

**THE USE OF SYNECTICS MODEL TO IMPROVE THE STUDENTS'
ACHIEVEMENT IN WRITING DESCRIPTIVE PARAGRAPH**

SKRIPSI

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ABSTRACT

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This study dealt with Improving The Students’ Achievement In Writing Descriptive Paragraph. The Objective of this research was to find out the improvement of students’ achievement in writing descriptive paragraph through Synectics Model teaching by their teacher. This Research had been conducted at SMPN 6 MEDAN. The Object of this research was their teacher who taught the students of seventh grade of SMPN 6 Medan at 2015/2016 academic year. It was disputed a teacher who taught in VII-L which consisted of 44 students. This research was conducted in two cycles and there were sixth meeting for two cycles. The research design were qualitative data by using observation sheet to their teacher and quantitative written test, was given 5 score to students. Based on written test, the students score kept improving in every test. In the pre-test the mean score was 47,75. In the post-test of first cycle the mean score was 56,16 and in the post-test of cycle 2 the mean score was 75,66. The Improvement also could be seen from the percentage of students’ability in writing. In pre-test 3 students who got point up to KKM 70 (12,5%). In the post-test of first cycle 8 students who got point up to KKM 70 (33,3%). While in the post-test of second cycle 24 students who got point up to KKM 70 (100%). There was also improvement of students behavior participation in the class. In the first cycle, some students could not attention and focused on the teacher presentation and they could not practice dialogue in front of the class. Everthless, in the second cycle they were able to focus and participated on the teacher’s command. The students looked interested when described the object. Having taught using sociodrama method by their teacher it could be concluded that synectics model could improve the students’ achievement in writing.

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Assalamu'alaikum Wr. Wb

In the name of Allah the most gracious and the most merciful. Firstly, the researcher would like to deliver her thanks to almighty God who has blessed her to write this study. Secondly, blessing and peace be upon to our prophet Muhammad SAW, who has brought human being from the uncivilized era to the civilized era as we have today.

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One of the requirements to fulfill before finishing studies at English Department of FKIP UMSU is to write a study. In writing this study, the researcher has found some difficulties dealing with summarizing and also the achievement of students. The researcher has spent much time to accomplish it. The researcher has asked some experts to get some ideas to help her carry out the writing of the researcher report. So, the researcher would like to extend her

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CHAPTER I

INTRODUCTION

A. The Background of The Study

From the language skills above writing may truly be consider as the most sophisticate skill combining a number of diverse elements such as content, form, grammar, etc. It can be conclude that writing is a complex skill because it requires many components in order to achieve good result. Writing is a process of putting thoughts and ideas in words into sequence of word into sentences in the form of paragraph in which every sentence is related to one another semantically. We write to tell other what we think but if we use words incorrectly, or we use words that the readers do not understand, we shall be misunderstanding. We must think about words so that we can choose words that we expect our reader to know. It can be concluded that the choice of words is one of important thing. The function of writing is as a means of conveying ideas, feelings and intention to other people, so it is a very important skill in daily life. Therefore, writing is taught as one of subjects in Junior High School. In fact, writing is difficult task for the students. Most of students do not like doing this activity.

Based on the researcher's experience at PPL the students had problems in the class the student's passive in English learning, cannot explore their idea, can not reflect with their teachers, even they have no idea and feel confuse about what would they write. Some of the students have idea, but they feel so difficult to express their idea on a piece of paper. They were not able to write long sentence even paragraph easily, but the sentence that were used by them were not effective

and they were not able to arrange sentence structurally. In short, many students always get difficulties in writing. Thus, the researcher had some reasons to choose the topic about the effect of applying discovery learning method on the students' achievement in descriptive paragraph. The first, the topic was interesting to discuss because it involves language teaching. In teaching learning process, the application of method can be very interesting for students to learn subject and make them understand easily. The second, topic is important because the writing has function means to conveying ideas, feeling, and made the students active in learning process. The reasons language is very important part of human existence and social process that has so many functions to perform the life human beings.

In order to help students to build their attitude toward writing, a discovery learning method can be used in developing students' achievement. Discovery learning group has a sense of individual accountability that means that all students need to know the material or spell well for the whole group to be successful. Discovery learning refers to the instructional use of small groups so that students work together to maximize their own and each others' learning. Discovery learning is a method that encourages students to arrive at a conclusion based upon their own activities and observations. This is a great method that students can write description of everything.

B. The Identification of the Problems

The problems of this research were identified as follows:

- a. the students' are not able in writing descriptive paragraph.
- b. the students' achievement in writing descriptive paragraph is low

C. The Scope and Limitation

The scope of the study was focused on writing which used to make a description and the researcher limits the research on The use of synectics model in improving on the students' achievement in writing descriptive paragraph in seventh grade students of SMP Negeri 6 Medan.

D. The Formulation of the Problems

The formulation of the Problems were formulated as the following:

1. How can the synectics model can improve the students' in writing descriptive paragraph?
2. How is the improvement of the students' achievement in writing descriptive paragraph after applying synectics in the application of synectics model?

E. The Objective of the Research

The Objectives of this research will be formulated as follows:

1. To find out the way of the synectics model in improving the study descriptive paragraph.
2. To find out the students' achievement in writing descriptive paragraph improvement after applying synectics in the application of synectics model.

F. The Significance of the research

The result of this study were expected to be useful and meaningful theoretically and practically.

1. Theoretically

Theoretically the study gave easier, interesting way valuable information in teaching and to improve in writing descriptive paragraph by using synectics model.

2. Practically

Beside the theoretical significance this research is also expected to be useful practically for

- a. Teachers, to adopt this teaching model to improve their students achievement in writing descriptive paragraph.
- b. Students, that want to study vocabulary by more enjoyable way
- c. Other researches, who are interested in doing research related in this study

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts or terms applied some concepts or terms supplied in the research concerned. Some terms were used in this research and they need to be theoretically explained. In this following part, theoretical terms were presented.

1. Classroom Action Research

Kemmis and Mc Taggart (1988, 5): Classroom Action Research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situation in which these practices are carried out.

Patricia Cross (1987, 499): Classroom Action Research is geared to self improvement since it is designed, conducted, and used by teachers themselves.

