
Vocabulary	20 – 18	Excellent to Very Good	Sophisticated range – effective word / idioms choice and usage – word form mastery – appropriate register.
	17 – 14	Good to Average	Adequate range – occasional errors of word / idiom form, choice, usage – meaning confused or obscured.
	13 – 10	Fair to Poor	Limited range, frequent errors of word / idiom form, choice, usage – meaning confused or obscured.
	9 – 7	Very Poor	Essentially translation – little knowledge of English vocabulary, idioms, word form – OR not enough to evaluate.
Language Use	25 – 22	Excellent to Very Good	Effective complex constructions – few error of agreement, tense, number, word order / function, articles, pronouns, preposition.
	21 – 18	Good to	Effective but simple

		Average	constructions – several error of agreement, tense, number, word order / function, articles, pronouns, preposition but meaning seldom obscured.
	17 – 11	Fair to Poor	Major problems in simple / complex construction – frequent error of negation, agreement, tense, number word order / function, articles, pronouns, preposition and/or fragments, run-ons, deletions – meaning confused or obscured.
	10 – 5	Very Poor	Virtually mastery of sentence construction rules – dominated by error – does not communicate – OR not enough to evaluate.
Mechanics	5	Excellent to Very Good	Demonstrates mastery of conventions – few error of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to Poor	Frequent error of spelling, punctuation, capitalization, paragraphing, poor hand writing – meaning confused or obscured.
	2	Very Poor	By error of spelling, No mastery conventions – dominated punctuation, capitalization, paragraphing, handwriting illegible – OR not enough to evaluate.

Source: Assessing Writing (Weigle, 2012:116)

SCORING:

Content: _ + Organization _ + Vocabulary: _ + Language Use: _ +
Mechanics: _ = (TOTAL SCORE)

After the calculation, total score were categorized based on the following table 3.3:

Categorization	Score
EXCELLENT	90 – 80
GOOD	80 -70
FAIR	70 – 60
POOR	60 – 50

F. Techniques of Analyzing the Data

In analyzing the data, post-test results' in experimental and controlled groups were being compared after getting the data from the scores. The data was analyzed and processed by using statistic calculation of t-test formula with significance degree 5%. According to Kothari (2004:196), "*t-test* is based on *t*-distribution and is considered an appropriate test for judging the significance of a sample mean or for judging the significance of difference between the means of two samples in case of small sample(s) when population variance is not known (in which case we use variance of

the sample as an estimate of the population variance)”. Then, Kothari (2004:160), said “for applying *t*-test, he work out the value of test statistic (i.e., ‘*t*’) and then compare with the table value of *t* (based on ‘*t*’ distribution) at certain level of significance for given degrees of freedom. If the calculated value of ‘*t*’ is either equal to or exceeds the table value, we infer that the difference is significant, but if calculated value of *t* is less than the concerning table value of *t*, the difference is not treated as significant.”

The formula to test the difference between the means of two samples, as follows:

$$t = \frac{\bar{X} - \bar{Y}}{\sigma_{\bar{X}-\bar{Y}}}$$

where:

1. \bar{X} = Mean of the Difference of Experiment Class (Sample one).
2. \bar{Y} = Mean of the Difference of Control Class (Sample two).
3. $\sigma_{\bar{X}-\bar{Y}}$ = Standard error of difference between two sample means worked out as:

$$\sigma_{\bar{X}-\bar{Y}} = \sqrt{\frac{\sum(X_i-\bar{X})^2 + \sum(Y_i-\bar{Y})^2}{n_1+n_2-2}} \times \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}$$

4. d.f. = ($n_1 + n_2 - 2$)
5. Determining mean of variable X with formula:

$$\bar{X} = \frac{\sum x}{n_1}$$

6. Determining mean of variable Y with formula:

$$\bar{Y} = \frac{\sum y}{n_2}$$

7. Determining standard deviation (σ_x) of variable X with formula:

$$\sigma_x = \sqrt{\frac{\sum(X_i - \bar{X})^2}{n}}$$

8. Determining standard deviation (σ_y) of variable Y with formula:

$$\sigma_y = \sqrt{\frac{\sum(Y_i - \bar{Y})^2}{n}}$$

9. Determining standard error Determine Standard error of variable X with formula:

$$\sigma_{\bar{X}} = \frac{\sigma_x}{\sqrt{n-1}}$$

10. Determine standard error of variable Y with formula:

$$\sigma_{\bar{Y}} = \frac{\sigma_y}{\sqrt{n-1}}$$

CHAPTER IV FINDINGS AND INTERPRETATIONS

After conducting Process Approach and post-test in students' essay writing, the writer put the results of students' essay writing in a form that was readily interpreted. These data explains the influence of Process Approach towards Students' Essay Writing.

A. Findings

1. Description of the Data

The data were collected from student's post-test of both classes. The data were showed in two tables. Table 4.1 showed experimental class students' scores and their categorization, while Table 4.3 showed cpntrolled class students' scores and their categorization.

a. Students' Essay Writing Skills in Narrative Text with Process Approach

The following table presents students' scores of essay writing in narrative text of the experimental class:

Table 4.1
Post-test Scores of Experimental Class

Students (X)	Score	Categorization
1	71	Good
2	90	Excellent
3	74	Good
4	75	Good
5	74	Good
6	71	Good
7	87	Excellent
8	88	Excellent
9	76	Good
10	90	Excellent
11	77	Good
12	76	Good
13	80	Excellent
14	69	Fair
15	80	Excellent
16	64	Fair
17	72	Good
18	87	Excellent
19	86	Excellent
20	77	Good

21	75	Good
22	88	Excellent
23	84	Excellent
24	72	Good
25	90	Excellent
26	63	Fair
27	87	Excellent
28	90	Excellent
29	78	Good
30	75	Good
31	77	Good
32	83	Excellent
33	84	Excellent
34	74	Good
35	70	Good
36	66	Fair

Amount	2820	
Mean	(78.33)	

Based on the table above, it can be seen that the lowest score of post-test in the experimental class was 63 while the highest score was 90 with the average of the post-test scores was 78.33.

Here is table of frequency distribution of post-test of the experimental class:

Table 4.2
The Frequency Distribution of Post-test of the Experimental Class

Class Interval	Frequency	
	Absolute	Percent
90 - 80	15	41.7%
80 - 70	17	47.2%
70 - 60	4	11.1%
60 - 50	0	0%
AMOUNT	36	100%

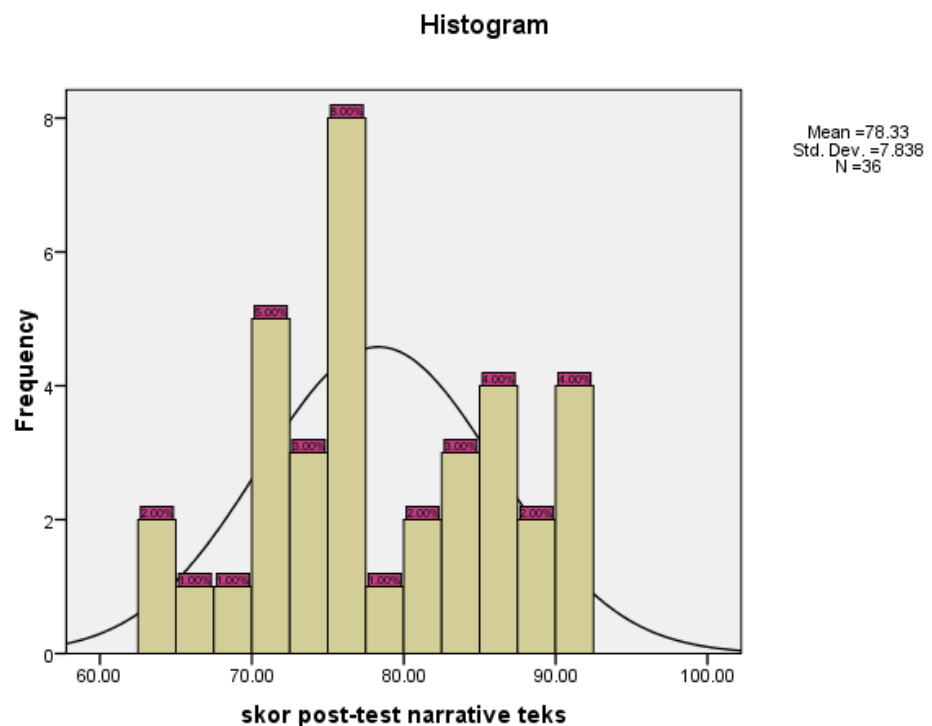
Based on the table of frequency distribution of post-test of the experimental class above, the students who got score of 90 - 80 were 15 students with frequency

percentages 41.7%, the students who got score of 80 – 70 were 17 students with frequency percentages 47.2%, the students who got score of 70 – 60 were 4 students with frequency percentages 11.1%. There was no student who got score 60 – 50.

