IMPROVING STUDENTS' ACHIEVEMENT IN WRITING THROUGH WEB-BASED LEARNING MEDIA AT SMK TAMAN SISWA MEDAN

SKRIPSI

Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By:

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BERITA ACARA

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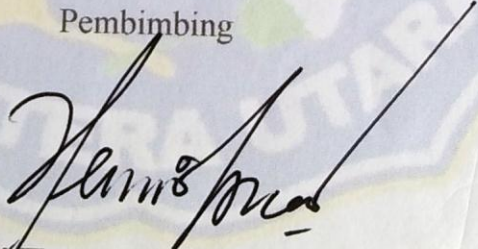بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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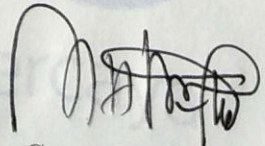
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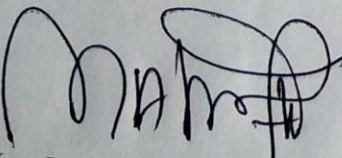
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ABSTRACT

Riska Yulia Dewi. 1502050262. "Improving Students' Achievement in Writing Through Web-Based Learning Media". Skripsi. English Education Program. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatra Utara, Medan 2019.

This study was attemped to investigate the applying of web-based learning improving students' achievement. It was done by carrying out a Classroom Action Research (CAR). The subject of this study was the eleventh grade students of SMK Swasta Taman Siswa, Medan of 2019/2020 Academic Year. The instruments for collecting research data were writing test for quantitative data and observation sheet for qualitative ones. The data, then, were analyzed qualitatively and quantitatively. The findings show that there was improvement of students' achievement in writing through applying web-based learning media. In this case, the improvement was indicated by the mean score of students in writing increased from cycle I (84.28) to cycle II (85.89). It was also proven by the activity of students in learning process enlarged in the last cycle; cycle I was at 51.8% and cycle II was at 67.18%. Finally, the teacher's performance was increased from the first to the second cycle, at 43.42% to be at 63.95%. Based on these research findings, it was concluded that the application of web learning media can improve students' achievement in writing hortatory exposition texts.

Keywords: Web-Based Learning Media, Hortatory Exposition Text, Writing

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

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The researcher faced so many difficulties and problems in finishing this study but she did not stop her efforts to make a better one, and it seemed impossible to do it without much help from the others. Therefore, the researcher would like to thank to:

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The researcher realized that this thesis was still far from the being perfect. So, the researcher hopes suggestion and comments from all of the readers or other researcher who want to study this thesis. Finally, the researcher hoped that this thesis would be useful for the readers, especially the students of English Education Department who want to do similar research and also for the researcher her self.

May Allah SWT bless all of us.

Medan,   October 2019
The Researcher

Riska Yulia Dewi
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CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is one of the important skills that the students should learn. This is in line with the statement of Harmer (2001) which states that the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing as a skill on its own right.

Furthermore, writing skill is very significant because nowadays, people use not only verbal communication to communicate with each other, but also non-verbal communication. In other words, writing is an essential form of communication and is used as a means of communication to connect people regardless time and places. A good writing skill enables students to convey their thoughts and communicate their ideas so that those can be well-perceived by others. Hence, writing is one of the most prominent skills which must be mastered by the English language learners.

Writing is one skill involved in English curriculum which must be mastered by the students. One of the competency standard of writing for Senior High School in School Based Curriculum expects that the students are able to express the meaning in short functional written texts and simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.

In reality, there were many students still have low ability in writing. As the research done by Program for International Student Assessment (PISA, 2010) found that Indonesian literacy is ranked 64th out of the 65 countries studied. It means that the literacy culture of the Indonesian people occupies the second worst position of the 65 countries studied in the world.

Another fact proves that students' writing ability is still low as stated in the research Tusriawati, et al (2012) that the low learning outcomes of writing paragraph to students can be seen from students' work that are not been satisfactory, of 32 (100%) students who obtained grades 70 or complete only for 5 (15%) students, whereas at least 70 completeness criteria means that 27 (85%) students have not yet achieved KKM completeness.

This reality was also found by the researcher in Real Teaching Practice (PPL) at SMK Taman Siswa Medan in 2018/2019. She found some problems of the students in writing ability. The first, the difficulty for students in distinguishing accent letters in English and their structure or grammar is still lacking and it is very difficult for students to find new ideas in writing activities. Second, teachers rarely provide training in writing skills to students. Thus, students do not get the practice directly from the material that has been taught. In writing learning students were only told to write one or two sentences. This causes students to have difficulty developing ideas into writing skills.

There were several factors causing writing problems. The first was internal factors, derived from students. The students have low motivation to

write. It was showed when they were asked to write an essay, they were still lazy to think of an idea of what they should write. The second was external factors that may come from the teacher. The explanation of the material delivered by the teacher is too boring and monotonous. It was showed when the teacher taught in the classroom did not use interesting teaching method and media.

Due to the problems which aroused in the teaching and learning process of writing, it was clear that there is an urgent need of an instructional media which will overcome the problems of writing. One of the teaching media believed to improve the students' writing ability is use of web-based learning. There were several studies which suggest the use of web-based learning to enchance the English teaching and learning process. Ease of access, attractive appearance, and cargo diverse information content makes web suitable for use in the process learning.

Web-based learning can also support student learning outcomes. This was supported by research Sunwinarti and Suwito (2016) who show that the average learning outcomes which is done using higher web-based learning compared to learning that does not web-based. Related to these matter, the researcher figures out that there might be a possibility to improve the writing skills of students by employing web-based learning.

Based on the description above, the researcher got interest in conducting the research entitles: Improving Students' Achievement in Writing through Web-Based Learning Media. In this study, researcher

wanted to describe student achievement in doing writing ability through the application of Web-Based Learning as the teaching.

B. The Identification of the Problem

Based on the background stated above, the identification of the problems were as follows:

1. Students' motivation in learning is low.

2. The students are lack of vocabulary and grammar.

3. The teacher still applied conventional strategy of teaching writing.

4. The very limited use of teaching media by the teacher.

C. The Scope and Limitation

The scope of this study focused on writing skill and it was limited on writing hortatory exposition by Web-Based Learning Media of XI-AK at SMK Taman Siswa Medan in Academic Year 2018/2019.

D. The Formulation of the Problem

The problem in this research was formulated as follows: "Is there significant improvement student's achievement in writing through Web-Based Learning Media?"

E. The Objective of the Study

The objective of this research was to improve students' writing skill through the use of web-based learning media.

F. The Significance of the Study

The findings of this research were expected to be useful theoretically and practically.

1. Theoretically

The results of the research was to enrich the concepts or theories on the science of the study especially in writing skill.

2. Practically

a. **The teachers, to help them in creating the more creative teaching process especially in teaching writing.**

b. The students, to help them to be aware about their potential to improve their ability in writing.

c. The other researchers, to give more information in the same field as a basic knowledge for their research.

BAB II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Writing

Generally, language is divided into two major skills, receptive skills and productive skills. Receptive skills are skills needed to perceive and understand the language. Receptive skills consist of reading and listening. Meanwhile, writing and speaking belong to the productive skill of the language. Productive skills are skills which enable students to produce language by themselves (Harmer, 2007). On the other hand, productive skills are required for learners to be able to build communication through the language.

Writing is a productive skill of the English language which needs to be mastered by the English language learners because writing is a means of communication and was considered as the indicator of communication competence of the target language. A good writing skill represents learners' ability in communicating through English. Written language is used to communicate with others who are removed in time and space (Nunan, 1999).

Furthermore, Harmer (2004) states that writing is the only skill which enables learner to produce a real product, in which the product is touchable, readable, as well as keep able for a long period of time. Written language is re-read again in accordance with what the readers need. According to Nunan (1999) people also need permanent records which could be referred to over and over again. Furthermore, written language tends to

be more exact and precise rather than spoken language. Therefore, it will not cause any confusion, misunderstanding, or misinterpretation to the readers.

Writing is also defined as a learning process which involves critical thinking to convey one's ideas and thoughts. It is also an action or a process of discovering and organizing ideas into a paper as well as reshaping and revising. It is something which is learn through. Oates (2000) claims that writing is a unique way of learning since writing is integrative, requiring the active participation of both the right and left hemispheres of the brain, resulting in the production of meaning.

Therefore, it was concluded that writing is a productive of a language which requires critical thinking process and is used as a means of communication to aspire someone's thoughts. Students of EFL can learn about writing in order to be able to be a good writer as well as convey and express their ideas as it is a learning process.

1.1 The Purposes of Writing

When someone writes something, he or she has purposes for writing. Each writer has his own purpose, in accordance with the text of which is planning to write. In addition, based on Competency Standard – Standar Kompetensi (SK) and Basic Competency - Kompetensi Dasar (KD), the second year students were expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of descriptive and recount to interact with people in their nearest environment.