2. Description of Synectics Model

2.1 Definition of Synectics Model

William J Gordon (1961) states that synectics model is designed to increase problem solving capacity, creative expression, empathy and insight into social relations. The model was originally designed to form creativity groups in industrial and other organizations to solve problems, to develop quality products. Synectics is an interesting model in order to promote inventions and increasing

creation. The most principle in synectics model is using analogies. Synectics model allows us to look at the phenomena from a new perspective and find another way to express ourselves and engage in problem solving.

2.2 The Characteristics of Synectics Model

Gordon (1961) describes four characteristics of Synectics Model :

1. This model creativity is important in everyday activities. Gordon's model is designed to increase problem solving, creative expression, empathy and insight into social relations.
2. The creative process is not all mysterious. It can be described, and it is possible to train persons directly to increase their creativity. Traditional creativity is viewed as a mysterious innate and personal capacity.
3. The creative invention is similar in all fields, the arts, the sciences, engineering and is characterized by the same underlying intellectual processes.
4. Assumption is that individual and group invention (creative thinking) are very similar. Individuals and groups generate ideas and product in much the same fashion.

2.3 The Steps of Synectics Model

1. Describe the topic

The teacher asks the students to describe a given topic.

2. Created direct analogies

Students examine the descriptive words and form analogies between the words and unrelated category. After all students have given an analogy, the best one is voted on by the class.

3. Describe personal analogies

Students become the analogy they selected in step two.

4. Identify compressed conflicts

Students take their descriptions from step two and three, suggest several compressed conflict and choose one.

5. Create new direct analogies

Students generate and select another direct analogy, based on the compressed conflict.

6. Re-examine the original topic

Teacher has students move back to original topic or problem and use the last direct analogy to original topic new images are created.

7. Evaluate

Students provide their own analogy and explore the similarities and differences. And also analyze the thought process involved.

3. Description of Improvement

Improving is to increase the value of (land or property) by making it more useful for humans (as by cultivation or the erection of buildings), to grade and drain (a road) and apply surfacing material other than pavement, to use to good purpose(Meriam:2013:156).

Improving is going through better work environment to reach. Improving consist of three steps. They are Good, Better and Best.

- 1) Doing a work in a simple ways is called good
- 2) Doing a work in a different way but in a correct manner is called better
- 3) Doing a work in a different way with a great quality and correctly is called the best

Crossing these in step by step process is called improving. Kan says (2001: 45) that the word improvement has three sense, namely:

1. The act of improving something
2. A change for the better, progress in development
3. A condition superior to an earlier condition

It means that improvement is an act make change for the better in certain condition, in this research, the improvement is meant as a good result which is given by the students' achievement in writing descriptive paragraphby using synectics model.

4. Description of Students' Achievement

Johnson, K (2001:282) said that the students' achievement is concerned with how a student has formed in relation to particular course of program". They usually come at the end of the program, and deliberate based on the content covered in it. Achievement test is useful to the teacher as well as the students. They indicated how well teaching has success and improvements need to be made. Manalu (inNunan 2002:72) stated that achievement is accomplish something, reach the standard of the excellent and expend effort to excel. So it can be concluded that achievement in gaining something

successfully through hard work and skill. Procter (1978:7) explained the word “achievement” derives from a verb ‘achieve’.

Which means:

1. To finish successfully especially for something, anything.
2. To get the result an action
3. Gain the something students’ achievement means the successful of the students in finishing or gaining of something successfully finished or gained through skill and hard-work.

From the above explanation, can be concluded the students’ achievement in the result or what students have done using their effort and their skill in doing or finishing something.

1. Describing an event

In describing an event, a writer should be able memorize and remembers what happened in event. Suppose the writer would write and discuss the accident that happened two days ago. In that case, they had explain all details related to the event clearly, indeed, the reader would felt it in the real situation.

2. Describing a Person

If we want to describe a person, the first thing that we do is to recognize his/her individual characteristics. We need to describe people occurs fairly in areas of physical attribute (hair, eyes), emotional (warm, nervous), attributes (greedy, trust worthy), and intellectual (clever, perception).

3. Describing a Place

As people, there is commonly occurring need to describe places. The best way to describe a place was by presenting concrete, for example: a home, a school and so on.

4. Describing a Object or Things

The best way to describe an object or things accurately was by providing the physical characteristics of an object such as the color, the form, shapes, and so on. Therefore the writer would easily describe the object.

5. Description of Writing

Based on PP No. 22 : 2006 about the content of standard said that in junior high school, Learning English writing only achieved in functional level, that was to develop student's competencies in understanding and creating various short functional text, monologue and essay in procedure, descriptive, recount, narrative, and report with supporting competencies such as linguistics competency. (The use of grammar, vocabulary and structure) and social cultural competencies (The use of expression, acceptable language act in various context of communication). According to Weigle (2002:1) "Writing has also become more important as tenets of Communicative Language Teaching that is teaching language as a system of communication rather than as an object of study which have taken hold in both second and foreign language setting". Writing conveyed the writer's thought in the written form. As Harmer (2004:4) "Writing process in the stage writer goes through in order to produce something in its final form". In writing paragraph seven until fifteen sentences. In the process to wrote paragraph we needed to steps: firstly, we should formulate the outline

of paragraph and the second, we should transfer the outline of paragraph into the real paragraph. To write a good writing the writer should be considered for five aspects, they were content (relevance to the topic), organization (good logical order), vocabulary (choice of words), mechanics (punctuation and capitalization), and language use (grammar)

6. Description of Paragraph

According to Langan (2003:5) “a paragraph is a short paper around 150 to 200 words. It usually consist of an opening point”. Then Carol (2001:32) “a paragraph is a group of related sentences and conclusion sentence. At last paragraph, there was a thesis statement that was repeated or review of statement about the control idea in the paragraph. A paragraph had three major parts; there were a topic sentence, supporting sentences, and conclusion sentence. The topic sentence stated the main idea of paragraph, supporting sentences, and conclusion sentence signal the end of the paragraph and left the reader with important points to remember in addition. These were the important component of writing:

.6.1 Topic sentence

Topic sentence was a sentence that has a particular function to introduce the topic paragraph and the controlling idea about the topic paragraph.

6.2 Topic Paragraph

Topic paragraph was basically a subject of paragraph, or what paragraph was about. Topic paragraph should be narrow down from general topic into the most specific.

6.3 Controlling Idea

Controlling Idea was an idea or an attitude about the topic paragraph. The function of controlling idea was to control all sentences in the paragraph. The controlling idea should be clear and focused on the particular aspect.