For more details, the deployment of students' essay writing skill scores through Process Approach based on frequency distribution table above can be seen in the histogram in figure 4.1:

Figure 4.1:

**Frequency Histogram Score of Students' Essay Writing
in Narrative Text with Process Approach**



b. Students' Essay Writing Skills in Narrative Text without Process Approach

The following table is students' scores of essay writing in narrative text without being guided by Process Approach in the controlled class:

**Table 4.3
Students' Scores of Controlled Class**

Students (X)	Score	Categorization
1	70	Good
2	58	Poor
3	70	Good
4	59	Poor
5	51	Poor
6	88	Excellent
7	52	Poor
8	77	Good
9	62	Fair
10	66	Fair
11	79	Good
12	74	Good

13	50	Poor
14	78	Good
15	65	Fair
16	83	Excellent
17	83	Excellent
18	63	Fair
19	59	Poor
20	58	Poor
21	65	Fair
22	65	Fair
23	54	Poor
24	69	Fair
25	79	Good
26	58	Poor
27	58	Poor
28	81	Excellent
29	57	Poor
30	60	Fair
31	88	Excellent
32	77	Good
33	69	Fair
34	58	Poor

35	72	Good
36	58	Poor
37	77	Good
38	77	Good
39	71	Good
Amount	2638	
Mean	67.6410 (67.64)	

Based on the table above, it can be seen that the lowest score of post-test of controlled class was 50 while the highest score was 88 with the average of the post-test score was 67.64.

Here is table of the frequency distribution of post-test of the controlled class:

Table 4.4
Frequency Distribution of Post-test of the Controlled Class

Class Interval	Frequency	
	Absolute	Percent
90 - 80	5	12.8%
80 - 70	12	30.8%
70 - 60	9	23.1%
60 - 50	13	33.3%
AMOUNT	39	100%

Based on the table of frequency distribution of post-test of the controlled class above, the students who got score of 90 - 80 were 5 students with frequency percentages 12.8%, the students who got score of 80 – 70 were 12 students with frequency percentages 30.8%, the students who got score of 70 – 60 were 9 students with frequency percentages 23.1%, and the students who got score of 60 – 50 were 13 students with frequency percentages 33.3%.

For more details, the deployment of students' essay writing skill scores without Process Approach based on frequency distribution table above can be seen in the histogram in figure 4.2:

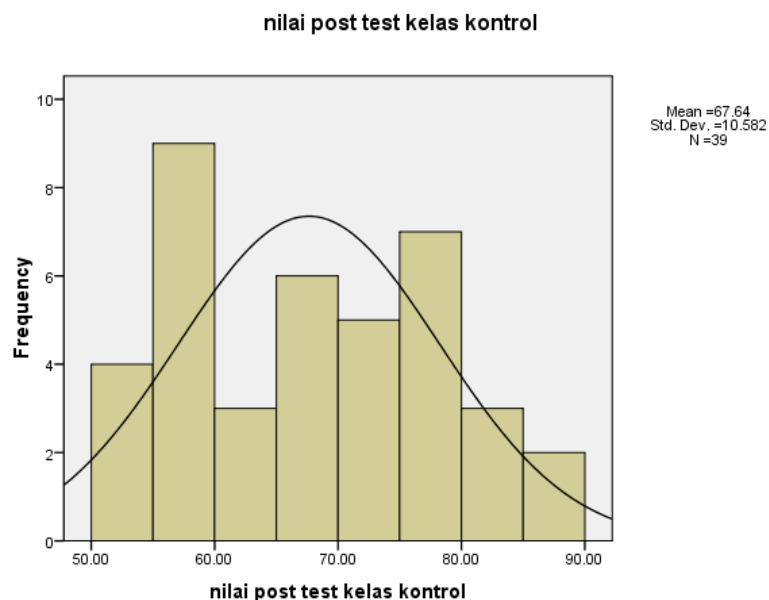


Figure 4.2.
Frequency Histogram Score of Students' Essay Writing in Narrative Text without Process Approach

2. The Analysis of the Data

The scores were analyzed by using t-test to prove whether there was differences between students' essay writing in narrative text in the experimental group and those in controlled group. T-test analysis technique is a parametric statistical analysis that requires the use of data derived from normal distributed population and homogeneity of variance sample . Therefore, before processing the data, normality and homogeneity tests of variance were required. The test results of both tests can be explained as follows :

a. Normality Test

Normality test aims to determine the data of research is normally distributed or not. The formula of normality test using Shapiro Wilk normality test. Testing criteria are set based on the calculation of statistical values significance as follows :

- 1) If the significance values > 0.05 , it means the data of research was distributed normally.
- 2) If the significance values < 0.05 , it means the data of research was not ditributed normally.

a) Normality Test of X Variable

The result of normality test Shapiro-Wilk of X variable showed that $\text{Sig.}_{(\text{calculation})} = 0.078$. It means the data score of this variable came from normal distributed population which means that the analysis requirements of this variable were fulfilled because $\text{Sig.}_{(\text{calculation})} = 0.078 > 0.05$.

b) Normality Test of Y Variable

The result of normality test Shapiro-Wilk of Y variable showed that $\text{Sig.}_{(\text{calculation})} = 0.116$. It means the data score of this variable came from normal distributed population which means that the analysis requirements of this variable were fulfilled because $\text{Sig.}_{(\text{calculation})} = 0.116 > 0.05$.

b. Variance Homogeneity Test

Correlation analysis requires the assumption of variance homogeneity test sample fulfillment. Homogeneity of the sample variance is a collection of scores in each controlled group and experimental group. The assumption of homogeneity is fulfilled if the variation score for each score in experimental group and in controlled group are same or homogeneous. Homogeneity test of variance done with

Lavene Statistics. Testing criteria are set based on the calculation of statistical values significance as follows :

- 1) If the Significance $> 5\%$, it means homogeneity requirements are fulfilled.
- 2) If the Significance $< 5\%$, it means homogeneity requirements are not fulfilled.

The results' summary of variance homogeneity test calculation is presented in Table 4.5 below:

Table 4.5 Variance Homogeneity Test Results

Test of Homogeneity of Variances

skor post_test narrative teks

Levene Statistic	df1	df2	Sig.
5.076	1	73	.027

Based on the results presented above, it can be explained that :

Statistical calculation of variance homogeneity test of Influence of Process Approach towards Students' Essay Writing obtained Significance (27%) $> 5\%$, which means that the variance of experimental group over controlled group is homogeneous.

c. T-test Analysis Results

In order to test the hypothesis of the research, the data of students' scores were analyzed by using t-test to compare whether there were differences between students' essay writing in narrative text with the Process Approach in the

Independent Samples Test	
Levene's Test for Equality of Variances	t-test for Equality of Means

experimental group as X variable and students' essay writing in narrative text without the Process Approach in the controlled group as Y variable.

In order to find out the Influence of Process Approach towards Students' Essay Writing, the following independent sample test are calculated:

Table 4.6

		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
nilai post test	Equal variances assumed	5.076	.027	4.939	73	.000	10.69231	2.16493	6.37760	15.00701
	Equal variances not assumed			4.998	69.816	.000	10.69231	2.13950	6.42502	14.95960

Based on the table above, the calculation results show that the Significance Values (2-tailed) shows .000 that it means if the Significance Values (2-tailed) < 0.05, there is a significance difference between student's essay writing in narrative text with Process Approach and student's essay writing in narrative text without the Process Approach. In other words, it shows that there is an influence of Process Approach towards Students' Essay Writing.

The result of students' post-test in each group was calculated by using t-test in some steps as follows:

$$t = \frac{\bar{X} - \bar{Y}}{\sigma_{\bar{X}-\bar{Y}}}$$

$$t = \frac{78.33 - 67.64}{2.16493}$$

$$t = 4.939$$

where:

11. \bar{X} = Mean of the Difference of Experimental Class (Sample one).