According to Braine and May (1996), defined four common purposes in writing, there are; writing to inform, writing to explain, writing to persuade, and writing to amuse others. First, writing to inform purposed to educate the readers about a topic of which we have some knowledge. Writing that provides interesting details and facts to hold an audience's attention. It means that writers share interest knowledge to readers

knows. Second, writing to explain is to describe the topic which was not clearly becomes more understandable, by using examples or other facts. In other words, a writer takes what is unclear and makes it clear. Then, writing to persuade is more demanding and more ambitious than many other types of writing. It means that writers convince the readers to accept the ideas. The last, writing to amuse other means someone who uses language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy.

When people are going to write may think that the purpose of writing a paper is to complete the assignment or to get a good grade. However, these purposes don't tell someone what to do in their paper. They might try asking themselves brief questions to increase the flow of purposes: What do I want to tell the readers? Why am I writing this? What do I hope to accomplish? Who will read this?

From the explanation above it was concluded that to inform something, both opinions and ideas, and to persuade, invite and stimulate readers to be able to determine attitudes, whether to approve or support what the author put forward.

1.2 The Process of Writing

Nunan (1999) sees writing process as a complex, cognitive process which requires sustained intellectual effort within a period of time. Seow (2002) argues that writing process provides the learners with sequences of planned learning experiences to help them understand the nature of writing. In order to make a good writing quality, there are several steps which need to concern about. These stages of writing are related

one to another, forming a cycle of writing in which one stage will influence the next stage. The following is the chart of writing process as what is proposed by Seow (2002):
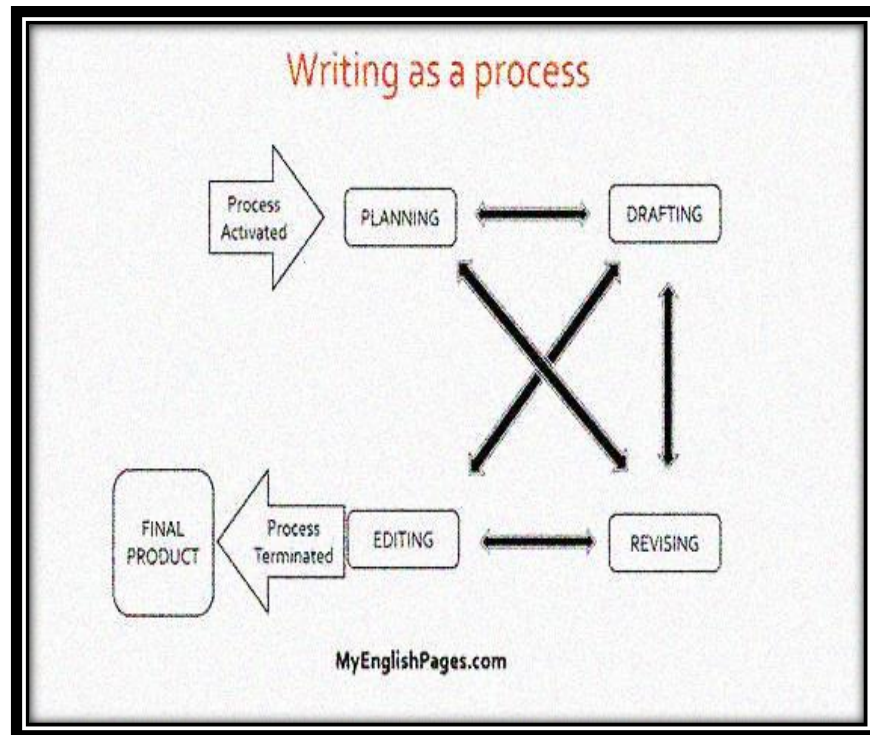

Chart 2.1: **The Chart of Writing Process**

The further explanation of the writing process chart proposed by Seow may be described as follows: (a) planning, (b) drafting, (c) revising, and (d) editing.

a. Planning

At the stages of writing, planning is referred to the pre-writing activity. Pre-writing activity is any kinds of activity which can stimulate students to start writing. The pre-writing stage concentrates on stimulating students' creativity and letting them think about what they are going to write and how to approach the chosen topic (Bae: 2011). This very first step of writing is prominent because it may help students to generate ideas and collect information for writing. Providing students with various

ways of getting information students in the pre-writing activity will encourage them to write.

b. Drafting

Harmer (2004) states that drafting is a form of raw writing enhich needs to be revised before the final product is completed. At the drafting stage of writing, the students drive their focus on the fluency of their writing without devoting their through too much on the grammatical accuracy and the neatness of their writing draft. At this stage, students must also pay attention to the content of their writing.

c. Revising

When dealing with making revision for their writing, students need to re-examine and recheck what they write to make sure that they communicate their meanings to the readers in an effective way. At the stage of revising, the students must pay attention to not only the language errors but also to the content and organization of ideas.

d. Editing

Ferris (2002) states that editing process refers to correcting grammatical, lexical, and mechanical errors, before turning in the final product of writing. At this stage, students ought to tidy up their writing and prepare the final product of their writing to be evaluated by their teacher. They need to take care of their grammar, spelling, punctuation, diction, sentences structure and accuracy.

From the theories above, it was concluded that the writing will be considered as the best writing after passing inspection and editing. If at the

above stages have been carried out and in accordance with the provisions put into effect, students were permitted to publish their writing to the reader. Therefore this is very important to study for writers.

1.3 The Characteristics of Written Language

According to Brown (2001), there are at least seven characteristics of writing based on the perspective of a writer; namely : (a) permanence, (b) production time, (c) distance, (d) orthography, (e) complexity, (f) vocabulary, and (g) formality.

a) Permanence

When a writing product is finalized and is delivered to the intended audience, a writer abdicates a chance to correct, to clarify, and to deprive the writing.

b) Production time

To be able to complete a writing product, the writer is given appropriate stretches of time. Through the given time, the writer can become a good writer by developing efficient processes to achieve the final goal. However, writing in the context of education usually demands students to write within the time limits.

c) Distance

In making a writing text, a writer must anticipate the readers in the way of how words, phrases, sentence and paragraphs will be interpreted. The distance factor demands the writer to have an ability to read their writing from the perspective of the reader. The writer will have to predict the

reader's general knowledge, cultural and literary schemata, and how their language choice will be interpreted.

d) Orthography

In writing, everything is captured through the manipulation of letters and written symbols.

e) Complexity

In the written language, the writers should be able to know how to move redundancy, how to combine sentence, and how to make references to other text elements, etc.

f) Vocabulary

Written language requires more vocabulary use than spoken language. The richness of vocabulary is very helpful for writers since their writing will be interesting and not be monotonous as they do not repeat the same words over again.

g) Formality

When dealing with any writing activity, the writer has to consider about the convention of the writing form. In the context of ESL, students commonly find out that the most difficult convention can be found in academic writing in which they are required to learn how to describe, explain, compare, contrast, defend, argue.

From the explanation above, the researcher concluded that language produced by using writing with letters as the basic element. In a variety of writing, we deal with the procedure of writing (spelling) in addition to aspects of grammar and vocabulary. In other words, in a variety of written languages, we were required to have grammatical elements such as word form or sentence structure, correct choice of words, correct use of spelling, and use of punctuation in expressing ideas.

1.4 Sub Skills of Writing

In managing the composition aptitudes, there are things which should be featured. They include: 1) micro and macro skills of writing, 2) aspects of writing skill.

Students' writing competence was represented through some skills, namely micro skills and macro skills of writing. According to Brown (2004), there are a few micro and macro skills to consider in writing. Those skills is used as a measurement to students' writing competence. The followings are the micro and macro skills of writing.

Micro skills of writing involve: (1) produce graphemes and orthographic patterns of English, (2) produce writing at an efficient rate of speed to suit the purpose, (3) produce an acceptable core of words and use appropriate word order patterns, (4) use acceptable grammatical systems (examples: tense, agreement, and pluralisation), patterns and rules, (5) express a particular meaning in different grammatical forms, and (6) use cohesive devices in written discourse.

Macro skills of writing consist of: (1) use the rhetorical forms and conventions of written discourse, (2) Suitably achieve the communicative functions of written texts according to form and purpose, (3) pass on links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, (4) recognize strict and inferred implications when writing, (5) effectively pass on socially explicit references with regards to the written content, and (6) create and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback for revising and editing.

The micro skills of writing focus more on the writing mechanics and the word level, such as cohesive devices, tenses, etc. on the contrary, the macro skills of writing deal with a wider area of writing, for example the form and communicative purpose of a written text, the main idea and the supporting idea of a text, the literal and implied meaning writing, etc. therefore, the writing process and activity must require the mastery of micro and macro skills of writing as it aims at helping students to construct the idea effectively and making it easier for them to write various kinds of texts.

Furthermore, Brown (2001) argues that there are six aspects of writing skill which must be taken into account. They are content, organization, discourse, syntax, vocabulary, and mechanics. Firstly, the content aspect of writing pays attention to the thesis statement, related ideas, ideas development through personal experience, illustration, facts, and opinions. Secondly, the term organization concerns on the effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length of writing. Thirdly, discourse takes care of the topic sentence, paragraph unity,

transitions, cohesion, fluency, and variation. Fourthly, vocabulary aspect deals with the word choice, or diction, throughout the writing. Lastly, syntax is related to the sentence structure or word order in a writing text.