6.4 Supporting Sentences

Supporting Sentences were a number of sentences used to back up and proved the point about the topic sentence.

6.5 Conclusion Sentence

Conclusion sentence was a paragraph in which all sentences related to the topic paragraph and the controlling idea in the topic sentence.

6.6 Unity Paragraph

Unity Paragraph was a paragraph in which all sentences related to the topic paragraph and the controlling idea in the topic sentence.

6.7 Coherent Paragraph

Coherent Paragraph was a paragraph on which all sentences should be arranged logically and flow smoothly.

6.7.1 Logical Arrangement

Logical Arrangement was an organization of ideas of sentences from beginning until the last of paragraph should be logic.

6.7.2 Smooth Flow

Smooth Flow was how well one idea leads to another sentence by using suitable transition.

8. Types of Paragraph

Regina and Reutten (1986: 24) state that there are some types of writing, they are :

1. Descriptive

A type of writing that describing an object based on its specific characteristic in detail in order to enable readers to look, smell, taste, feel, and touch the object directly.

2. Narrative

A type of writing that tells an event or process chronologically in certain time. This writing focuses on time and action of an event.

3. Argumentative

The purpose of this writing is to convince and to persuade readers to do what the writer wants in his/her writing by giving the logical reason and proof. There are some facts that must be provided in this type to persuade the reader's attention.

4. Expository

This writing is aimed at giving a detailed explanation about something in order to enlarge the reader's perception. This writing is intended to explain or inform something to the reader.

B. Conceptual Framework

Writing is an activity of producing in form of written language. As an activity of language production, writing needs creativity in it. In other words, someone needs creativity in conveying their ideas when having writing activity. Before it, someone needs to get some ideas or some points that they will transfer into written language which can be read by readers.

Unfortunately, it is not easy for some people to get some ideas which can be transferred into written language as the product of their writing. This condition also happens in the area of school; there are many students who have difficulty in getting some ideas when they are asked to write a paragraph. Actually, for facing this problem, teachers should try to find an appropriate media which can help students in getting some ideas, so it will be easier for them to write a paragraph by transferring their ideas into written language.

In this case, one of model that can be used for helping students in getting some ideas or inspiration by usingSynecticsModel.Because this study focuses on writing skill. By usingSynectics Model, students can get inspiration or motivation that can help them in getting ideas to be written in building a paragraph. In this study, students are helped to get some ideas before writing a paragraph by usingSynectics Model.

CHAPTER III

RESEARCH METHOD

A. Location and Time

The location of the research was conducted at SMP N 6 MEDAN , jl. bahagia, in seventh grade students'. The research was conducted during the academic year 2016/2017.

B. Subject and Object of the Research

The subject of this research was the seventh grade of SMP N 6 Medan in academic year 2016/2017. Based on the purposive sampling technique, the researcher was taken VII-L students which consists of 44 students as the subject of the research. Because when the researcher did field teaching practicing program (PPL) in this class, the researcher found that they have a low ability in descriptive paragraph.

The Object of this research is applying Synectics Model as model in teaching, to improve students' achievement in descriptive paragraph.

C. Research Design

This research was conducted by using classroom action research. Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve students' learning.

There are four steps to conduct classroom action research namely:

1. Plan, involves thinking process and evaluating to reflect the event that will be happened and attempting to find out ways to overcome problem encounter.
2. Action, at this step, we think and consider what action will be done, how the method was provided.
3. Observation, is activity that consists of gathering data to identify the result action. Collecting data can be considered form several factors: students, teacher, interaction between student and teacher. Observation process can be done by the teacher or assist by other such as others teachers, consultant, headmaster, act.
4. Reflection, is activity the fairness of data for doing some improvement and revisions in another enhance the successful of teaching.

D. Procedure of the Research

This research was conducted by using cycle. The cycle has four stages; they are planning, action, observation and reflection.

Teachers' activity:

- 1) The teacher was opened the class by greeting the students.
- 2) The teacher was told what material they will learn.
- 3) The teacher was told the students about the advantages of learning descriptive paragraph.
- 4) The teacher was given the picture that unrelated category.
- 5) The teacher was introduced the Synectics Model.
- 6) The teacher was explained about describing thing by using Synectics Model
- 7) The teacher was asked the students to identify the picture.
- 8) The teacher will ask students to construct their sentence becomes paragraph.
- 9) After the students have finished their paragraph , the teacher will conclude the material.
- 10) The teacher was ended the class by closing.

Students' activity:

- 1) The students were answered greeting from their teacher as response to the teacher.
- 2) The students were listened what material they will learn.
- 3) The students were listened about the advantages of learning descriptive paragraph.
- 4) The students were given their opinion about the picture.
- 5) The students were listened to the explanation about Synectics Model

- 6) The students were listened to the explanation about descriptive paragraph by using Synectics Model
- 7) The students were identified the picture.
- 8) The students was constructed the sentences becomes paragraph.
- 9) The students were listened the conclusion of the material.

c) Observation

Observation is doing to collect data namely, students activity attitude during teaching learning process. In this section the researcher was done the formal observation. The researcher will be an observer for the students of the class that consists of 44 students. The observer will use indicators with note: 3 for very good, 2 for good and 1 for bad, it will be used to see as indicators of students.

d) Reflection

Reflection is a feedback process from the action that will be done. Reflection use to help the teacher make decision. The researcher analyzes all recording information learning process by using observation sheet and the result that have done.

E. Instrument of the Research

This research was used two instruments, they are observation sheet, and the test.

1. Observation Sheet

Observation sheet was used to observe all activities that happened during the teaching learning process. The activities include students activities.

climate.