12. \bar{Y} = Mean of the Difference of Controlled Class (Sample two).

13. $\sigma_{\bar{X}-\bar{Y}}$ = Standard error of the Difference between two sample means worked out as:

$$\sigma_{\bar{X}-\bar{Y}} = \sqrt{\frac{\sum(X_i - \bar{X})^2 + \sum(Y_i - \bar{Y})^2}{n_1 + n_2 - 2}} \times \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}$$

$$\sigma_{\bar{X}-\bar{Y}} = \sqrt{\frac{2150 + 5304,308}{73}} \times \sqrt{\frac{1}{36} + \frac{1}{39}}$$

$$\sigma_{\bar{X}-\bar{Y}} = 2,16493$$

14. d.f. = $(n_1 + n_2 - 2) = (36 + 39 - 2) = 73$

The value of df (degree of freedom) is 73. Based on the table of "t" score, the value of 73 in the table of "t" score at significance level of 5% = 1.66600, it gets t_{table} is 1.67. The result of calculation used t-test can be presented in Table 4.7 below:

Table 4.7

The Result Calculation of $t_{\text{calculation}}$, Comparison between students' essay writing in narrative text with the Proccess Approach in the experiemental group as X variable and students' essay writing in narrative text without the Proccess Approach in the controlled group as Y variable.

N	t_{calculation}	t_{table} α = 0,05
75	4.939 (4.94)	1.67

** Significant differences , t_{calculation} (4.94) > t_{table}

(1.67) at α = 0.05

15. Determining mean of variable X with formula:

$$\bar{X} = \frac{\sum x}{n_1}$$

$$\bar{X} = \frac{2820}{36}$$

$$\bar{X} = 78,33$$

16. Determining mean of variable Y with formula:

$$\bar{Y} = \frac{\sum y}{n_2}$$

$$\bar{Y} = \frac{2638}{39}$$

$$\bar{Y} = 67,64$$

17. Determining standard deviation (σ_x) of variable

X with formula:

$$\sigma_x = \sqrt{\frac{\sum (X_i - \bar{X})^2}{n}}$$

$$\sigma_x = \sqrt{\frac{2150}{36}}$$

$$\sigma_x = 7.83764$$

18. Determining standard deviation (σ_y) of variable

Y with formula:

$$\sigma_y = \sqrt{\frac{\sum(Y_i - Y)^2}{n}}$$

$$\sigma_y = \sqrt{\frac{4254,974}{39}}$$

$$\sigma_y = 10,58173$$

19. Determining standard error Determine Standard error of variable X with formula:

$$\sigma_{\bar{x}} = \frac{\sigma_x}{\sqrt{n-1}} = \frac{7.728016}{5.92} = 1.306273$$

20. Determining standard error of variable Y with formula:

$$\sigma_{\bar{y}} = \frac{\sigma_y}{\sqrt{n-1}} = \frac{10,44519}{6.16} = 1.69443$$

B. Data Interpretations

Based on the above findings, the mean score of students' essay writing in narrative text with Process Approach obtained was 78.33 and the mean score of students' students' essay writing in narrative text without Process Approach obtained was 67.64. Therefore, the results of calculations shown in table 4.8 obtained,

$t_{\text{calculation}} (4.94) > t_{\text{table}} (1.67)$ at $\alpha = 0.05$, so the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Thus, it can be said that there was significant difference between students' essay writing in narrative text with Process Approach and students' essay writing in narrative text without Process Approach. It means that Process Approach influenced students' essay writing in narrative text of 11th grade students of SMAN 5 Tangerang Selatan.

CHAPTER V CONCLUSION AND SUGGESTIONS

In this last chapter, the writer presents conclusion and suggestions based on the result of this research.

A. Conclusion

The analysis of the data both of experiment and control groups, show that the value of $t_{\text{calculation}}$ (4.94) is higher than the value of t_{table} (1.67) at the significance level 5%. Thus, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that there was a significant difference between students' essay writing in narrative text with Process Approach and students' essay writing in narrative text without Process Approach. It can be concluded that Process Approach influenced students' essay writing at 11th grade students of SMAN 5 Tangerang Selatan.

B. Suggestions

The writer would like to give some suggestion, as follows:

1. School

The school should provide some events or training especially in English course to support the

learning and teaching process and students' ability in English.

2. Teacher

The teacher should give something creative and innovative in teaching writing in order to motivated students to write well and seriously. Besides that the teacher can be use Proccess Approach in teaching writing especially in writing essay.

English teachers of Senior High School should ask their students to practice writing more, particularly in essay narrative text. Essay narrative text instructions and guidance develop words, phrases, and sentences into paragraph.

3. Students

The students should have good motivation in learning English especially in writing. They should more focus in learning, do what the teacher instructed, and to make sure in their mind that writing is easy to do.

4. Other Researchers

The Proccess Approach can be used as alternative approach in teaching writing. The writer has conducted the research using Proccess Approach in writing skill. This research hopefully can be used as

reference for helping other researchers in conducting the research and they can try Process Approach not only in writing skill but also in other skills.

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APPENDIX 1
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA/MA Negeri 5 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI IPA 1 / 1 / Experiment Class
Alokasi Waktu : 4 x 45 menit (2x pertemuan)
Topik Pembelajaran : Narrative Text , Writing Process, Writing Process in Essay
Pertemuan Ke :

A. Standar Kompetensi

Menulis

Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana, report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

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

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
➤ Mengidentifikasi makna dalam teks <i>tulis narrative</i>	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
➤ Mengidentifikasi langkah-langkah retorika dalam wacana: <i>narrative</i>	

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Mengidentifikasi langkah-langkah retorika dalam wacana: Narrative
- Mampu menulis dengan kaidah penulisan yang baik dan benar
- Mampu membuat tulisan narrative dalam bentuk essay dengan baik

E. Materi Pokok

Teks tertulis berbentuk narrative:

Cinderella

Once upon a time there was a girl called Cinderella. Cinderella is lived happily with her mother and father until her mother died. Feel that Cinderella needs a mother figure in her life. Cinderella's father remarries to a woman who has two daughters of her own. Unfortunately, Cinderella's father dies and she lived only with her stepmother and stepsisters. They were very bossy. She had to do all the housework. One day on invitation to the hall come to the family. The king invited for all the eligible ladies in the kingdom so as to find Prince a wife. Her stepsister would not let her go. Cinderella was sad. The stepsister went to the hall without her.

Fortunately, the fairy Godmother came and helped her to get to the hall with the wave of magic wand. Helped prepared Cinderella for the hall. The fairy does warn her that is magic will end at a stroke of midnight. So she must leave the hall before then. At the hall all people surprised when Cinderella arrived. And then the prince invited Cinderella to dance. He fell in love with her.

All of a sudden, the clock star to chime that is a midnight. Cinderella hastily runs away, dropped a glass slipper as she does so. Cinderella escapes, with nothing from the night left, except from the other glass slipper, which had not changed back. Prince Charming orders his love to be found by means of the odd shoe, and the Grand Duke is sent around the land getting every girl in the land to try on the glass slipper to see if it fits.

Eventually the Grand Duke reaches the residence of Cinderella, but she is nowhere to be seen. The stepsisters frantically try to get the glass slipper to fit so as to wed royalty, but compatible nothing that. The Grand Duke is about to leave as Cinderella finally appears. He orders the messenger to bring forth the glass slipper, yet the stepmother in a last minute attempt to prevent her stepdaughter from better things, causes the messenger to trip, thus broken the fragile shoe into pieces. Yet the arrogant woman hadn't betted on Cinderella produced the other glass slipper, which fits into Cinderella foot perfectly.

Very soon, wedding bells ring, and Cinderella married her prince, and they live happily ever after.

F. Metode Pembelajaran/Teknik:

- 2 cycles 4 stages (Building Knowledge of Field, Modeling of Text, Joint Construction of Text, Independent Construction of Text).
- Process Approach

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> ▪ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar. ▪ Membahas unsur dan langkah retorika dalam teks naratif. ▪ Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur dan mandiri. 	<ul style="list-style-type: none"> ▪ Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru, a.l. tentang tempat, siapa saja yang datang, kesulitan yang dihadapi. ▪ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar dengan kelompok belajarnya ▪ Membahas unsur dan langkah retorika dalam teks naratif. 	<ul style="list-style-type: none"> ▪ Siswa melakukan berbagai kegiatan terkait dengan wacana berbentuk naratif di luar tugas tatap muka dan terstruktur yang diberikan guru. ▪ Siswa mengumpulkan setiap hasil kerja dalam tulisan mentah, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.