Based on the explanation above, many experts propose their ideas regarding with the aspects of writing. It was concluded that there are several points to pay attention while writing, such as the micro and macro skills of writing and the aspects of writing which involve content, organization, discourse, syntax, vocabulary, mechanics, and accuracy.

1.5 Teaching Writing in English as A Foreign Language

According to Nunan (1999), there are two basic approaches underlying the teaching of writing. They are product-oriented approach and process-oriented approach. The very first approach, that is product-oriented approach, concern on the result or the final product of students' writing, the coherent, and the error-free text. Meanwhile, the process-oriented approach focuses on the steps involved in drafting a piece of work.

The teaching of writing for many years concerns more on the writing product than the writing process, in which this is called as product approach (Harmer: 2007). As cited from Brown (2001), a half century ago, the teaching of writing is emphasized more on the final product, such as the essay, the report, the story, and what that product should be like. However, the teacher needs to pay attention more on the writing process as students will not only concern about what text they can produce but also how to construct a writing

text. Students will have to focus on both the process of making the text and the final product of their writing.

Regarding with this issue, Harmer (2007) proposes some strategies which can be considered by teachers in dealing with the teaching of writing:

a. The way the teacher gets students to plan

Before starting to write, the teacher may support students to think about what they want to write. The teacher can help students in building their knowledge before they start writing.

b. The way the teacher encourages students to draft, reflect, and revise

The teacher can involve students to collaborative writing activity as it allows students to draft, reflect, and revise. This way enables students to respond to other students' writing.

c. The way the teacher responds to students' writing

At this point, the teacher can help students by giving suggestions to students' draft. Teacher's suggestion can be very useful to make some betterment in students' writing. Other than the teacher's feedback, peer response is one alternative to give some suggestions to students' writing.

From the description above, it was clear that teaching writing to students was important because it can strengthen student language mastery, support student language and the development of learning, and help students master basic language skills. Students must be guided so they are able to

make a product in the form of writing that understands each of the writing processes.

1.6 Types of Classroom Writing Performance

According to Brown (2001), there are five types of writing performance, namely: (a) imitative, or writing down, (b) intensive, or controlled, (c) self-writing, (d) display writing, and (e) real-writing.

Imitative, or writing down

a. At this stage of writing, students only need to write down English letters, words, and sentences to learn the conventions of the orthographic code. At some points, the teacher may do some dictations to students as well.

b. Intensive, or controlled

Intensive writing commonly appears in controlled-written grammar exercises and does not offer much creativity on the writer's side. Intensive writing usually presents students with a paragraph in which they need to correct a given structure. Other than that, intensive writing often appears in the form of dicto-comp in which students need to rewrite the paragraph. Controlled writing may loosen the teacher's controls but can function as stimulators.

c. Self-writing

Self-writing is writing with only the self in mind as the audience. There are several forms of writing which fall into this writing category, such as note-taking and journal writing.

d. Display writing

Display writing is highly related to academic world. It is a requirement in which the students need to master in the school context as at school they need to be able to take short answer exercises, essay examinations, as well as the research methods. Those short of things can be categorized into display writing.

e. **Real-writing**

Real-writing aims at transferring and communicating information and messages to the audience who needs the messages.

1.7 Teaching Writing in Senior High School

When it comes to the discussion of teaching writing in senior high school, there are several things which need to take into accounts. The first one is the regulation of ministry of education in the form of content standard and the other one is the age range of senior high school students.

Writing is one of the indicators of measuring students' communication competence in learning English. According to BSNP (2006), one of the scopes of English language teaching and learning is students' communicative competence, including students' ability to understanding and producing text, either written or spoken, that was carried out through four language skills, they are: reading, listening, writing, and speaking.

BSNP also urges students to be taught literacy which covers the following levels: First, performative, at this level, students were hoped to masters the skills of English, which are reading, writing, listening, and speaking. Second, functional, at the functional level, students were supposed

to be able to make use the language as a tool to fulfill their needs in daily life, as an example to read news or manual. And the last is informational, at the informational level, students should be able to access knowledge by making use their knowledge in English. Students were expected to reach informational level since they need to be prepared for their further educational level, whether it is in university or collage.

Related to this, the curriculum in SMK SWASTA TAMAN SISWA Medan was developed based on the School-Based Curriculum. The standard of competence and the basic competence in this school are also derived from the Standard of Content released by the Ministry of Education. According to the regulation by the Ministry of Education, the Standard of Competence and Basic Competence of English learning at SMA and SMK grade XI are set as the following:

Table 2.1: The Standard of Competence and the Basic Competence of SMA and SMK grade XI

Standard of Competence	Basic Competence
Writing 12. Expressing meaning in short functional written texts and simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.	12.2 Expressing meaning in simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.

The standard of competence and the basic competence are the basis to develop the indicators of assessment, the materials, and the teaching and learning activities.

Another point which needs to be highlighted in teaching writing in senior high school is the students' age range. The students of senior high school's age range falls between twelve to eighteen years old, in which that age range is commonly called as puberty (Brown, 2001). Students which are in that age range are known as teenagers. At this phase, students experience the process of transition, confusion, self-consciousness, growing, as well as changing bodies and minds. Students at this phase start to develop attention span. However, it was shortened easily due to many diversions which happen in their lives.

Therefore, there are some considerations which the teacher should take when they teach the students. As cited from Brown (2001), the high school teacher needs to put concerns to keep students' self-esteem high by: a) avoiding embarrassment of students at all costs, b) affirming each person's talents and strengths, c) allowing mistakes and other errors to be accepted, d) emphasizing competition between classmates, and e) encouraging small-group work where risk is taken more easily by a teen.

Further, writing helps engaging students to language acquisition as it aids students' language and learning development as well as facilitating students in mastering the basic skills of language (Harmer, 1998). In other words, a good writing skill helps students to master the target language as well as the other skills of the language. It is for this reason that teaching writing is very prominent and plays an important role toward students' language acquisition.

To sum up, in the teaching and learning process of English in senior high school, writing is a compulsory subject to be taught. In addition, writing needs to be taught since it helps students acquiring the language and so does the other language skills. Therefore, teaching writing undoubtedly plays an undeniable role toward students' success in learning English.

1.8 Writing Assessment

In writing, there are achievements that must be obtained by students. Achievement is a word that means a thing done successfully, especially with effort and skill (Hornby, 1995). Achievement in writing is reached by making good effort in the teaching and learning process. In order to increase the writing achievement, both students' and teachers was worked together to compose and perform a communicative, effective and fun situation in the class. Making an innovative media, prepared lesson plan and well management class also kinds of good effort that is conducted by the teachers to help the students' can study writing effectively. In teaching writing, the teacher makes every effort that is done in the classroom by providing a good lesson plan and media so that students' achievement is improved.

According to Haris (1969), there are five components in writing assessment, there are: (a) content, (b) organization, (c) grammar, (d) style, and (e) mechanic.

a) **Content**

   The substance of writing, the ideas expressed. Writing must convey the main idea or an attentive reader should be able to grasp the writer purpose.

b) **Organization**

The organization of the content. Writing should content logical or associative connection and transition which clearly express the relationship of the idea described.

c) **Grammar**

The employment of grammatical form and syntactic pattern. Writing should adhere to the rules of grammar related to the tenses with sequence of time.

d) **Style**

The choice of structure of lexical items to give a particular tone or flavor to the writing should engage its reader through original insight and precise.

e) **Mechanic**

The use of graphic convention of the language. Writing must use a good spelling, punctuation, and tidy and clean writing.

Based on the evaluation components above, the indicators of writing assessment were presented in the following table.

Table 2.2 Evaluation Components of Writing

Component	Score	Indicator
Content	30-27 Excellent to very good	Knowledgeable, substantive, development of thesis, relevant to assign topic
	26-22 Good to average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17 Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13 Very poor	Does enough to evaluate not show knowledge of subject, non-substantive, patient, or not enough to evaluate
Organization	20-18	Fluent expressions, ideas, clearly

	Excellent to very good	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 sequence
	13-10 Fair to poor	Non-fluent, ideas confused or disconnected, lack logical sequencing and development
	9-7 Very poor	Does not communicate, no organization or enough to evaluate
Vocabulary/ Style	20-18 Excellent to very good	Sophisticated rang, effective word/idiom choice and usage, word from mastery, appropriate register
	17-14 Good to average	Adequate range, occasional errors of word/idiom form choice, usage but meaning not obscured
	13-10 Fair to poor	Limited range, frequent error of word/idiom form, choice, usage, meaning confused or obscured
	9-7 Very poor	Essentially translation, little knowledge of English, vocabulary, idiom, word form, or not enough to evaluate
Grammar	25-22 Excellent to very good	Effective, complex construction, few error of agreement, tense, number, word, order/function, articles, pronouns, preposition
	21-18 Good to average	Effective but simple construction, minor problem complex construction, several errors agreement, tense, number, word, order/function, articles, pronouns, preposition, but meaning seldom obscured
	17-11 Fair to poor	Major problem in simple/complex construction, frequent error of negation, agreement, tense, number, word, order/function, articles, pronouns, preposition and or fragment, run-ons, delections, meaning confused or obscured
	10-5 Very poor	Virtually no mastery of sentence construction rule, dominated by errors, does no communicate, or not enough to evaluate
Mechanic	5 Excellent to very good	Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Occasional errors of spelling, punctuation,

	Good to average	capitalization, paragraphing, but meaning non obscured
	3 Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2 Very poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

To determine the students' ability in writing, the criteria of writing were elaborated in the following table.