2. The test

To get the data the researcher was given a test. The researcher was used essay test. The test was taken from English for Grade VII Junior High School book that consists of essay test.

a. Scoring of writing test

Giving the score to the students' answer, based on the scoring writing, according Heaton stated that there are five scoring components scales namely content, organization, vocabulary, language usage, and mechanism. This statement to know the students' vocabulary mastery in describing thing

1) Content

The score of content depend on the students' ability in writing ideas, and information in form of logical sentences. The criteria of scoring are

Table 3.1
Scoring Criteria of Content

| | |
|-------|---|
| 27-30 | Excellent to very good: knowledge able substantive thought development of topic sentence-relevant to assigned topic. |
| 22-26 | Good to average: some knowledge able of subject-adequate range limited development of topic sentence-mostly relevant to topic, but lack detail. |
| 17-21 | Fair to poor: limited knowledge of subject-little substance inadequate development of topic. |
| 13-16 | Very poor: does not show knowledge of subject-not substantive not pertinent-or not enough to evaluate. |

2) Organization

The organization refers to the students' ability write the ideas, information in logical order. The topic and supporting sentences are clearly stated. The criteria of giving the score use as follow:

Table 3.2
Scoring Criteria of Organization

| | |
|-------|--|
| 18-20 | Very good: exact word, effective word choice and usage, word from mastery appropriate register. |
| 14-17 | Good to average: limited range, frequent errors of words, choice usage, but meaning not obscured. |
| 10-13 | Fair to poor: limited range, frequent errors words, choice usage, meaning confused or obscured. |
| 7-9 | Very poor: essentially a translation, knowledge of language vocabulary, word form or enough to evaluate. |

3) Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to ability to use synonym, prefix, suffix, exactly. The criteria of scoring vocabulary used are:

Table 3.3
Scoring Criteria of Vocabulary

| | |
|-------|--|
| 18-20 | Very good: exact word, effective word choice and usage, word from mastery appropriate register. |
| 14-17 | Good to average: limited range, frequent errors of words, choice usage, but meaning not obscured. |
| 10-13 | Fair to poor: limited range, frequent errors words, choice usage, meaning confused or obscured. |
| 7-9 | Very poor: essentially a translation, knowledge of language vocabulary, word from or enough to evaluate. |

4) Language Use

The criteria of scoring language usage as follow:

Table 3.4
Scoring Criteria of Language Usage

| | |
|-------|--|
| 22-25 | Excellent to very good: effective complex construction-few errors arguments, test, word order/function, articles, pronouns, preposition. |
| 18-21 | Good to average: effective but simple constructions-minor problems in complex constructions-several errors of agreement, tense, number word-order/function, articles, pronouns, preposition but meaning, seldom obscured |
| 11-17 | Fair to poor: major problem in simple/ complex construction frequents of errors of negotiations, agreement, tense, pronoun, preposition, and or fragments, delectation |

| | |
|--|------------------------------|
| | meaning confused or obscured |
|--|------------------------------|

5) Mechanism

The criteria of scoring mechanism are given:

Table 3.5
Scoring Criteria of Mechanism

| | |
|----|--|
| 05 | Excellent to very good: demonstrate mastery of conversation few errors spelling, punctuation and capitalization writing sentence |
| 04 | Good to average: occasional errors of spelling, punctuation, and capitalization, writing sentence-poor hand writing meaning confused or obscured |
| 03 | Fairs to poor: frequent errors of spelling, punctuation, and capitalization, writing sentence |
| 02 | Very poor: no mastery of conventions-dominated by errors of spelling, punctuation and capitalization, paragraph-hand writing illegible-or not enough to evaluate |

Based on these indicators, then the students' vocabulary mastery in using chronologically order will be classifying in quantitative and qualitative systems.

The scales areas follows:

Table 3.6
The Scales of Qualitative and Quantitative Forms

| | |
|------------------------|-------------------|
| SKILL | SKILL |
| Qualitative form | Quantitative form |
| Excellent to very good | 90-100 |

| | |
|-----------------|-------|
| Good to average | 70-89 |
| Fair to poor | 30-69 |
| Very poor | 0-29 |

F. The Techniques for Collecting Data

There were some procedures in collecting data:

1. Pre-Test

Pre-test was given before the treatment. The function of the pre-test is to know the mean scores of students before given a treatment.

2. Treatment

The treatment was given to the students by using Synectics Model in describing thing. The treatment will be given in cycle.

3. Post Test

And after the treatment has given to the students, the researcher gave a test again to find out their score in describing thing. The lowest score is 75. It is according to the standard English score in seventh grade in the school.

G. The Techniques for Analyzing Data

Qualitative and quantitative data were used in this study. The qualitative data was used to describe the situation during the teaching-learning process, and the quantitative data was used to analyze the students' score.

The qualitative data was analyzed from the observation sheets to describe the improvement of the students' vocabulary mastery in describing thing.

The quantitative data was analyzed by using formula as follow:

$$\bar{x} = \frac{\sum x}{N} \times 100\%$$

Where:

\bar{x} : The mean of the students' score

$\sum x$: The total score of students

N : The number of the students

Next, to categories the number of the students who pass the test successfully, the writer applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P : The percentage of those who getting score

R : The number of students' getting score

T : The total number of the student

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

The data of this research consisted of two kinds. They were quantitative data that got from students' score in writing descriptive paragraph and qualitative data that got from observation sheet, interview sheet, and camera recorder.

1. Quantitative Data

The quantitative data was taken from the students' score in test. The test was essay test. It was taken from English SMP Grade VII book that consisted of instructions to build a descriptive paragraph. The students' score in the pre-test, cycle 1 and cycle 2 can be shown from the table below:

Table 4.1
The Students' Score in Pre-Test, Cycle 1 and Cycle 2

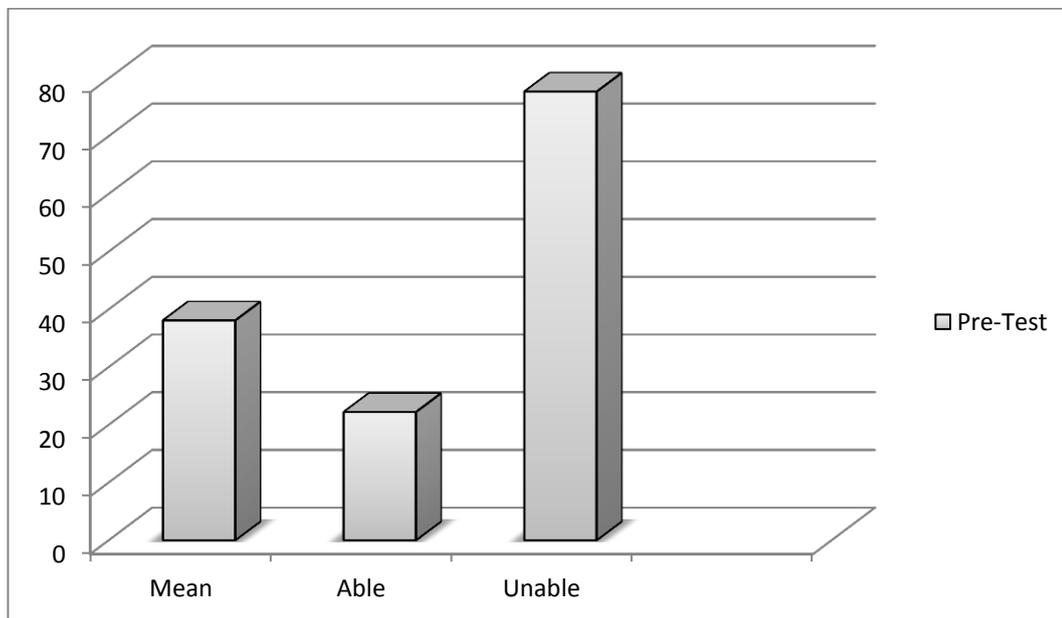
| No | Students' Initial | Pre-Test | Cycle 1 | Cycle 2 |
|----|-------------------|----------|---------|---------|
| 1 | AD | 10 | 70 | 90 |
| 2 | AA | 30 | 93 | 100 |
| 3 | AK | 13 | 70 | 83 |
| 4 | AH | 27 | 50 | 100 |
| 5 | AL | 47 | 93 | 100 |
| 6 | BS | 10 | 50 | 80 |
| 7 | DJ | 87 | 93 | 100 |
| 8 | DP | 37 | 83 | 100 |
| 9 | DK | 13 | 70 | 80 |
| 10 | DG | 30 | 97 | 100 |
| 11 | GK | 83 | 97 | 100 |
| 12 | GP | 90 | 90 | 100 |
| 13 | JJ(1) | 80 | 100 | 100 |

| | | | | |
|--------------|-------|-------|-------|-------|
| 14 | JJ(2) | 17 | 50 | 80 |
| 15 | LS | 10 | 50 | 90 |
| 16 | LK | 10 | 50 | 80 |
| 17 | LN | 20 | 50 | 90 |
| 18 | MA | 93 | 97 | 100 |
| 19 | ME | 37 | 100 | 100 |
| 20 | MF | 13 | 70 | 83 |
| 21 | MR | 10 | 70 | 100 |
| 22 | NZ | 10 | 50 | 80 |
| 23 | NN | 57 | 83 | 100 |
| 24 | NV | 23 | 60 | 100 |
| 25 | PM | 87 | 97 | 100 |
| 26 | PI | 37 | 50 | 90 |
| 27 | RV | 47 | 80 | 100 |
| 28 | RS | 30 | 97 | 100 |
| 29 | RA | 83 | 97 | 100 |
| 30 | RP | 93 | 97 | 100 |
| 31 | RR | 70 | 85 | 90 |
| 32 | WO | 70 | 85 | 90 |
| 33 | WA | 70 | 85 | 90 |
| 34 | TS | 40 | 55 | 90 |
| 35 | TA | 40 | 55 | 90 |
| 36 | TM | 45 | 60 | 80 |
| 37 | YY | 55 | 75 | 85 |
| 38 | YT | 55 | 75 | 85 |
| 39 | YM | 55 | 75 | 85 |
| 40 | YP | 55 | 75 | 85 |
| 41 | YJ | 70 | 85 | 90 |
| 42 | ZS | 70 | 85 | 90 |
| 43 | ZP | 55 | 75 | 85 |
| 44 | ZM | 55 | 75 | 85 |
| Total Number | | 2039 | 3349 | 4046 |
| Mean Score | | 46.34 | 76.11 | 91.95 |

The first test was given before the treatment, it called by pre-test. Based on the result in the pre-test, the total score of the students was 2039 and the number

of students was 44, so the mean score was $\bar{x} = \frac{2039}{44} = 46.34$. The students who got score more than 70 was 15.9% or 7 students and the students who got score less than 70 was 84.09% or 37 students. So, the students frequency in the pre-test was 15.9% (See appendix 2) and it can be shown from the chart below.

Chart 4.1
Students' Score in Pre-Test



The table and chart above showed that the students who were able 7 students or 15.9% and the students who were unable 37 students or 84.09%. From the data above, it can be concluded that the students in the seventh grade at SMP NEGERI 6 MEDAN in academic year 2016/2017 had a low ability in writing descriptive paragraph.

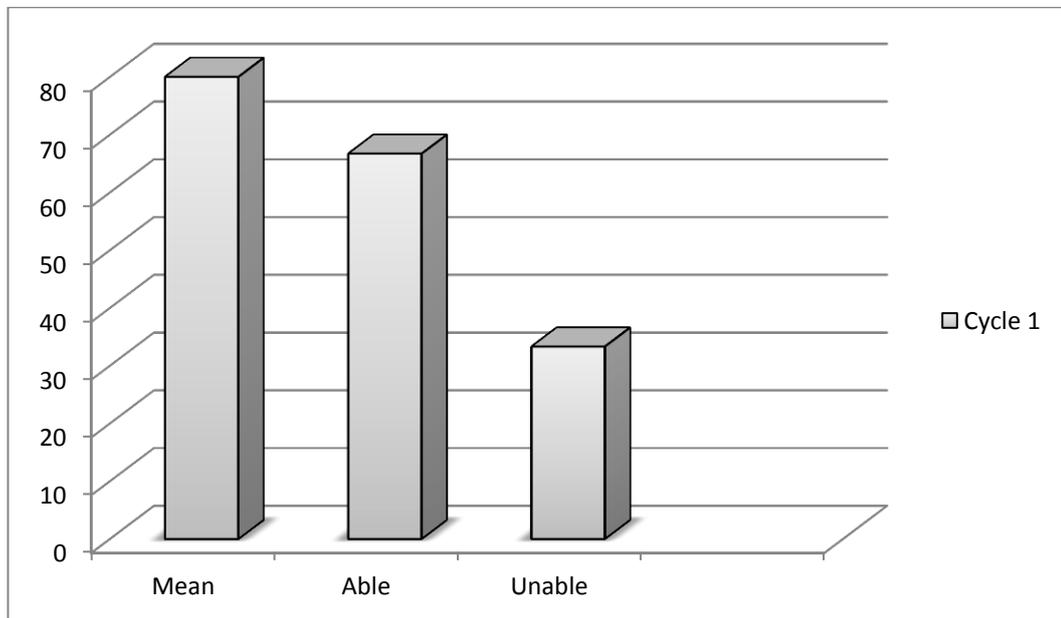
So, to improve the students' achievement in writing descriptive paragraph, the researcher gave the teacher a model in teaching descriptive paragraph namely

concept attainment model assisted by synectics. In that time, the teacher helped the researcher to apply the model and the researcher was an observer. After the teacher had applied concept attainment model assisted by synectics in cycle 1, the teacher gave them a test.