Langkah-langkah Kegiatan Pembelajaran

Pertemuan 1

1. Building Knowledge of Field

- Greetings
- Calling the roll
- Menyampaikan langkah-langkah dalam proses menulis
- Menyampaikan langkah-langkah dalam menulis essay
- Menyampaikan generic structure of narrative text

2. Modeling of Text

- Siswa membaca teks tulis *narrative: Cinderella*
- Mengidentifikasi urutan kejadian dalam teks
- Menemukan struktur teks/langkah retorika dalam teks
- Mengidentifikasi ciri-ciri kebahasaan dalam teks

Pertemuan 2

1. Joint Construction of Text

- Dalam kelompok, siswa membuat teks narasi tentang Cinderella.
- Siswa diminta mencari kata-kata kunci dari cerita yang akan disampaikan kelompok tersebut.
Key words : once upon a time, a prince, a princess, a witch, etc.

- Dalam kelompok siswa diminta untuk mendiskusikan plot atau alur cerita kisah Cinderella yang akan disampaikan .
Setiap kelompok mempresentasikan hasil diskusi dikelompoknya

2. Independent Construction of Text

- Siswa menulis sebuah teks narasi tentang Cinderella
- Siswa menulis draft teks terlebih dahulu
- Siswa melakukan revisi atas draft tersebut
- Siswa mengembangkan draft teks yang telah dibuat agar menjadi sebuah teks narasi yang utuh

H. Sumber/Bahan/Alat

1. Buku teks :
2. Script monolog berbentuk *narratives*

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

	Indikator	Teknik	Bentuk	Contoh
--	------------------	---------------	---------------	---------------

No.				
1.	Membuat teks sederhana berbentuk <i>narrative</i>	Tes Tulis dan Unjuk Kerja	Essay berstruktur, dan Menulis	compose a narrative text based on the topic "cinderella"

II. Instrumen Penilaian

Scale for Assessing the Students' Writing NarrativeText

Scoring Element	Scale	Quality	Description
	30 – 27	Excellent to Very Good	Knowledge – substantive – thorough development of thesis – relevant to assigned topic.
	26 – 22	Good to Average	Some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lack detail.
	21 – 17	Fair to Poor	Limited knowledge of subject

Content			– little substance – inadequate development of topic.
	16 – 13	Very Poor	Does not show knowledge of subject – non substantive – non pertinent – OR not enough to evaluate.
Organization	20 – 18	Excellent to Very Good	Fluency expression – ideas clearly stated / supported – succinct – well organized – logical sequencing – cohesive.
	17 – 14	Good to Average	Somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.
	13 – 10	Fair to Poor	Non fluent – ideas confused or disconnected – lacks logical sequencing and development.
	9 – 7	Very Poor	Does not communicate – no organization – or not enough to evaluate.
	20 – 18	Excellent to Very Good	Sophisticated range – effective word / idioms choice and usage – word form mastery – appropriate register.
	17 – 14	Good to Average	Adequate range – occasional errors of word / idiom form, choice, usage – meaning confused or obscured.
	13 – 10	Fair to Poor	Limited range, frequent errors of word / idiom form, choice, usage – meaning

			confused or obscured.
Vocabulary	9 – 7	Very Poor	Essentially translation – little knowledge of English vocabulary, idioms, word form – OR not enough to evaluate.
Language Use	25 – 22	Excellent to Very Good	Effective complex constructions – few error of agreement, tense, number, word order / function, articles, pronouns, preposition.
	21 – 18	Good to Average	Effective but simple constructions – several error of agreement, tense, number, word order / function, articles, pronouns, preposition but meaning seldom obscured.
	17 – 11	Fair to Poor	Major problems in simple / complex construction – frequent error of negation, agreement, tense, number word order / function, articles, pronouns, preposition and/or fragments, run-ons, deletions – meaning confused of obscured.
	10 – 5	Very Poor	Virtually mastery of sentence construction rules – dominated by error – does not communicate – OR not enough to evaluate.
Mechanics	5	Excellent to Very Good	Demonstrates mastery of conventions – few error of spelling, punctuation, capitalization, paragraphing.

	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to Poor	Frequent error of spelling, punctuation, capitalization, paragraphing, poor hand writing – meaning confused or obscured.
	2	Very Poor	By error of spelling, No mastery conventions – dominated punctuation, capitalization, paragraphing, handwriting illegible – OR not enough to evaluate.

Source: Assessing Writing (Weigle, 2012:116)

SCORING:

Content: _ + Organization _ + Vocabulary: _ + Language Use: _ +

Mechanics: _ = (TOTAL SCORE)

After the calculation, total score werecategorized based on the following table:

Categorization	Score
EXCELLENT	90 – 80
GOOD	80 -70
FAIR	70 – 60
POOR	60 – 50

Tangerang Selatan, Januari 2018

Mengetahui,

Guru Mata Pelajaran Bahasa Inggris,

Peneliti,

Mrs. Dupiah, S.Pd

Iskandar Balad

APPENDIX 2
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA/MA Negeri 5 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI IPA 2 / 1 / Controlled Class
Alokasi Waktu : 4 x 45 menit (2x pertemuan)
Topik Pembelajaran : Narrative Text , Writing Process, Writing Process in Essay

Pertemuan Ke :

A. Standar Kompetensi

Menulis

Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana, report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

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

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➤ Mengidentifikasi langkah-langkah retorika dalam wacana: <i>narrative</i>	

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Mengidentifikasi langkah-langkah retorika dalam wacana: Narrative
- Mampu menulis dengan kaidah penulisan yang baik dan benar
- Mampu membuat tulisan narrative dalam bentuk essay dengan baik

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Teks tertulis berbentuk narrative:

Cinderella

Once upon a time there was a girl called Cinderella. Cinderella is lived happily with her mother and father until her mother died. Feel that Cinderella needs a mother figure in her life. Cinderella's father remarries to a woman who has two daughters of her own. Unfortunately, Cinderella's father dies and she lived only with her stepmother and stepsisters. They were very bossy. She had to do all the housework. One day on invitation to the hall come to the family. The king invited for all the eligible ladies in the kingdom so as to find Prince a wife. Her stepsister would not let her go. Cinderella was sad. The stepsister went to the hall without her.

Fortunately, the fairy Godmother came and helped her to get to the hall with the wave of magic wand. Helped prepared Cinderella for the hall. The fairy does warn her that is magic will end at a stroke of midnight. So she must leave the hall before then. At the hall all people surprised when Cinderella arrived. And then the prince invited Cinderella to dance. He fell in love with her.

All of a sudden, the clock star to chime that is a midnight. Cinderella hastily runs away, dropped a glass slipper as she does so. Cinderella escapes, with nothing from the night left, except from the other glass slipper, which had not changed back. Prince Charming orders his love to be found by means of the odd

shoe, and the Grand Duke is sent around the land getting every girl in the land to try on the glass slipper to see if it fits.

Eventually the Grand Duke reaches the residence of Cinderella, but she is nowhere to be seen. The stepsisters frantically try to get the glass slipper to fit so as to wed royalty, but compatible nothing that. The Grand Duke is about to leave as Cinderella finally appears. He orders the messenger to bring forth the glass slipper, yet the stepmother in a last minute attempt to prevent her stepdaughter from better things, causes the messenger to trip, thus broken the fragile shoe into pieces. Yet the arrogant woman hadn't betted on Cinderella produced the other glass slipper, which fits into Cinderella foot perfectly.

Very soon, wedding bells ring, and Cinderella married her prince, and they live happily ever after.

F. Metode Pembelajaran/Teknik:

- 2 cycles 4 stages (Building Knowledge of Field, Modeling of Text, Joint Construction of Text, Independent Construction of Text).

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> ▪ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar. ▪ Membahas unsur dan langkah retorika dalam teks naratif. ▪ Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur dan mandiri. 	<ul style="list-style-type: none"> ▪ Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru, a.l. tentang tempat, siapa saja yang datang, kesulitan yang dihadapi. ▪ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar dengan kelompok belajarnya ▪ Membahas unsur dan langkah retorika dalam teks naratif. 	<ul style="list-style-type: none"> ▪ Siswa melakukan berbagai kegiatan terkait dengan wacana berbentuk naratif di luar tugas tatap muka dan terstruktur yang diberikan guru. ▪ Siswa mengumpulkan setiap hasil kerja dalam tulisan mentah, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.