Table 2.3 Assessment Criteria of Writing

Criteria of Mastery (Total Score)	Grade
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fair
51-60	Poor
41-50	Very Poor

2. Web-Based Learning

Today Internet technologies are having a significant impact of the learning industry, society and all of society can communicated one of especially for profit organizations and traditional institution of higher education have develop and are using web based learning. As an increasingly powerful, interactive and dynamic medium for

delivering information the World Wide Web (WWW) in combination with the technology (e.g. LAN, WAN, Internet, etc.) and many application to use it.

Since 1990s, Web-based education has become a very important branch of educational technology, for learners it provides access to information and knowledge sources, that are practically unlimited, enabling a number of opportunities for personalized learning and collaborated with clear advantages. Web based courseware and cheap and efficient storage and distribution of course materials, hyperlink to suggested readings, digital libraries and others source of reference relevant for course.

According B.S Swant of International Journal of Soft Computing and Engineering (2017), his journal entitled "Study of Effect of Web-Based Education Environment in School", he argues that web based teaching and learning is rapidly emerging as a predominant paradigm in the delivery of education in society. Internet is the ocean of knowledge. This ocean is made available to all student as early as possible in their life. So information technology and related tools is introduced in school education by using World Wide Web (WWW) s education delivery medium. The WWW is used to provide information with great prospect and extend learning outside space and time boundaries the remarkable development in IT and networking have opened the doors of education, in the era IT or e –learning or web based learning is efficiently used for different types of education and discusses that web based education/ learning has potential to meet the perceived need for flexible ace, place and face.

Web based learning or web based technology is a potential tool for supported learning that is being used to support teacher enriching their teaching performance, in a traditional classroom or a distant dispersed environment, web based technology is a

successful and frequently adopted method for the learner and their collage to cooperate effectively and share in the learning experience.

The collaborative learning process encourages student to ask question of each other, explain and defend their knowledge to stimulate and improve learning. The concept of the instruction called student centered learning is an approach to education that focus on the needs of the student. This approach has many implications curriculum design, course content and interactivity of courses. With the rapid development of emerging technologies in recent years, the integration of information and communication technology (ICT) has begin to attract the attention of teachers. Web based technology has expanded globally into a virtual, network based environment.

Web based learning media can be said to be a form of programmed and individual learning. Programmed learning is a learning system in which the use of materials is programmed to achieve educational goals (Ely, 1979). Whereas individual learning is a learning system that pays attention to the needs and characteristics of students (Burns, 1971). So that it can be defined that web-based learning (WBL) or web-based education (WBE) is a learning system that utilizes the World Wide Web tool on the internet for communication media, supports the educational process to create a conductive learning environment with a variety of media that can be run on the internet. WBL can also be a means to implement a distance learning system.

Web based learning (WBL) is an information technology based distance learning system through between web pages. Web Based Learning media is defined as a form of programmed and individual learning. Programmed learning in question is a learning system in which the use of materials is programmed to achieve educational goals. While

individual learning is a learning system that pays attention to the needs and characteristics of students.

Based on the theory defined by the experts above, it was concluded that web-based learning is a learning and education system that utilizes web pages on internet networks that are designed in a planned and integrated manner for the benefit of learning, with the intention that the process of educational communication interactions between teachers and students can take place in an effective and efficient manner.

2.1 Characteristics of Web-Based Learning

According to Keegan (2005) and Paulsen (2003), in the Semantic Web and Education book, web based education (WBE) has several characteristics, including: (1) Separate teachers and students (who distinguish from face-to-face education), (2) Influenced by an educational organization / institution (which distinguishes from private or private teaching), (3) Use of web technology to present or share learning materials, and (4) The existence of two-way communication through the internet so that students benefit from communication with teachers, fellow students or staff.

Whereas Hadjerrouit (2010) argues that web learning resources, must have several provisions which are developed according to learning strategies and pedagogic knowledge, referring to the learning objectives listed in the curriculum, having elements that can be used repeatedly and the main thing is utilizing technology the web and information are presented via the web.

The definition states that WBL is part of the application of e-learning. According to Rusman (2012) in e-learning have four main characteristics, namely: (a) interactivity, (b) independence, (c) accessibility, and (d) enrichment.

a. Interactivity: there are more communication lines, both synchronous, such as chat or messenger, asynchronous, such as forums, mailing lists, or guest books.

b. Independence (independence): flexibility in aspects of providing time, place, teaching, and teaching materials. This causes learning to be more student-centered learning.

c. Accessibility: Learning resources become easier to access through distribution on the internet network with wider access than the distribution of learning resources in conventional learning.

d. Enrichment: learning activities, presentation of lecture material and training materials as enrichment, enabling the use of information technology devices such as streaming videos, simulations and animations.

The four characteristics above distinguish WBL from conventional learning. In WBL learning resources are easily accessed by everyone without limited place and time. This causes students to build their own understanding and no longer depend on the instructor or instructor.

In addition, the implementation of Web-Based Learning also needs to pay attention to several principles. The main principles that must exist in Web-based learning include: (a) interaction, (b) usability, and (c) relevance, as elaborated below :

1. Interaction

   Interaction means the capacity of communication with other people who are interested in the same topic or using the same web-based learning. In a learning environment, interaction means communication between students and teachers.

2. Usability

The intended use is how students can use the web. There are two important elements in this principle of usability, namely consistency and simplicity. The point is how the development of web-based learning creates a consistent and simple learning environment so that students do not experience difficulties in the learning process.

3. Relevance

Relevance is obtained through accuracy and ease. Every information in the web should be made very specific to improve learners' understanding. The goal is that students do not experience difficulties in the learning process.

2.2 Significances of Web-Based Learning

Web-based learning has several advantages and disadvantages, particularly when it is conducted in the context of learning English as a foreign language Here are some benefits and weakness of implementing web-based learning in the English teaching and learning process:

Advantages:

a) **Distance learning, economies of scale and consistent message**

Perhaps the most obvious advantage of WBL is that it overcomes physical distances. This is the cardinal feature separating WBL from other computer-assisted instructional methods, and enables WBL to facilitate the teaching of students scattered across different practice sites in the same city, different cities, and even different countries.

b) Flexible scheduling

Along with flexibility in physical location, WBL offers flexibility in timing of participation. In contrast to lectures given at a fixed time, learners can access a WBL tutorial or virtual patient at any time day or night. Participating in an asynchronous online discussion group also offers flexibility, but it is tempered by the need to respond to communications from other group members in a timely manner and adhere to agreed schedules.

c) Easily updated perpetual resource

Changes in medical practice and feedback from students often prompt teachers to update or alter their course. With WBL, such changes can be made quickly and easily, and avoid the expense of reprinting the course syllabus. Learners may thus return to access the tutorial as a reference when seeing patients or studying for a test, the text of a rich online discussion when writing a final paper, or the virtual patient simulator for additional practice.

d) Individualized learning

Web-based learning offers the promise of individualized learning. Learners can be given greater control over the learning environment by allowing them to select from among multiple different learning opportunities within a given course and move at their own pace.

e) Novel instructional methods

Web-based learning facilitates several instructional methods that would be infeasible or at least difficult in traditional set-tings. Other learning exercises, such as

interactive models and games, or using the internet to search for and assimilate information from multiple sources, can engage learners.

f) Assessment and documentation

Finally, WBL facilitates assessment and documentation of educational objectives. Online assessment has the same flexibility in distance and timing as the WBL intervention, and also allows immediate customised feedback. Furthermore, in an age when documentation of learning tasks and competence is increasingly expected, WBL can serve a useful administrative purpose. Automated record-keeping can verify exactly what content learners reviewed and can also document successful completion of a summative assessment.

Disadvantages:

a) **If a student does not have access to a computer and the internet or a mobile device they would not able to use the tool.**

b) **Technical limitations: the ability to access content is dependant on the user having satisfied a full set of infrastructural technical requirements ranging from a suitably fast internet connection, to an appropriately powered device and relevant software on the device. The ability to achieve these requirements can be limited by geographical access to hardware/software, financial means and region specific IT infrastructure. In addition a minimum standard of IT literacy is required on the part of the learner which can provide a barrier to learning. Further even after achieving the minimum requirements, new content can often lift the requirements preventing further access without upgrades, breaking the learning experience.**

c) **Technical problems: a range of different technical problem on the both the user and producer's side can interfere with efficient learning of prevent it all together example internet connection fails, website malfunctions etc.**

d. The authenticity of a particular student's work is also a problem as online just about anyone can do a project rather than the actual student itself.