Based on the result from the test in cycle 1, the total score of the students was 2039 and the number of students was 44, so the mean score was $\bar{x} = \frac{2039}{44} = 46.34$.

The students who got score more than 70 was 61.3% or 27 students and the students who got score less than 70 was 15.9% or 7 students. So, the students frequency in the cycle 1 was 66.7% (See appendix 3) and it can be shown from the chart 4.2.

Chart 4.2
Students' Score in Cycle 1

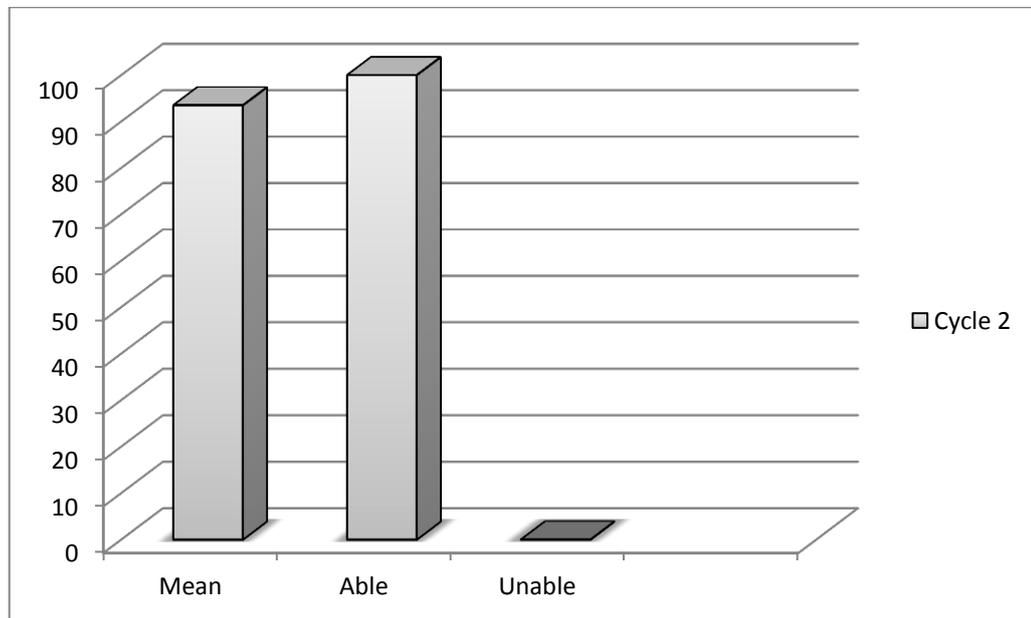


The chart 4.2 showed that the students who were able 27 students or 61.3% and the students who were unable 7 students or 15.9%. Based on the data above, the teacher and researcher concluded that cycle 1 was still improvement. So, the teacher and researcher revised all the activities in the cycle 2. Then, the teacher applied concept attainment model assisted by synectics in cycle 2. After finished, the teacher gave them a test.

Based on the result from the test in cycle 2, the total score of the students was 3039 and the number of students was 44, so the mean score was $\bar{x} = \frac{4034}{44} = 91.5$.

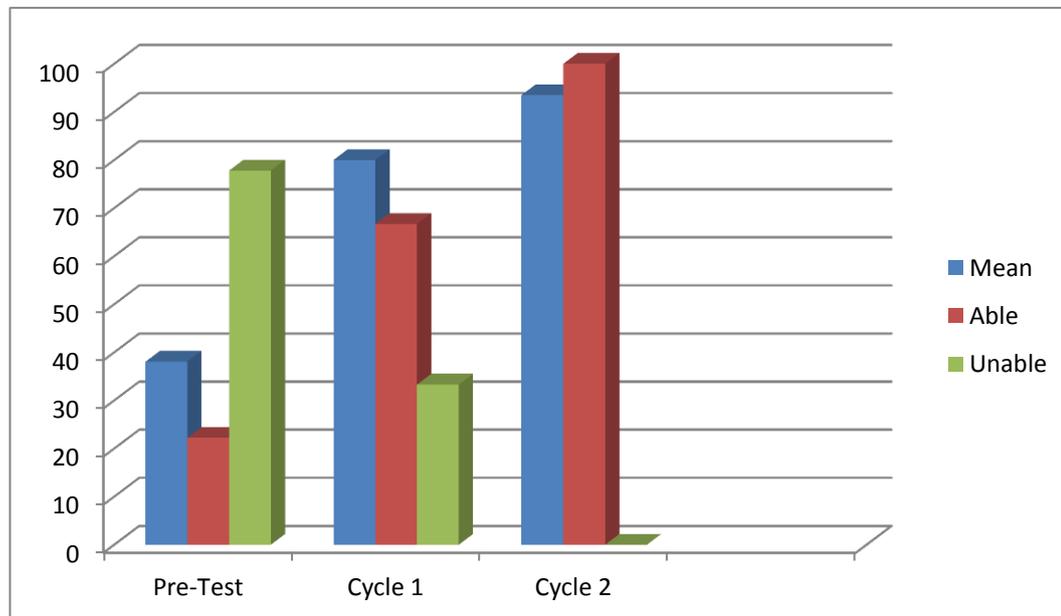
The students who got score more than 70 was 100% or 44 students and the students who got score less than 70 was 0% or 0 student. So, the students frequency in the cycle 2 was 100% (See appendix 4) and it can be shown from the chart below.

Chart 4.3
Students' Score in Cycle 2



The chart 4.3 showed that the students who were able 44 students or 100% and the students who were unable 0 student or 0%. From the data above, It can be concluded that students' score in cycle 2 had improved. It meant that students' achievement in writing descriptive paragraph in the seventh grade at SMP NEGERI 6 MEDAN in academic year 2015/2016 had been improved by using concept attainment model assisted bySynectics. The improvement of students' score in pre-test, cycle 1 and the cycle 2 can be seen from the chart below.