Langkah-langkah Kegiatan Pembelajaran

Pertemuan 1

1. Building Knowledge of Field

- Greetings
- Calling the roll
- Menyampaikan langkah-langkah dalam proses menulis
- Menyampaikan langkah-langkah dalam menulis essay
- Menyampaikan generic structure of narrative text

2. Modeling of Text

- Siswa membaca teks tulis *narrative: Cinderella*
- Mengidentifikasi urutan kejadian dalam teks
- Menemukan struktur teks/langkah retorika dalam teks
- Mengidentifikasi ciri-ciri kebahasaan dalam teks

Pertemuan 2

1. Joint Construction of Text

- Dalam kelompok, siswa membuat teks narasi tentang Cinderella.
- Siswa diminta mencari kata-kata kunci dari cerita yang akan disampaikan kelompok tersebut.
Key words : once upon a time, a prince, a princess, a witch, etc.
- Dalam kelompok siswa diminta untuk mendiskusikan plot atau alur cerita kisah Cinderella yang akan disampaikan .
Setiap kelompok mempresentasikan hasil diskusi dikelompoknya

2. Independent Construction of Text

- Siswa menulis sebuah teks narasi tentang Cinderella

H. Sumber/Bahan/Alat

1. Buku teks :
2. Script monolog berbentuk *narratives*

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
-----	-----------	--------	--------	--------

1.	Membuat teks sederhana berbentuk <i>narrative</i>	Tes Tulis dan Unjuk Kerja	Essay berstruktur, dan Menulis	compose a narrative text based on the topic "cinderella"

II. Instrumen Penilaian

Scale for Assessing the Students' Writing NarrativeText

Scoring Element	Scale	Quality	Description
	30 – 27	Excellent to Very Good	Knowledge – substantive – thorough development of thesis – relevant to assigned topic.
	26 – 22	Good to Average	Some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lack detail.
	21 – 17	Fair to Poor	Limited knowledge of subject – little substance – inadequate development of

Content			topic.
	16 – 13	Very Poor	Does not show knowledge of subject – non substantive – non pertinent – OR not enough to evaluate.
Organization	20 – 18	Excellent to Very Good	Fluency expression – ideas clearly stated / supported – succinct – well organized – logical sequencing – cohesive.
	17 – 14	Good to Average	Somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.
	13 – 10	Fair to Poor	Non fluent – ideas confused or disconnected – lacks logical sequencing and development.
	9 – 7	Very Poor	Does not communicate – no organization – or not enough to evaluate.
	20 – 18	Excellent to Very Good	Sophisticated range – effective word / idioms choice and usage – word form mastery – appropriate register.
	17 – 14	Good to Average	Adequate range – occasional errors of word / idiom form, choice, usage – meaning confused or obscured.
	13 – 10	Fair to Poor	Limited range, frequent errors of word / idiom form, choice, usage – meaning confused or obscured.

Vocabulary	9 – 7	Very Poor	Essentially translation – little knowledge of English vocabulary, idioms, word form – OR not enough to evaluate.
Language Use	25 – 22	Excellent to Very Good	Effective complex constructions – few error of agreement, tense, number, word order / function, articles, pronouns, preposition.
	21 – 18	Good to Average	Effective but simple constructions – several error of agreement, tense, number, word order / function, articles, pronouns, preposition but meaning seldom obscured.
	17 – 11	Fair to Poor	Major problems in simple / complex construction – frequent error of negation, agreement, tense, number word order / function, articles, pronouns, preposition and/or fragments, run-ons, deletions – meaning confused or obscured.
	10 – 5	Very Poor	Virtually mastery of sentence construction rules – dominated by error – does not communicate – OR not enough to evaluate.
Mechanics	5	Excellent to Very Good	Demonstrates mastery of conventions – few error of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation,

			capitalization, paragraphing but meaning not obscured.
	3	Fair to Poor	Frequent error of spelling, punctuation, capitalization, paragraphing, poor hand writing – meaning confused or obscured.
	2	Very Poor	By error of spelling, No mastery conventions – dominated punctuation, capitalization, paragraphing, handwriting illegible – OR not enough to evaluate.

Source: Assesing Writing (Weigle, 2012:116)

SCORING:

Content: _ + Organization _ + Vocabulary: _ + Language Use: _ +

Mechanics: _ = (TOTAL SCORE)

After the calculation, total score werecategorized based on the following table:

Categorization	Score
EXCELLENT	90 – 80
GOOD	80 -70
FAIR	70 – 60
POOR	60 – 50

Tangerang Selatan, Januari 2018

Mengetahui,

Guru Mata Pelajaran Bahasa Inggris,

Peneliti,

Mrs. Dupiah, S.Pd

Iskandar Balad

APPENDIX 4

POST-TEST RESULT OF EXPERIMENTAL CLASS

Nama : ADE BAI HASI

Kelas : XI IPA 1

C = 22
O = 14
U = 14
L = 18
M = 3

71 (Good)

Once upon a time, in a village lived a family. There were a father, mother, and child. The child named Cinderella. They were happy. One day great flood came, the home was damaged and her mother died, and all the people who lived in village was moved.

Cinderella and her father was moved to another village. They lived in safe village. Her father was a farmer. He was married again with the widow that had two children. They were happy. After several years, she was grown up and her farmer passed away because of pain. Cinderella stayed with her step mother.

Since then Cinderella had treated just like maid and often pain. Because of her pain Cinderella was expelled, and she did not have a place to stay.

Fortunately she good at singing. She earned money with singing. One day, prince was walked around the town with his horse and heard Cinderella's sing. Prince was approached her to be a friend and invited to the kingdom for sing, after that, prince back to the kingdom. Cinderella was composed she was talked with a cat, and suddenly the cat talk, then the cat turned out to fairy. The fairy gave Cinderella a pair of the glass shoes to her to wear. She looks beautiful, Cinderella wore the shoes to the kingdom and she looks very beautiful. Step mother and stepsister looked unhappy, because she was a special guest. The prince saw Cinderella and fell in love with her. Suddenly when Cinderella was singing, she fainted. The prince quickly called the royal doctor and checked her condition. The doctor said that Cinderella was in pain and the pain was not an ordinary pain, so it could not had been heal by any medicine.

The prince did not care about the Cinderella's pain, he wanted to marry Cinderella. So purposed her and they were gonna married. When the marry day had come, Cinderella fainted again when Cinderella was brought to hospital. The doctor could not help Cinderella no matter what the hospital had tried. Cinderella was died, and the prince was very so sad to lose Cinderella.

Cinderella : Ella and the Prince

Once upon a time in the old town, there were a king and his wife ~~lived~~ lived in the castle. They ~~have~~ ^{did not} have a child, they spent the days lonely. Someday, the queen was pregnant and then ^{girl} born a beautiful daughter. But, the king did not want to have a daughter, he wanted to have a son who ~~would~~ ^{would} be his prince. While, the queen really wanted a baby. Then they were named the baby girl, Ella.

Someday, when the queen was slept, the king expelled his daughter from the castle when she was 5 years old. At the morning the king told his wife that their daughter was lost and his wife so sad.

One day, a rich woman met Ella and then Ella became her step daughter. A rich woman as known as Ella's step mother, she ~~has~~ ^{had} two daughters, they named Anna and Belle. They were very kind. But a few years later, Ella's step mother told Ella:

step mother: "If you want to stay along time in this house, you must be clean up this house and cook for us every day, understand?"
said step mother.

Ella: "If you want me like that, I would be like that for you, but do not expell me from this house because I did not know where to live."

Then Ella became a slave. Ella's step mother and her step sisters treated her like a slave, not as a daughter or as a sister. When Ella

cleaned up the terrace, she found a newspaper. The newspaper talk about the audition of acapella at the famous castle in the town. Ella wanted to join it, but she did not know who were the group. Heard the information like that, her step sisters treated good to Ella and made the acapella group together.

The audition was held on the castle, and the Prince announced to all of the girls, who could sang a song with good and truth, she would be his wife.

Ella was recorded her voice in a recorder everyday. She was recorded her voice by herself. Suddenly, came the birds and mice help and joined to complete the acapella. While her step sisters did nothing.