2.3 The Steps of Conducting Web-Based Learning in a Language Classroom

Web-based learning has a procedure to follow in order to help the teacher to develop the project as well as to guide students with the project that they take. The procedure consists of the phases on how to implement web based learning and functions as the foundation to carry out the web-based learning process in the classroom. The steps of project development proposed by The George Lucas Educational Foundation (2005), seem to be the most effective and appropriate procedure to be implemented in this research. For that reason, the researcher decided to employ this procedure in conducting her research. Those steps are : (a) analysis phase, (b) conceptual design, (c) mockup and prototype, (d) production, and (e) evaluation.

a. Analysis phase

The development of effective internet learning always begins with an analysis of learning needs (need analysis), or problems that arise in learning (Bullen, 2001; Purbo, 2002; Soekartawi et al, 1999.). The initial planning that needs to be done is an analysis of the characteristics of students who will use, material that cannot be ignored in the formulation of objectives (Burke, 1982). In initial planning it is necessary to consider

the background of student education (learning analysis), relevant material (learning unit analysis) (Soekartawi et al., 1999). Consideration of learning strategies and formulation of objectives to be achieved in the discussion. Planning and preparation of test items and web-based media learning strategies must have three skills: mastering the field of study, mastering the procedure of media development, and mastering the technical skills needed in computer programming. If the developer does not master some of these skills, then he can seek help from others. Kemp and Dayton (1985) can approach the team.

b. **Conceptual design**

The stage where the initial website design is generally made. In this stage, basic components will also be made that will build the website later. In this stage it is necessary to pay attention to the functionality of each component that will build the website, the focus of the design is on the command (command) and how the commands on the website will be done.

c. **Mockup and Prototype**

At this stage the design is definitely made especially the layout and appearance of the website and the basic system that builds it. At this stage there are 2 jobs, namely: Mockup is a design or visual sketch of the website that will be built later. This process requires a graphic design that will be made according to what will be displayed. Display sketches are made as closely as possible with the website display plan that has been imagined and planned in advance.

Prototype is a system or platform design that will be run on the website latter. Software and components needed must be provided so that the system can run properly and does not cause significant errors.

d. Production

Website development phrase. Planning and preparations that have been made are prepared and worked out in accordance with the previous stages. In this stage a trial is also carried out so that everything that has been built goes accordingly as well as to correct the errors found.

e. Evaluation

This stage is the assessment stage of everything that has been done. This evaluation phase also needs to be done at the end of each stage before the next stage is done. This needs to be done so that the steps that have been done are really well done and check things that are lacking.

2.4 The Roles of Teacher and Students in Web-Based Learning

Web-based learning alters the role of the teacher from content provider to learning coordinator. If in the traditional method, the teacher transfers the material directly to students. Thus, the teacher spends more time to give explanation to students. However, in web-based learning the teacher spends less time to explain or to lecture the material. The teacher spends more time to observe and coach the students. The teacher plays a role as a facilitator and gives guidance to students.

Students also play a very important role in web-based learning. According to Simpson (2011), students play three major roles in web- based learning. Firstly, the student is as a self-directed learner. It is because they need to select the topic which is in

line with their areas of interests as well as their experiences. Moreover, they have to assign the tasks within the groups, undertake projects, find resources and information, and both evaluate and revise the projects.

Secondly, students work as a team member or as a collaborator. Every student in the group is responsible for different duty based on their capabilities and interests. The students need to work in team and support each other to succeed the project (Simpson, 2011).

Thirdly, students play a role as knowledge manager or leader. In the context of web-based learning, students need to be able to manage their own learning. They are responsible to collect information, analyze and interpret data, and present them as the outcome of their learning (Simpson, 2011).

In brief, it is clear that the teacher role in web-based learning is as a facilitator which supports students to be able to do the project successfully. Other than that, the teacher provides guidance and monitors the project that the students undertake. Beside the roles that the teacher takes, the students also responsible to take care of several roles, they are: 1) acting as a self directed learner, 2) working as a collaborator or individual, and 3) becoming knowledge manager.

3. The Procedures of Teaching Writing by Using Web-Based Learning Media

The use of the Web is more to give the ability of teachers and students in terms of writing both in scientific writing and non-scientific writing. As is known that one of the weak points for students is in writing. In connection with improving writing skills, the use of web media is very in accordance with the characteristics of writing learning especially in creative writing (Lutfi 2010). With the web, students can write anything on the

existing blog section, including giving additional emphasis or information with other available media, such as audio, video, or links to other relevant (site) page addresses.

If so far, the teacher is the only person who reads the student's writing, then with the web media their writing can be read by friends, both classmates and outside the class, even in other places, parents, and those who have access to the internet. Without realizing it, the potential of this real audience provides 'demands' as well as opportunities for students to show their best work. It is hope that this will also provide better motivation for improving student writing competence.

The steps in teaching writing a hortatory exposition through web learning were as follows:

1. The researcher creates an e-learning web account as an instructor.

2. The researcher gives an access code for students to join courses in e-learning web created by researchers based on the access to learning media that has been provided.

3. Students create e-learning web accounts that have been selected.

4. The researcher posted the material about hortatory exposition and gave several pictures that would be the main task.

5. After that, the researcher asks students to make ideas based on the shared picture series.

6. After the work is finished, students post the results of their writing in the class group that the researcher has made before and the researcher gives feedback.

B. Previous Relevant Study

Previous study was the result of research from the researcher before. This study covers about the research finding that related to this strategy.

Here, to get and provide the originality of the research, the researcher wanted to present the previous research that related to this strategy.

First, previous research was done by Masruri (2017) in the Development of Web Based Learning Media for 7th Grade of Integrated Social Science Subject from Social Education Department, Faculty of Tarbiyah and Teaching Training Faculty, Malang. The purpose of his research is to describe the design of web development and effectiveness & attractiveness of web-based learning as a media of learning integrated social science for an 7th MTs Negeri Kota Madiun. The results of this web research & development meet valid criteria. The results of the trial showed an increase in effectiveness (effectiveness) which before using this media the student's lowest average score was 50 then after using this medium the scores obtained were 80.

Second, previous research was done by Wulandari (2016) in the Effectiveness of Blog on Students' Writing of Narrative Text from English Education Department. The research focused on the effectiveness of blogs to improve students' ability to write narrative texts. From the result of statistics calculation, it was obtained that the value of T value is 3.989 and degree of freedom (df) is 35. In the table of significance 5% the value of the significance is 1.690 (T table). Comparing those values, the result was 3.989 >1.690 which means T values core was higher than T table score. In conclusion, the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (H0) is

rejected. **Therefore, there is effectiveness of blog on students' writing of narrative text at tenth year of SMAN 3 Tangerang Selatan.**

Both the researchers above have differences with what this researcher wants to do. The first researcher by Masruri (2017). In his research, the researcher used Research & Development (R&D) design, while this study refers more to the classroom action research (CAR) design. The second research Wulandari (2016). In her research, the purpose of her research was to see the effectiveness of blogs to improve students' ability to write narrative texts. While the purpose of this research was to increase the students motivation in writing skill. The similarity between this research and both of the researchers before is the focus of present research, namely the use Web-Based Learning Media.

C. Conceptual Framework

The chart below illustration the conceptual framework of the research that was carried out.

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┌─────────────────────────────────────────────────────────────────┐
│  Improving Students' Achievement in Writing Through Web-Based    │
│  Learning Media at SMK Taman Siswa Medan                         │
└─────────────────────────────────────────────────────────────────┘
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Classroom Action Research