Chart 4.4
The Improvement of Students' Score and Students' Frequency in Pre-Test, Cycle 1 and Cycle 2



2. Qualitative Data

The qualitative data was taken from observation sheet, interview sheet, and camera recorder. The teacher and researcher used observation sheet, interview sheet and camera recorder to know the improvement in writing descriptive paragraph through concept attainment model assisted by synectics model.

B. Data Analysis

1. The Analysis of Quantitative Data

Five meetings were conducted in this research. First meeting used to give pre-test to the students. The researcher gave the test to know the students' score before applying concept attainment model assisted by synectics in teaching descriptive paragraph. After knew the score, the teacher helped the researcher to apply

concept attainment model assisted by synectics in teaching descriptive paragraph in the second meeting, third meeting (cycle 1) and fourth meeting, fifth meeting (cycle 2). After every cycle had finished, the researcher gave the test, to know students' score after applying concept attainment model assisted by synectics in teaching descriptive paragraph. The test was essay test. It was taken from English SMP Grade VII book that consisted of instruction to build a descriptive paragraph.

To know the mean score, the researcher was using this formula:

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

Where:

\bar{x} : The mean of the students' score

$\sum x$: The total score of students

N : The number of the students

And to know the percentage of students who was able doing the test, the researcher was using this formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P : The percentage of those who getting score

R : The number of students' getting score

T : The total number of the students

In the pre-test, the total score of the students was 1028, the students who got score more than 70 were 7 students and the number of students was 44. So, the mean score was $\bar{x} = \frac{2039}{44} = 46.34$ and the percentage of students who getting score was $P = \frac{7}{44} \times 100\% = 15.9\%$

In the cycle 1, the total score of the students was 3349, the students who got score more than 70 were 27 students and the number of students was 44. So, the mean score was $\bar{x} = \frac{3349}{44} = 76.11$ and the percentage of students who getting score was $P = \frac{27}{44} \times 100\% = 61.3\%$

In the cycle 2, the total score of the students was 4046, the students who got score more than 70 were 44 students and the number of students was 44. So, the mean score was $\bar{x} = \frac{4046}{44} = 91.95$ and the percentage of students who getting score was $P = \frac{44}{44} \times 100\% = 100\%$

So, the mean score in pre-test was 46,34, the mean score in cycle 1 was 80, the mean score in cycle 2 was 93.5; the students who got score more than 70 in pre-test was 7, the students who got score more than 70 in cycle 1 was 27, the students who got score more than 70 in cycle 2 was 44; and the percentage of students who got score more than 70 in pre-test was 15.9%, the percentage of students who got score more than 70 in cycle 1 was 61.3%, and the increasing from pre-test to cycle 1 was 45.4%, the percentage of students who got score more than 70 in cycle 2 was 100%, and the increasing from cycle 1 to cycle 2 was 54.6%.

From the data above, we could see that there was improvement in students' achievement in simple present tense from pre-test to cycle 1 to cycle 2.

2. The Analysis of Qualitative Data

a. Observation Sheet

Observation sheet was used to observe all activities that happened during the teaching learning process. The activities included teacher and students activities. The researcher was an observer for the English teacher and the students of the class that consisted of 44 students. The researcher did formal observation. The researcher observed every meeting in cycle 1 and cycle 2.

In the second and third meeting (cycle 1), the teacher still came late, didn't observe the students intensively and didn't use the time effectively but in the fourth and fifth meeting (cycle 2), the teacher didn't come late, observed the students intensively and used time effectively.

From the students side, in the second and third meeting (cycle 1), the students still came late, didn't give their attention to her teacher, and didn't enthusiastic to give their opinions, but in the third and fourth meeting (cycle 2), the students didn't come late, give their attention to her teacher, and enthusiastic to give their opinions.

From the data above, we found that there was improvement from second and third meeting (cycle 1) to fourth and fifth meeting (cycle 2). (See appendix 8 and 9)

b. Interview Sheet

Interview was a questioning and answering activity which was done by asking to the English teacher and the students at SMP NEGERI 6 MEDAN.

The first interview was done before applying concept attainment model assisted by synectics in teaching descriptive paragraph. It used to know English teacher' and students' opinions before applying concept attainment model assisted bysynectics model in writing descriptive paragraph. The second interview was done after applying concept attainment model assisted by synectics in teaching descriptive paragraph. It used to know English teacher' and students' opinions after applying the model.

In the first interview, the teacher said the student didn't really understand about descriptive paragraph. Some students said they didn't understand about descriptive paragraph, they thought that it was a hard lesson.

In the second interview, after applying concept attainment model assisted by synecticsin teaching descriptive paragraph in cycle 1, the teacher said that there was improvement in students' score in writing descriptive paragraph from pre-test to cycle 1, and the students said that they were more understand about descriptive paragraph. In the third interview, after applying concept attainment model assisted by synectics in teaching descriptive paragraph in cycle 2, the teacher said that the students became more active and understand about descriptive paragraph, and the students said that they were really understand about descriptive paragraph.

From the interview sheet, we could see that there was improvement after applying concept attainment model assisted by synectics in teaching descriptive paragraph.(See appendix 10)

c. Camera Recorder

Camera recorder had function to record all of activities in teaching learning process. We could see from camera recorder, in the second and third meeting (cycle 1), the teacher still came late and didn't observe the students intensively but in the fourth and fifth meeting (cycle 2), the teacher didn't come late and observed the students intensively.

The students also showed the improvement. In the second and third meeting (cycle 1), the students still came late, didn't give their attention to her teacher, and didn't enthusiastic to give their opinions, but in the fourth and fifth meeting (cycle 2), the students didn't come late, give their attention to her teacher, and enthusiastic to give their opinions. It showed that there was improvement in teaching learning process by using concept attainment model assisted by synectics.

C. Research Findings

Based on the data analysis, it showed that the students' achievement in writing descriptive paragraph had been improved through concept attainment model assisted by synectics. It could be seen from the quantitative data. The mean score in pre-test was 38.07, the mean score in cycle 1 was 80, the mean score in cycle 2 was 93.5; the students who got score more than 70 in pre-test was 6, the

students who got score more than 70 in cycle 1 was 18, the students who got score more than 70 in cycle 2 was 27; and the percentage of students who got score more than 70 in pre-test was 22.2%, the percentage of students who got score more than 70 in cycle 1 was 66.7%, and the increasing from pre-test to cycle 1 was 44.4%, the percentage of students who got score more than 70 in cycle 2 was 100%, and the increasing from cycle 1 to cycle 2 was 33.3%.