One day, the audition began. The step mother took Ella into the bracket at the rooftop of her step mother's house. Then the step sisters Anna and Belle were stole her voice records for the audition of acapella. Ella could not do anything, just pray to God that who was cheated her, would be an unhappy life. The Prince did not believe the voice of Anna and Belle because it was fake. The lip sync did not matched by the voice, and then they were lose on the audition.

One day, the Prince was curious about who had the voice like his favorite. Then the Prince instructed his bodyguards to find a girl. When they were found for a girl, there were one thousand girls lose of the research.

one house left, there was Ella's house. The Prince and his body guards checked the girls who have the voice like his recorder and his favorite. But he did not get that girl. While the step mother said just two girls who lived at the house. When the Prince wanted to back to his castle, he heard there was the girl sang a song with the birds and mice from the rooftop. Then the prince wanted his bodyguards to checked up the rooftop and brought that girl to sing a song in front of the prince. And he found what he wanted.

Someday, the prince got married with Ella. He invited some people that they were parents of Ella. The parents of Ella were regret because Ella's dad was expelled Ella from their house.

At the end, Ella and the prince live happily ever after. While her step mother and step sisters got crazy of bankrupt and became a poor family.

- moral value :
- be honest, even though it hurts.
 - Be honest, even though actually you can not.
 - Believe on yourself. Believe on your passion.
 - Do not hurts people if you want get a bad life.

— Adilla Azhari Putri,
January 23th 2018
Tuesday ♥

C = 27
O = 18
V = 19
L = 22
M = $\frac{u}{90}$

excellent

A Superstar Cinderella

Once upon a time there was a kingdom far away from the city named Belgonia kingdom. In that kingdom lived a king and a queen who was very generous, wise, and very kind to all of the people and does not matter what kind of people they are. The king and the queen always help the poor people when they came to ask some help.

One day, the queen of Belgonia kingdom was pregnant. All of the royal family was very happy about that. Especially the king, he always fulfilled what his wife want no matter how hard to get that thing. And one night, the queen wanted to eat deer meat and she said she wanted the deer that her husband who hunt it by himself. Right away the king told his right hand man to prepare a horse for him to go hunt. In the middle of the forest, the king saw an old woman that seems like she need a help. Then, the king came to her and helped her to get an apple from the tree. After he got that for her, the old woman told him something. She said that if the queen give birth to a girl, the kingdom gonna be in danger. And if it boy, he will become a king that bring glory to the kingdom. The king was so scared to hear what she said. The king continued his hunt and quickly back to the castle, and told the queen.

At a bright morning, when the sun already came out, the queen wanted to give a birth. The royal family got so panic. When the queen had give a birth and the baby had born, she saw at the baby and started to cried. She asked the doctor for her to carry her daughter. She gave the baby name Ella, and put a necklace that has Ella name on the baby neck. Soon, when the king know that the queen gave a birth to a baby girl, He so stressed out. So he told his right hand man to bring the baby far away from the kingdom.

In the middle of the night, the king right hand brought the baby and went far away from the kingdom. He left the baby in front of a house in a small town and went back to the kingdom. The woman in that house heard a baby crying outside, so she came out and checked it. Then, she saw a baby lying inside the box. The woman quickly took the baby inside. When she saw the baby neck, she saw a necklace written Ella there. So she called the baby Ella. The woman named Lucy Pyle, she is a maid at a rich woman house in city.

One day, Lucy bring Ella to work. The house owner named Madame Dorothy. She was very arrogant. Dorothy had two daughters named Anna and Belle. Dorothy's husband have passed away a long time ago because of an accident when he was in a business trip.

As the time goes by, Ella have grew up and became a teen. She very loved to sing. Lucy have become old and always in pain, so Ella always changed her mother to work. She always sang with the birds while cleaning the house. But Dorothy and her daughters always treated Ella so harsh. Anna and Belle always made fun of her. Until they spread cinder to Ella's face and called her Cinderella.

One day, Lucy fainted at her room. Ella quickly called doctor to check Lucy. But, the doctor can't help Lucy and said to Ella that her mother have passed away. Ella cried and felt so broken to lost her mother. The doctor gave Ella a letter from her mother. The letter said that Lucy felt so sorry because she never told Ella that she was not her real mother, so Ella have to look her real parents are. And Lucy was buried in her backyard house.

After that, Ella moved to Dorothy's house to work there and slept at the garage. In the beautiful morning, Dorothy called her two daughters and show them something. It was a singing competition at the castle for ladies, and the prince will marry the winner. Anna and Belle ^{could not} sing, So Dorothy looked a way how her daughter can join to that competition. Suddenly she remembered that Cinderella can sing really well, then she told Cinderella to help them by singing for one of the Dorothy's daughter. Anna and Belle then ^{fight} over it. Dorothy ^{had} to choose the one with the looking good face, she is Belle. Anna mad about her mother decision.

When the competition day ^{had} come, Ella recorded her voice singing and gave it to Dorothy. Then, Dorothy and her daughters went to the castle, with Cinderella brought Belle's costume. And when Belle's name ^{had} been call, she started to lipsync. She do that until she got into the final. And when the final day ^{had} come, the prince sat at the judge chair. He will choose the winner by himself.

Belle started singing. At the first, she doing great, but when she started to dance, Belle suddenly fell ^{to} her mic drop. The prince directly knew that she was lipsync. The prince ^{found} Belle's recorder and asked her who voice in that tape. Belle ran away before she ^{can} answer the prince.

The prince really curious who is her in that tape. So, she looking for that girl in all of the house in the city, and said if someone ^{had} the same voice like her, he will marry that girl. The prince ^{had} almost visited all of the house in city. And when he want to visit another house, he heard ^{was} someone singing and her voice was really similar with the girl voice in that tape. So he looking for where that voice came. Suddenly he saw a girl ^{was} singing with the birds at her house balcony. He fell in love with her for the first time he meet her.

Then, the prince came to Dorothy's house and told her to call that girl. But Dorothy refused to call Cinderella, and told the prince that Cinderella was a maid at her house. The prince ^{did} not care about that, he came upstairs and met Cinderella. He proposed her to marry him, and lived at the castle ^{as} a princess. Cinderella ^{had} adore the prince since a long time ago. So she accept the prince proposal and left Dorothy's house. Dorothy and her daughters told Cinderella to stay, but she refused to come back to that house. Cinderella and the prince left them and went to the castle.

The wedding day ^{had} come, Cinderella looks so pretty just like a princess. All of the queen and the king came from all over the kingdom. When the dance time ^{had} come, Cinderella and the prince dancing in the ball. Everyone looks so happy to see them. But, suddenly a king from another kingdom saw the necklace at Cinderella's neck and quickly hug her. That king told her that he was her father and the queen beside him was her mother. Cinderella ^{did} not believe what they said, she need evidence. Then the queen told her that she ^{knew} Cinderella ^{had} a mark on her shoulder. After that, Cinderella started to cry and believed them. Her father told her that he was regretted to believed what that old woman said, it turned out to making him losing his daughter. Finally Cinderella found her biological parents. And the the Cinderella lived happily ever after.

$$\begin{array}{r}
 C = 30 \\
 O = 20 \\
 V = 15 \\
 L = 18 \\
 M = 4 \\
 \hline
 87
 \end{array}
 + \text{Excellent}$$

APPENDIX 5

POST-TEST RESULT OF CONTROLLED CLASS

Novi 1sty Partina.
 XI. MA 2

Cinderella

Once Upon a time. There was a girl, she lived with ^{her} father, Step mother and step sister. They lived in a small village ~~with~~ ^{called by} name Jagarago village. Her father as a soldier, ^{and her} mom ~~Cinderella~~ was ~~dead~~ when she was five years old. Cinderella was ~~feelt~~ ^{felt} lonely.

One day, the Step mother make a some tea for her husband or Cinderella's father. At the time Cinderella work ^{hard} for home work, live ~~de~~ ^{clean} anything in home. When father's ~~came~~ ^{bring} home, the Step mother ^{brought} a glass of tea. But, the tea ~~was~~ ^{was} done poisoned, After that father looks ^{fainting} and not long time father ~~was~~ ^{was} dead. A plan ^{of} Step mother and her daughter ~~was~~ ^{were} success to ~~kill~~ ^{kill} Cinderella's father. Cinderella was very poor in this situation.