Qualitative

Quantitative

Observation sheets

Test

Students Acts

Teacher Performance

Pre-test

Cycle II

Writing test

Cycle I

Writing test

Observing & Evaluating

Writing test

Observing & Evaluating
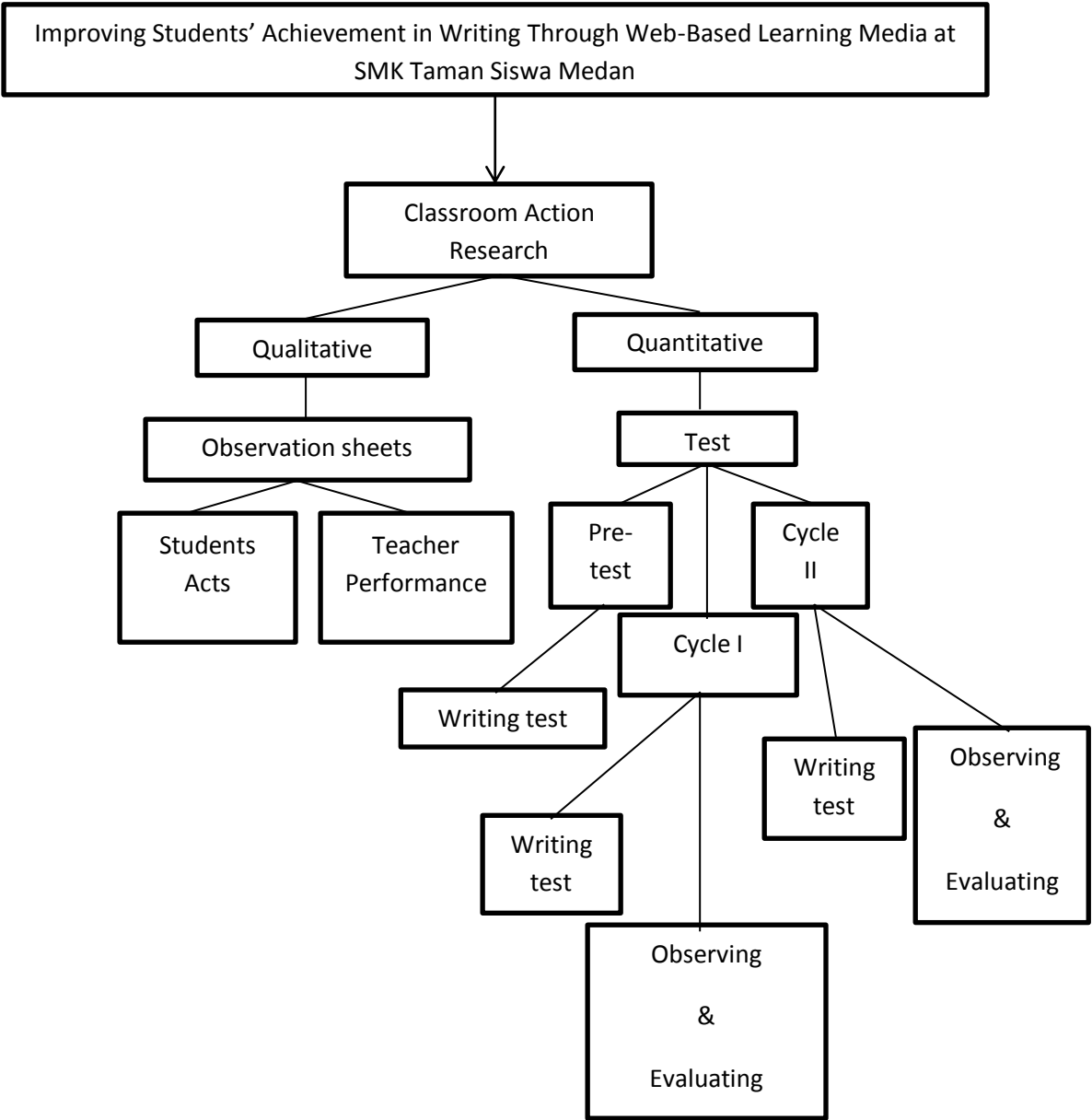
Chart 3.2 Conceptual Framework

Based on the chart above, it was concluded that writing is an important skill which needs to be mastered by students. Since the students have not met the requirements needed for a good writing, using web-based learning as a way to improve students' writing might be very helpful. Web-based learning helps engaging students to writing activities, motivating students, making students to understand the subject well, and training students to be critical, creative and active thinkers.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was conducted by using Classroom Action Research (CAR) design. The design of the research was described in detail as the following chart.
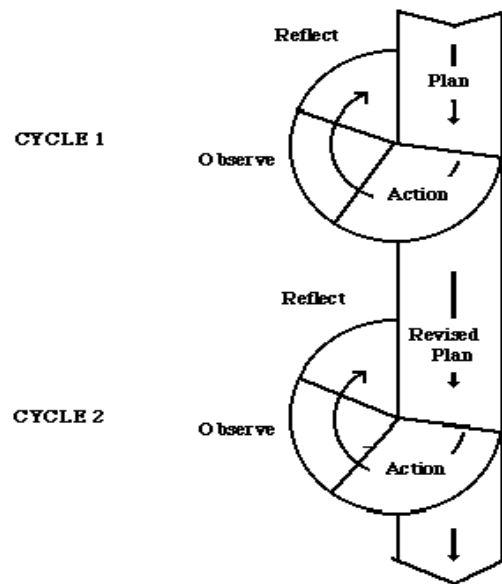
Chart 3.1: Classroom Action Research Model by Kemmis and Mc. Taggart in

Arikunto (2013)

The research was applied in two cycles. There are four steps in conducting this classroom action research, namely: (a) planning, (b) action, (c) observation, (d) reflection.

1. Planning, the researcher and the teacher make the plans regarding to the implementation of the research related to this strategy.

2. Action, the teacher apply the strategy to the students in the classroom and the researcher observe.

3. Observation, the researcher was observed the process of implementing learning in the classroom to get the data.

4. Reflection, the researcher along with the teachers collaborator reflect on the implementation of the learning process.

B. Subject of the Research

The subjects of this research were the teacher and students of XI-AK of SMK Swasta Taman Siswa Medan located on Jalan Sabaruddin No.8 Medan of 2019/2020 academic year. It was amounted to seventeen students, consisted of five males and twelve females. This subjects was choosen as a place of study because it was experienced by the researcher based on the consideration that the class was the weakest in writing skill.

The position of the researcher was as an observer while the implementation of learning process done by teacher. She was collaborated with the English teacher in applying the strategy.

C. Instrument of the Research

The instruments that were used by the researcher in collecting the research data are : (1) Test and (2) Observation sheet.

1. Test

The test was given to students is in form of written test. In this case, they were asked to write a hortatory exposition text. The purpose of this test was to get the quantitative data by measuring the students' achievement in writing.

2. Observation Sheet

Observation sheet were used to make sure that the researcher performs the research as what it had been already planned before. Other than that, observation sheets also function to monitor the students' acts and behavior and teacher performances qualitative which were required as the data to be compared from one cycle to the next one.

D. Procedure of Research

The procedures of the research were described as the followings:

1. Cycle I

a. Planning

The activities in the planning were:

1) Using classroom English during the teaching and learning process to motivate the students.

2) Making the lesson plan about Hortatory Exposition Text.

3) Introducing web media as a new tool in writing and using web media to give explanation the materials

4) Preparing teaching aids, that was writing: planning, drafting, revising, editing.

b) Action

   Teacher's activities were :

1) The teacher opened the class by greetings the students.

2) The teacher asked the students what topic they will learn, that is Hortatory Exposition Text.

3) The teacher told to the students about the advantages of Hortatory Exposition Text.

4) The teacher introduced writing, planning, drafting, revising, editing in learning Hortatory Exposition Text.

5) The teacher asked the student's opinion about Hortatory Exposition Text.

6) The teacher gave the definition of Hortatory Exposition Text.

7) The teacher showed the text of Hortatory Exposition with the generic structure.

8) The teacher explained about the Hortatory Exposition Text.

9) The teacher gave a clue, than they develop it into writing.

10) The teacher told them to open the cellphone, than open the web application prepared by the teacher.

11) The teacher guides them in creating an account to log in.

12) The teacher guides students in using the web application so they can join the teacher forum.

13) The teacher began to direct them to write according to the clue that had been given previously in the teacher's web media forum.

14) The teacher continues to monitor and evaluate the results of their writing.

15) The teacher and students makes the conclusion based on the material.

16) The teacher ended the class by closing.

c) Observation

Observation was used to collect data namely, teacher and students activities during teaching and learning process. In this case the researcher was observed by using observation sheet namely: student's observation sheet and the teacher's performance in learning activities. This researcher was an observer for English teacher and the students.

d) Reflection

Reflection was a feedback process from the action that is done. Reflection was used to help the teacher to make a decision. The teacher and researcher analyzed all recording information in the learning process.

2. Cycle II

The researcher did cycle II if the result in cycle I was still need improvement. In cycle II also had four stages; planning, action, observation, and reflection. Every weakness in cycle I was revised in cycle II.

E. Technique of 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 was to know the mean scores of the students before given a treatment.

2. Treatment

The treatment was given to the students by using Web-Based Learning Media. The treatment was given in the cycles.

3. Post-Test

And after the treatment gives to the students, the researcher gives a test again to find out their score in hortatory exposition text.

F. Technique for Data Analysis

There were two kinds of research data namely: quantitative and qualitative data. Quantitative data involving students' learning achievement was analyzed by using a formula as follows:

$$\bar{x} = \frac{\sum x}{N} \text{ (Arikunto, 2013)}$$

The formula was described as following:

$\bar{x}$: The mean of the average score from the subjects reading comprehension

$\sum x$: The total score of students

N : The number of the students

Next, to categorize the number of students who pass the test successfully, the researcher applies the following formula:

$$P = \frac{R}{T} \; x \; 100\% \text{ (Arikunto, 2013)}$$

Where:

P   **: The percentage of those who getting score**

R   **: The number of students getting score**

T   **: The total number of the students**

After getting the percentage of the above analysis results, then the results was used as determination of the success rate of students in the class according to Arikunto (2007) as the following table.

Table 3.2 Criteria of Success Level of Students' Learning in Percent

Level of Success (%)	Categories
81-100%	Very High
61-80%	High
41-60%	Moderate
21-40%	Low
0-20%	Very Low

The qualitative data consist of the information about the teacher's performance and the students activities in learning process was analyzed based on the students activities and the teacher's performance category as proposed by Arikunto (2007).

The value of students' motivation in learning was obtained by the formula:

$$P = \frac{R}{SM} \text{ x 100\% (Arikunto 2007)}$$

Where:

P   : The percentage

R   : The number of activity indicators performed by the students

SM   : The total number of activity indicators

After getting the percentage of each individual activity, then the results was used as a determination of the criteria level of students' activities in learning process proposed by Arikunto (2007) as the following table.