It also could be seen from qualitative data that were observation sheet, interview sheet and camera recorder.

From the observation sheet, we could see that in the second and third meeting (cycle 1), the teacher still came late, didn't observe the students intensively and didn't use the time effectively but in the fourth and fifth meeting (cycle 2), the teacher didn't come late, observed the students intensively and used time effectively, and from the students side, in the second and third meeting (cycle 1), the students still came late, didn't give their attention to her teacher, and didn't enthusiastic to give their opinions, but in the third and fourth meeting (cycle 2), the students didn't come late, give their attention to her teacher, and enthusiastic to give their opinions.

From the interview sheet, we could see that in the first interview, the teacher said the student didn't really understand about descriptive paragraph. Some students said they didn't understand about descriptive paragraph, they thought that it was a hard lesson. In the second interview, after applying concept attainment model assisted by synectics in teaching descriptive paragraph cycle 1, the teacher said that there was improvement in students' score in writing descriptive

paragraph from pre-test to cycle 1, and the students said that they were more understand about descriptive paragraph. And in the third interview, after applying concept attainment model assisted by synectics in teaching descriptive paragraph in cycle 2, the teacher said that the students became more active and understand about descriptive paragraph, and the students said that they were really understand about descriptive paragraph.

From the camera recorder, we could see that in the second and third meeting (cycle 1), the teacher still came late and didn't observe the students intensively but in the fourth and fifth meeting (cycle 2), the teacher didn't come late and observed the students intensively. From the students side, in the second and third meeting (cycle 1), the students still came late, didn't give their attention to her teacher, and didn't enthusiastic to give their opinions, but in the fourth and fifth meeting (cycle 2), the students didn't come late, give their attention to her teacher, and enthusiastic to give their opinions

It could be concluded that concept attainment model assisted by synectics could improve the students' achievement in writing descriptive paragraph.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

D. Conclusions

After analyzing the data, the conclusion can be drawn as the followed:

1. There was improvement of students' achievement in writing descriptive paragraph by using synectics model. It means that concept attainment model assisted by synectics model is a good way to teach descriptive paragraph.
2. The improvement of students' achievement can be shown from quantitative data. The mean score in pre-test was 46.34, the mean score in cycle 1 was 76.11, the mean score in cycle 2 was 91.95; the students who got score more than 70 in pre-test was 7, the students who got score more than 70 in cycle 1 was 27, the students who got score more than 70 in cycle 2 was 44; and the percentage of students who got score more than 70 in pre-test was 15.9%, the percentage of students who got score more than 70 in cycle 1 was 61.3%, and the increasing from pre-test to cycle 1 was 45.4%, the percentage of students who got score more than 70 in cycle 2 was 100%, and the increasing from cycle 1 to cycle 2 was 38.7%.
3. The improvement of students' achievement can be shown from qualitative data too. The qualitative data got from observation sheet, interview sheet and camera recorder. From observation sheet, interview sheet and camera recorder every cycle showed the improvement of teacher and students behaviour.

E. Suggestion

Suggestion was stage as the followed:

1. For English teachers, it is better to use concept attainment model assisted by synectics improve the students' achievement in writing descriptive paragraph because it could make the students more understand about descriptive paragraph.
2. For students, to use concept attainment model assisted by synectics in learning English, especially descriptive paragraph because it can improve their achievement in writing descriptive paragraph.
3. The other researcher, this research can be used as reference to teach other subject, because this model is easy to apply.

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APPENDIX

4. The Result of the Students' Score

| No | Students' Initial | Pre-Test | Cycle 1 | Cycle 2 |
|----|-------------------|----------|---------|---------|
| 1 | AD | 10 | 70 | 90 |
| 2 | AA | 30 | 93 | 100 |
| 3 | AK | 13 | 70 | 83 |
| 4 | AH | 27 | 50 | 100 |
| 5 | AL | 47 | 93 | 100 |
| 6 | BS | 10 | 50 | 80 |
| 7 | DJ | 87 | 93 | 100 |
| 8 | DP | 37 | 83 | 100 |
| 9 | DK | 13 | 70 | 80 |
| 10 | DG | 30 | 97 | 100 |
| 11 | GK | 83 | 97 | 100 |
| 12 | GP | 90 | 90 | 100 |
| 13 | JJ(1) | 80 | 100 | 100 |
| 14 | JJ(2) | 17 | 50 | 80 |
| 15 | LS | 10 | 50 | 90 |
| 16 | LK | 10 | 50 | 80 |
| 17 | LN | 20 | 50 | 90 |
| 18 | MA | 93 | 97 | 100 |
| 19 | ME | 37 | 100 | 100 |
| 20 | MF | 13 | 70 | 83 |
| 21 | MR | 10 | 70 | 100 |
| 22 | NZ | 10 | 50 | 80 |
| 23 | NN | 57 | 83 | 100 |
| 24 | NV | 23 | 60 | 100 |
| 25 | PM | 87 | 97 | 100 |
| 26 | PI | 37 | 50 | 90 |
| 27 | RV | 47 | 80 | 100 |
| 28 | RS | 30 | 97 | 100 |
| 29 | RA | 83 | 97 | 100 |
| 30 | RP | 93 | 97 | 100 |
| 31 | RR | 70 | 85 | 90 |
| 32 | WO | 70 | 85 | 90 |
| 33 | WA | 70 | 85 | 90 |
| 34 | TS | 40 | 55 | 90 |

| | | | | |
|--------------|----|-------|-------|-------|
| 35 | TA | 40 | 55 | 90 |
| 36 | TM | 45 | 60 | 80 |
| 37 | YY | 55 | 75 | 85 |
| 38 | YT | 55 | 75 | 85 |
| 39 | YM | 55 | 75 | 85 |
| 40 | YP | 55 | 75 | 85 |
| 41 | YJ | 70 | 85 | 90 |
| 42 | ZS | 70 | 85 | 90 |
| 43 | ZP | 55 | 75 | 85 |
| 44 | ZM | 55 | 75 | 85 |
| Total Number | | 2039 | 3349 | 4046 |
| Mean Score | | 46,34 | 76,11 | 91,95 |

CURRICULUM VITAE

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