One day came a soldier from the kingdom ^{bring} an invitation ^{for} dance party. Step mother and her daughter's was very shocked, Cinderella heard ^{that}. In the night Step mother and her daughter ~~came~~ ^{came} to ^{the} kingdom for the party. Cinderella came to the party ^{with} nobody else, she walked alone. When the party ^{was} started, the prince ^{looked} at the Step mother in ^{behind} is Cinderella's. The prince walked ^{slowly} to meet ^{of} Cinderella. And they danced ~~slow~~ ^{together}, the Step mother and her daughter ^{is} feel ^{jealous} and full of grudge. The prince ^{wanted} married Cinderella. After that Cinderella lived with prince in kingdom.

One years ^{later} ago, The kingdom celebrates ^{one year married anniversary} anniversary ~~married~~ ~~one years~~.

All of Audience to come need to use a mask. The Step mother and her daughter's is come but they are come with feel grudge to kill Cinderella. At that time there was a fire works to distraction Audience. And the Step mother do stebbed her with sword to Cinderella. Cinderella fell down, the Prince is shocked looks Cinderella is dead. And the Step mother ran into out of the kingdom, but she leaved a one shoes (wedges). Tomorrow All of soldier from kingdom Searching for the shoes. Soon the prince knew that killer's Cinderella is Step mother.

The prince was very angry to know that. the Step mother Exited in the kingdom by prince. The prince was feel down, also lonely with that situation. The prince stressed and the last he kill yourself.

C = 22
 O = 14
 V = 14
 L = 13
 M = 3
 + (fair)

 66

Nabila Pista A
XI-MIA 2

Cinderella

Once upon a time, lived a princess named Cinderella. She lived with her father and her mother. She ^{was} from rich family but she still kindness with all of people.

One day, when her father worked, she felt bored in home. Finally, she invited her mother for travelled. Suddenly, ^{in his way} a group of bulls attacked. Cinderella had run away but her mother ^{did} not. She called her father, heard it her father ^{came} go home and immediately buried.

Day by Day Cinderella's Father felt lonely. Then, he intends ^{to} found new mother ^{for} Cinderella. And choosed Suteki be Cinderella's mother. She had ^{two} daughters. The daughter name ^{was} Jamilah dan Markonah.

In the afternoon, when Cinderella ^{was} tidying the house, a phone ^{was} ringing. And then, it ^{was} from Father's Office. His secretary said that Cinderella's Father ^{was} already dead because her Father spilled hot water. Cinderella felt very sad but stepmother ^{did} not, because she thought easier to get treasure.

One night, Cinderella's family ^{got} an invitation card to party, but Cinderella didn't allowed join the party. Suddenly, ^{came} a fairy for helped Cinderella to ^{join} the party. But, she had one terms that ^{she} didn't allowed until 1:00 AM. ^{She} went use pedicab, and fairy helped her with a bunch of rats.

When she arrived ^{at} the party, a prince ^{saw to} ~~looked~~ Cinderella, he ^{was} falling in love with her. A prince invited Cinderella for dancing together, and they did it. Markonah and Jamilah stocked because ~~that~~ Cinderella in the ~~party~~ party. The bell ^{was} ringing when 1:00 AM. Cinderella ~~ran~~ ran fast away. She didn't know the buttons ^{fell}, the prince found it.

The next day, a prince came to Cinderella's house. He ^{found} ~~find~~ button owner. Markonah and Jamilah felt happy when a prince's came. One by one the buttons tried to ^{throw} dress ~~them~~ but nothing matches. A prince ^{saw to} ~~looked~~ Cinderella and asked her to bring her dress. And the buttone ~~was~~ ^{was} own by Cinderella. Before it, a prince promised if matches buttons ^{will} ~~was~~ married with him. Finally, they had married and lived happily ever after.

C = 21
O = 13
V = 13
L = 15
M = 3 +

65 Fair

APPENDIX 6

FREQUENCY DISTRIBUTION OF POST-TEST

(EXPERIMENTAL AND CONTROL CLASS) NORMALITY TESTING

Frekuensi Kelas Eksperimen

Statistics

		nilai post test kelas eksperimen	kategori nilai
N	Valid	36	36
	Missing	0	0

Tabel Frekuensi Kelas Eksperimen

nilai post test kelas eksperimen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63	1	2.8	2.8	2.8
	64	1	2.8	2.8	5.6
	66	1	2.8	2.8	8.3
	69	1	2.8	2.8	11.1
	70	1	2.8	2.8	13.9
	71	2	5.6	5.6	19.4
	72	2	5.6	5.6	25.0
	74	3	8.3	8.3	33.3
	75	3	8.3	8.3	41.7
	76	2	5.6	5.6	47.2
	77	3	8.3	8.3	55.6
	78	1	2.8	2.8	58.3
	80	2	5.6	5.6	63.9
	83	1	2.8	2.8	66.7
	84	2	5.6	5.6	72.2
	86	1	2.8	2.8	75.0
	87	3	8.3	8.3	83.3
	88	2	5.6	5.6	88.9
	90	4	11.1	11.1	100.0
	Total	36	100.0	100.0	

kategori nilai

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	excellent	15	41.7	41.7	41.7
	good	17	47.2	47.2	88.9
	fair	4	11.1	11.1	100.0
	Total	36	100.0	100.0	

Frekuensi Kelas Kontrol

Statistics

		nilai post test kelas kontrol	kategori nilai
N	Valid	39	39
	Missing	0	0

Tabel Frekuensi Kelas Kontrol

nilai post test kelas kontrol

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	2.6	2.6	2.6
	51	1	2.6	2.6	5.1
	52	1	2.6	2.6	7.7
	54	1	2.6	2.6	10.3
	57	1	2.6	2.6	12.8
	58	6	15.4	15.4	28.2
	59	2	5.1	5.1	33.3
	60	1	2.6	2.6	35.9
	62	1	2.6	2.6	38.5
	63	1	2.6	2.6	41.0
	65	3	7.7	7.7	48.7
	66	1	2.6	2.6	51.3
	69	2	5.1	5.1	56.4
	70	2	5.1	5.1	61.5
	71	1	2.6	2.6	64.1
	72	1	2.6	2.6	66.7
	74	1	2.6	2.6	69.2
	77	4	10.3	10.3	79.5
	78	1	2.6	2.6	82.1
	79	2	5.1	5.1	87.2
	81	1	2.6	2.6	89.7
	83	2	5.1	5.1	94.9
	88	2	5.1	5.1	100.0
Total		39	100.0	100.0	

kategori nilai

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	excellent	5	12.8	12.8	12.8
	good	12	30.8	30.8	43.6
	fair	9	23.1	23.1	66.7
	poor	13	33.3	33.3	100.0
	Total	39	100.0	100.0	

APPENDIX 7

HOMOGENEITY OF POST-TEST

Test of Homogeneity of Variances

nilai post test

Levene Statistic	df1	df2	Sig.
5.076	1	73	.027

APPENDIX 8

PHOTOS IN RESEARCH



(Photo 1: Controlled Class)



(Photo 2: Experiment Class)

APPENDIX 9

TABLE T

Titik Persentase Distribusi t (df = 41 – 80)

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

APPENDIX 10

LEMBAR NONTON SIDANG



UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
 Jl. KH. Ahmad Dahlan Cirendeu – Ciputat, 15419. Telp. 7442028 Fax. 7442330
 Website: <http://www.fipumj.ac.id> Email: fip_umj@yahoo.co.id

KARTU MENYAKSIKAN UJIAN SKRIPSI

Nama : /Shandaw Balad.
 NIM : 2014 850018
 Prodi : Pendidikan Bahasa Inggris

No.	Hari/Tanggal	Nama Peserta Ujian	Judul Skripsi	Paraf Ketua Sidang
1	Sabtu, 6/2018 /1	Hanny Muaziah (2013850017)	Enriching Students' Vocabulary Through Diagram Implementation	H
2	Sabtu, 6/2018 /1	Dianita Marta Pusat (2013850021)	Using English Teens Magazine Towards Student's Reading Comprehension	H
3	Sabtu, 6/2018 /1	Rahannee Che Loh (2013850041)	The Effect of Students' Vocabulary Pronunciation Ability Through Phonics poster Material	H
4	Sabtu, 6/2018 /1	Ancenoh male (2013850042)	The Effectiveness of Using Instagram Photo Caption in Teaching Writing Descriptive Text	H
5	Sabtu, 6/2018 /1	Ayuni Argyasani (2013850031)	The Effectiveness of Homophone Games to Improve Students' pronunciation	H
6	Sabtu, 6/2018 /1	Paesola Lavo (2013850046)	The Correlation between Students' Motivation in Learning Their English Speaking Skill	H
7	Senin, 15/18 /1	Anggie Amanah Geun (2013820114)	Pengaruh Model Think Talk Write terhadap kreatifitas belajar siswa	A
8	Senin, 15/18 /1	Tasya Nur Azrah (2013820039)	Pengaruh Model Realistic Mathematic Education (RME) terhadap pemahaman konsep belajar siswa	A
9	Senin, 15/18 /1	Titi Rahayu	Upaya meningkatkan hasil Belajar teknologi informasi dan komunikasi (TIK) menggunakan model pembelajaran team assisted individualization (TAI)	A
10	Senin, 15/18 /1	Epta Fitri M. Landari	Peningkatan kemampuan penggolongan tumbuhan berdasarkan ciri-ciri a melalui Belajar Anyo	A