Table 3.3 The Criteria of Students Activities in Learning

Value Range	Categories
81-100%	Very Active
61-80%	Active
41-60%	Quite Active
21-40%	Less
0-20%	Passive

The teacher's performance was analyzed based on the following category as proposed by Arikunto (2007). It was presented in the following table.

Table 3.4 The Category of Teacher's Performance

Value Range	Categories
81-100	Very Good
61-80	Good
41-20	Enough
21-40	Less
0-20	Bad

G. Success Indicator

According to Arikunto (2013) that This Classroom Action Research (CAR) was judged to succeed if ≥75% of the total students reached the minimum score at 80 (good), then the students activities in learning activities was categorized good if the average percentage shows that it has reached 75% of the number of students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the study, it was concluded that:

1. There was an increase in student achievement in writing hortatory text exposition using web learning media. It can be seen from the students' grades: the the average pre-test at the first meeting is still low, 0 students get points 75. In the first post-test cycle, 6 students got 75 points, and the last post-test (cycle II) 28 students get 75 points. It can be concluded there increase student achievement in writing hortatory exposition text using web learning media. This condition show that the application of web learning media in improving student achievement in writing hortatory texts is it works

2. Improvements in student performance can be demonstrated from pre-tests to cycle I and cycle II. The average value from the pre-test to the second cycle is 52.14 - 84.28 - 85.89. Students who score from the pre-test to the second cycle are 0 - 6 - 28. The percentage of students who score more than 75 from the pre the test for cycle II is 0% - 21.42% - 100%.

3. Observation and interview sheets show that there is an improvement student achievement in writing hortatory exposition texts. Furthermore, web learning media as a medium that makes it easier for students to write hortatory exposition

texts, actively, enthusiastic, and happily developed in the process of teaching writing.

B. Suggestion

After covering up the conclusions, several suggestions were proposed to the English teacher, the students, the next researches on these subjects are presented as follows:

1. For English teachers, it's better to use web-based learning media to improve students achievement in writing recount text because it can make students more understand about writing hortatory exposition text.

2. For students, to use web media in learning English, especially writing hortatory exposition texts because it can improve their achievement in writing hortatory exposition texts.

3. For all readers, this research can contribute to a good understanding of how improve student achievement in writing hortatory exposition text through web-based learning media.

4. For other researchers, it is suggested that web media must further investigated in other types of texts to improve students' skills in writing.

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APPENDIX 1

LESSON PLAN
Cycle II (1st Meeting)

School   : SMK Taman Siswa Medan

Subject   : English

Class/Semester   : XI/2

Time Allocation   : 2 X 45

Topic   : Hortatory Exposition

A. **Standard of Competence**

12 Expressing meaning in short functional written texts and simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.

B. **Basic Competency**

12.2 Expressing meaning in simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.

C. **The Indicators of Competencies' Achievement**

- Students are able to identify the structure of hortatory exposition

- Students are able to identify the language features of the hortatory text

- Students are able to write a hortatory exposition text

D. **Materials**

Hortatory Exposition text

Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way.

Purpose

1. To persuade the reader or listener that there is something that certainly needs to get attention.

2. To analyze a topic to persuade the reader that this opinion is correct an supported by arguments.

Generic Structure of Hortatory Exposition Text

Thesis : Thesis is the announcement of issue concern.

Arguments : Argument is reason for concern, leading to recommendation.

Recommendation : Recommendation is statement of what ought or ought to happen.

Language features

–Focusing on the writer

– Using abstract noun; policy, advantage, etc

– Using action verb

– Using thinking verb

– Using modal adverb; certainly, surely, etc

– Using temporal connective; firstly, secondly, etc

– Using evaluative words; important, valuable, trustworthy, etc

– Using passive voice

– Using simple present tense

Example
Never Try Smoking

A lot of people, especially teenagers, who do not smoke, always want to try smoking. They know it is bad for them and all, but it is just something they want to try. So they ask one of their smoker friends for a cigarette. Admittedly, they firstly can not light it on their own so they ask his friend to do it. Then they inhale that cigarette and smoke occasionally.

Apparently that makes them the born smokers. Now they do smoke fairly regularly. They can not avoid smoking and they enjoy too. They have smoker friends. Everyday they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money.

Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder, lung, and pancreatic cancer. Even it was reported that around 400,000 Americans died each year. It was one every 80 seconds from tobacco-related illnesses.

Then they decide it is stupid to harm selves. They want to quit smoking. Unfortunately, they find that quitting smoking is so difficult. "Why can't I stop smoking? I really want to stop it". It is hard to quit because nicotine is powerfully addictive. Cigarette is one of the most efficient drug-delivery devices ever devised. As result, when people try to quit smoking, they often experience classic nicotine withdrawal symptoms such as anxiety, irritability, headache, depression, and restlessness.
Well, still want to try smoke? Think the facts before trying! If you are not smoker, you should never and never try to smoke.

E. **Teaching Method**

   Web-based learning

F. **Teaching Procedure**

   1. Pre-teaching

   Opening (5 minutes)

- Greeting the students

- Introducing herself and her purpose to conduct the research

- Checking the attendance list

- Apperception : asking the students ' have you ever studied about writing ?'

2. Whilst teaching (65 minutes)

Start with essential questions

- The teacher gives lead-in question.

- The teacher gives a model of hortatory exposition text.

- The students read the given text.

- The teacher explains about the communicative purpose of generic structure of the text of hortatory exposition text.

- The students listen to the researcher's explanation carefully.

Design a plan for the project

- The teacher tells students about the project work the students need to do.

- The students listen to the teacher's instructions about the project.

- The teacher and students make an agreement on the project work which the students need to fulfill.

- The students make a group.

- The students discuss in their group about the object of their writing project.

Create a Schedule

- The teacher and students determine the time duration to do the write and when to submit the final write.

- The teacher shows an example of the final write of the project.

Monitor the students and the progress of the project

- The students report their write progress to the teacher

- The teacher gives feedback on students' write

- The students revise their write within the group

Collect the project and present the final write

- The students present their write work to their classmates

- The students submit their final write

Evaluate the experience

- The students write a hortatory exposition text based on the web media that they do

- The students reflect on their write work

3. Post-teaching (10 minutes)

- The teacher summarizes and reflect the lesson

- The students reflect their learning

- The teacher previews on the upcoming materials

- The teacher ends the class by praying

G. **Media**

   Web

H. **Appraisal**

   Assessment Technique : Writing Test

   Form Instrument : Writing a text about Hortatory Exposition Test in

   Web-Based Learning Media

   a. Attitude : (through attitude review rubic during learning)

   b. skills : writing well, draft developing skills learning journal.

                                              Medan,   September 2019

   Knowing by

     English Teacher   **Researcher**

   Isa Ansari, S.S.,M.Si   **Riska Yulia Dewi**

                       Headmaster of

                  SMK Taman Siswa Medan

                     Dra. Armayanti

                       NPA : 4464

APPENDIX 2

<div align="center">

LESSON PLAN
Cycle II (1st Meeting)

</div>

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Subject   : English

Class/Semester   : XI/2

Time Allocation   : 2 X 45

Topic   : Hortatory Exposition

C. **Standard of Competence**

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D. **Basic Competency**

12.2 Expressing meaning in simple essays accurately, fluently, and appropriately in the forms of narrative, spoof, and hortatory exposition in the context of everyday life.

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Apparently that makes them the born smokers. Now they do smoke fairly regularly. They can not avoid smoking and they enjoy too. They have smoker friends. Everyday they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money.

Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder, lung, and pancreatic cancer. Even it was reported that around 400,000 Americans died each year. It was one every 80 seconds from tobacco-related illnesses.

Then they decide it is stupid to harm selves. They want to quit smoking. Unfortunately, they find that quitting smoking is so difficult. "Why can't I stop smoking? I really want to stop it". It is hard to quit because nicotine is powerfully addictive. Cigarette is one of the most efficient drug-delivery devices ever devised. As result, when people try to quit smoking, they often experience classic nicotine withdrawal symptoms such as anxiety, irritability, headache, depression, and restlessness.

Well, still want to try smoke? Think the facts before trying! If you are not smoker, you should never and never try to smoke.

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   Web-based learning

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J. **Appraisal**

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   Form Instrument : Writing a text about Hortatory Exposition Test in

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   a. Attitude : (through attitude review rubic during learning)

   b. skills : writing well, draft developing skills learning journal.

                                                    Medan,   September 2019

Knowing by

  English Teacher   **Researcher**

Isa Ansari, S.S.,M.Si   **Riska Yulia Dewi**

                           Headmaster of

                    SMK Taman Siswa Medan

                           Dra. Armayanti

                              NPA : 4464

APPENDIX 3

Instrument of Research

Writing Test (Pre-Test)

Read the text below and identify each of the generic structure in the text !

I am sure that you know that smoking harms your body. Then why do you continue smoking? Maybe you do it because you haven't really become conscious about all the effects that smoking has. There are a lot of reasons why you shouldn't smoke. Some of them are that smoking affects your health, that you spend a lot of money on cigarettes, and that when you smoke you are not respecting people around you.