Mengetahui,
 Ka. Prodi,

(Zaitun, M.Pd)

APPENDIX 11



LEMBAR KONSULTASI SKRIPSI



UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
KARTU KONSULTASI BIMBINGAN SKRIPSI

Nama / No.Pokok : Iskandar Balad / 2014850018
 Masa Bimbingan : 23 OKTOBER 2017 -- 23 APRIL 2018
 Program Studi : PBI
 Judul Skripsi : *The Influence of Process Approach on Students' Essay Writing*
 Pembimbing : Zaitun, M.Pd.

NO	TANGGAL	URAIAN	PARAF PEMBIMBING
01.	Nov 5, 2017	Revise as it is suggested	<i>[Signature]</i>
02.	Nov 18, 2017	Revise chapter I	<i>[Signature]</i>
03.	Nov 24, 2017	Final Revise chapter I, Cont. chapter II	<i>[Signature]</i>
04.	Dec 4, 2017	OK chapter I, Revise chapter II	<i>[Signature]</i>
05.	Dec 19, 2017	Final Revise chapter II, Cont. chapter III	<i>[Signature]</i>
06.	Dec 21, 2017	OK chapter II, Revise chapter III	<i>[Signature]</i>
07.	Dec 29, 17	Final Revise chapter III	<i>[Signature]</i>
08.	Jan 3, 18	Chapter III OK Aee to do the experiment <i>4/18</i>	<i>[Signature]</i>
09.	Jan 8, 18	Consulting about lesson plan	<i>[Signature]</i>
10.	Febr 17, 18	Revise chapter IV	<i>[Signature]</i>
11.	March 2, 18	OK chapter I - V, Complete all	<i>[Signature]</i>

No	Tanggal	Uraian	Paraf Pembimbing
12.	April 13, 2018	Revise Abstract, etc.	
13.	April 18, 2018	Ace to thesis defense	

Mengetahui :
Ketua Program Studi



Zaitun, M.Pd.

Pembimbing,



Zaitun, M.Pd.



UNIVERSITAS MUHAMMADIYAH JAKARTA
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Jln. KH. Ahmad Dahlan Cireundeu - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330
Website : www.fip.umj.ac.id, Email:fip@umj.ac.id

Nama Mahasiswa:

Iskandar
Balael

BIMBINGAN PASCA SIDANG SKRIPSI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH JAKARTA
Tanggal 11 Agustus 2018 (R. 305 FIP UMJ)

TANGGAL	KEGIATAN PEMBIMBINGAN	PARAF DOSEN
27-8-2018	Revisi sudah ok	
30-08-2018	Revisi ok	

Penguji I,

Muhammad Saifudin Hodi

Penguji II,

Aswir, M.Pd.

APPENDIX 12

SURAT KETERANGAN PERMOHONAN PENELITIAN



UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN

Jln. KH. Ahmad Dahlan Cireundeu - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330
Website : www.fipurnj.ac.id, Email:fip_umj@yahoo.co.id

Nomor : 005/F.8-UMJ/I/2018
Lamp : -
Perihal : Permohonan Penelitian

4 Januari 2018

Kepada Yth.,
Bapak/Ibu
SMAN 5
di-
Tangerang Selatan

Assalamu'alaikum wr. wb.

Semoga Allah SWT melindungi dan memberi keberkahan kepada kita semua dalam menjalankan aktivitas sehari-hari. Amin.

Bersama ini kami sampaikan kepada Bapak/Ibu bahwa mahasiswa/i kami, atas nama :

Nama : Iskandar Balad
Nomor Pokok : 2014850018
Program Studi : PBI

saat ini sedang melaksanakan penelitian dalam rangka penulisan tugas akhir (skripsi) dengan judul
"*The Influence of Proccess Approach on Students' Essay Writing*".

Sehubungan dengan hal di atas, kami mohon agar kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa/i tersebut untuk mengadakan penelitian di lembaga yang Bapak/Ibu pimpin.

Demikian, atas perhatian dan perkenan Bapak/Ibu kami ucapkan terima kasih.

Wabillahitaufiq walhidayah
Wassalamu'alaikum wr.wb.



Dekan,



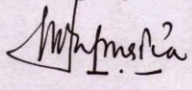
Dr. Iswan, M.Si

Keterangan:

1. Untuk Sekolah ybs
2. Copy untuk Arsip pribadi sebagai lampiran di Skripsi

APPENDIX 13

SURAT KETERANGAN PENELITIAN MAHASISWA

	PEMERINTAH PROVINSI BANTEN DINAS PENDIDIKAN DAN KEBUDAYAAN UNIT PELAKSANA TEKNIS SMA NEGERI 5 KOTA TANGERANG SELATAN <small>Perum Puri Bintaro Hijau Blok F.IV Pondok Aren Kota Kota Tangerang Selatan. Telp.021-73461414 Fax: 021-73461415 Kode Pos: 15224 Email: smn5kotatangsels@yahoo.com</small>	
<u>SURAT KETERANGAN</u> Nomor : 421.3/ /Tata Usaha		
<p>Menindaklanjuti Surat dari UNIVERSITAS MUHAMMADIYAH JAKARTA Nomor: 005/F.8-UMJ/II/2018 tentang Perhohonan izin Riset/PKL, maka dengan ini Kepala SMA Negeri 5 Kota Tangerang Selatan menerangkan kepada :</p>		
Nama	:	ISKANDAR BALAD
NIM	:	2014850018
Program Pendidikan	:	STRATA SARU (S.1)
Jurusan	:	Pendidikan Bahasa Inggris (PBI)
Semester	:	XI (Sebelas)
Universitas	:	UNIVERSITAS MUHAMMADIYAH Jakarta
<p>Yang bersangkutan benar telah melakukan RISET/PENELITIAN/OBSERVASI di SMA Negeri 5 Kota Tangerang Selatan untuk memperoleh data dalam rangka Penyelesaian tugas akhir Skripsi yang berjudul <i>"The Influence of Proccess Approach on Students Essay Writing"</i> di SMA Negeri 5 Kota Tangerang Selatan Provinsi Banten . yang telah dilaksanakan pada tanggal 12 Januari sd 24 Januari 2018</p>		
<p>Demikianlah surat keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.</p>		
<p>Menyetujui P/c Kepala SMAN 5 Tangsel</p>  <p>Drs. Hamdani M.Pd Pembina PKL NIP. 196207051986021013</p>	<p>Tangerang Selatan, 10 April 2018 Mengetahui Wakasek Bidang Pengembangan Mutu</p>  <p>Dra. Mela Pustikasari MM NIP. 196512202007012012</p>	

APPENDIX 14

CURRICULUM VITAE

Name : ISKANDAR BALAD
Date of birth : Jakarta, August 19th , 1996
Religion : Islam
Address : Jl. Masjid Darul mu'alimin Gg.
Wahid RT 05 RW 07 No. 67 Pondok
Kacang Timur, Pondok Aren,
Tangerang Selatan, Banten: 15226

Data of Family

Parents

- a. Father : Jamhari
- b. Mother : Ma'anah Indriyani

Data of Education

1. SDN Joglo 07 Petang, Jakarta Barat. Graduated in 2008
2. SMPN 5 Tangerang Selatan, Banten. Graduated in 2011
3. SMAN 5 Tangerang Selatan, Banten. Graduated in 2014
4. Accepted in Faculty of Educational Sciences of Muhammadiyah University of Jakarta, in 2014