The first reason why you shouldn't smoke is that smoking affects your health. If you smoke, your physical condition will be negatively affected, so it will be very difficult for you to succeed in sports. Also, smoking produces lethal diseases like cancer and reduces the length and quality of your life. Maybe you don't notice all the physical effects of smoking immediately, but you surely will be sorry one day.

The second reason why you shouldn't smoke is because of all the money that you spend on it. Maybe you start smoking only when someone offers you a cigarette, but there will be a day when you will feel the need of a cigarette. By this time, you will pay whatever to smoke, and each time you will smoke more, so you will spend more money. All the money you would spend on cigars could have be spent in something better, don't you think?

The last reason why you shouldn't smoke is out of respect for the people around you. When you smoke, you not only harm yourself, but you also harm all the people around you. So you mustn't be selfish; you should at least avoid smoking in front of people who don't smoke. Also, many people don't like the cigarette's smell, so they won't enjoy your company. Would you like that?

I have said just some reasons of why you shouldn't smoke, so I hope that now those of you who smoke are able to think a little and try to make a smart decision. In addition to all the reasons I've said, I would like you to think about how much you love yourself and then whether you want to continue harming yourself. Think also about all the people who love you, like your family who doesn't want to see you suffering or sick. If you decide to continue smoking, what a pity. But if you decide to stop smoking, congratulations! Remember that "If you can dream it, you can do it.

Please, identify each of the generic structure in the text !

Answer Key

Paragraph 1   : Thesis

Paragraph 2   : Argument 1

Paragraph 3   : Argument 2

Paragraph 4   : Argument 3

Paragraph 5   : Recommendation

Writing Test

(Cycle I)

Read the text below and identify each of the generic structure in the text !

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It's just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priuk port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

In fact there are still many among the corruptors who do this openly without feeling ashamed. they do it solely for personal gain without regard to the conditions around them.

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.

Please, identify each of the generic structure in the text !

Answer Key

Paragraph 1   : Thesis
Paragraph 2   : Argument 1
Paragraph 3   : Argument 2
Paragraph 4   : Argument 3
Paragraph 5   : Recommendation

Writing Test (Cycle II)

From the chart, please make a paragraph of hortatory exposition text with the topic you want !

HORTATORY EXPOSITION TEXT

PURPOSE

GENERIC STRUCTURE

LEXICO-GRAMMATICAL FEATURES

To persuade the readers that something should or should not be the case or be done

Thesis

Arguments

Recommendation

Announcement or issues of concern

Reason for concern, leading recommendation

Statement of what should or should not be happened or done

- Focus on generic human and non-human participants
- Using mental process such as realize, feel, appreciate
- Using action verb
- Using thinking verb
- Using passive voice
- Using simple present tense

APPENDIX 4

The Students Answer Sheet

Name   : Aulia Darma Daulay

Class   : XI AP-2

PRE-TEST

CYCLE I

CYCLE II

Name   : Desi Fitriani

Class   : XI AP-2

PRE-TEST

CYCLE I

HOME · IDEAS · POSTS · CLASSES · STUDENTS | **+ CREATE AN IDEA** | **WRITE A POST**

MY ACCOUNT ▾ | STUDENT STATS | UPGRADE FOR UNLIMITED WRITING | COMMENTS TO REVIEW

Desi (Edit)

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It's just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.(thesis)

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priuk port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.(arguments)

In fact there are still many among the corruptors who do this openly without feeling ashamed. they do it solely for personal gain without regard to the conditions around them.(thesis)

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.(arguments)

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.(Recommendation)

↩ REPLY | DELETE

Riska-yulia-dewi (Edit)

Paragraph 1 : true
Paragraph 2 : true
Paragraph 3 : wrong
Paragraph 4 : true
Paragraph 5 : true
Score : 80

↩ REPLY | DELETE

CYCLE II

HOME · IDEAS · POSTS · CLASSES · STUDENTS | **+ CREATE AN IDEA** | **WRITE A POST**

MY ACCOUNT ▾ | STUDENT STATS | UPGRADE FOR UNLIMITED WRITING | COMMENTS TO REVIEW

Desi (Edit)

The Dangers of Smoke for Our Bodies

Nowadays smoking has become a bad habit in our society. This bad habit has changing people's lifestyles. They become more susceptible to disease and wasteful. Smoking has pervaded in all societies. Almost every age has start to smoke. Even there are toddlers who already smoking and people who have been very old also still smoke. These smokers think that smoking can make them feel happy, relaxed, and comfortable. However, they do not think that smoking is very harmful for the health of themselves and others who are around them. This is because smoking has very bad effect on human health because all substances which are contained in cigarettes are very danger. There are so many dangerous substances which are contained in cigarettes such as nicotine, tar, and other toxic materials. Even its smoke could pose serious problems for the health of people around smoker. The following paragraph is some hazardous effect that can be caused from smoking.

According to the researchers in their latest study, they found that smoking may increase the risk of Alzheimer disease. Alzheimer disease is a type of syndrome that can attack brain cells so that the brain seemed to shrink and become small. Alzheimer disease is also said to be an old parent's disease cause the sufferers will look like an old man even though they are still young. These findings have been published in the International Journal of Alzheimer Disease.

Other studies also have found that smoking has relation to Amyotrophic Lateral Sclerosis disease or commonly called as ALS. It is one of deadly disease. This disease can affect the nerves motor and human's muscle. People who suffer this disease will experience muscle wasting and even the inability to move the muscle such as eat muscle, breathing muscle and the others. So that it makes the patient will experience difficulty in eating and breath.

The substances which are contained in cigarette such as tar, nicotine and carbon monoxide are the most dangerous substances. Tar contains approximately forty- three ingredients that can cause cancer or called as carcinogens substances. Nicotine which is contained in cigarettes is a substance that can cause addiction effect so the smoker will be hard to quit smoking. Moreover Nicotine is also substance in cigarettes that can cause heart disease. Even 25 % of heart disease's patients are caused by smoking. In addition, smoking can also cause impotence, disorders of pregnancy and fetus.

Based on the discussion above, it is clear that smoking is very harmful to health of smoker and people around them. Therefore let us avoid smoking habit starting from us because if it does not start from our own we cannot change anything in our surround. Then we can remind our friends, family and people which are close to us to stay away from cigarettes because it would harm them. Without cigarettes our life will be healthier.

↩ REPLY | DELETE

Google Terjemahan | Write About - XI- Administrasi | Write About - CYCLE I | Write About - CYCLE II | Write About - PRE-TEST

https://www.writeabout.com/2019/09/9928834-cycle-ii/#comment-408855

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↩ REPLY | DELETE

> Riska-yulia-dewi (Edit)
>
> C : 25
> O : 19
> V : 16
> LU : 21
> M : 4
> Total : 85
>
> ↩ REPLY | DELETE

Name   : Muhammad Putra

Class   : XI AP-2

PRE-TEST

CYCLE I

CYCLE II

Name   : Syahru Ramadhan

Class   : XI AP-2

PRE-TEST

CYCLE I

CYCLE II

Name   : Yulia Sartika

Class   : XI AP-2

PRE-TEST

CYCLE I

Yulia (Edit)

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It's just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.(thesis)

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priuk port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.(arguments)

In fact there are still many among the corruptors who do this openly without feeling ashamed. they do it solely for personal gain without regard to the conditions around them.(thesis)

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.(arguments)

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.(Recommendation)

REPLY | DELETE

Riska-yulia-dewi (Edit)

Paragraph 1 : true
Paragraph 2 : true
Paragraph 3 : wrong
Paragraph 4 : true
Paragraph 5 : true
Score : 80

REPLY | DELETE

CYCLE II

REPLY | DELETE

Yulia (Edit)

How To Use The Internet Should Be Required

In this age of technology all students in the Montana University System should be required to learn Internet use, and there should be a course to teach it as a core requirement.
The first reason is go to school in the twenty-first century almost all classes require some computer use. Every time you go to the library at M.S.U.C.O.T, you need to know how to go online as there are very few books anymore, and almost everything is on the Web.
Following that when you go to find a job, more and more companies are using computers. It's gett almost impossible to find a job that dosen't require computer skills of some sort. One of the big things is communications within the company. Most companies use electronic communications of some sort, such as e-mail or memos on line.
Even the jobs people used to think of as unskill labors such as a mechanic are use computers. All cars built today have a computer built into them. The mechanic uses it to figure out what's wrong with your car, then a lot of time they go online to find out the beat way to fix it faster, save time and money.
Some people might say that the courses that need to have computer skills have them built into them, but I say we should get a jump on the future and have all students learn the internet. If people don't learn it, they will fall behind in the job market and in life.

REPLY | DELETE

Riska-yulia-dewi (Edit)

C : 25
O : 17
V : 19
LU : 22
M : 3
Total : 86

APPENDIX 5

The Students' Writing Score in Pre-test, Cycle I and Cycle II

No.	Students' Initial	Pre-Test	Cycle I	Cycle II
1.	ADD	60	80	86
2.	DF	60	80	85
3.	DISN	40	80	83
4.	DK	40	80	85
5.	DA	20	80	82
6.	FF	20	80	87
7.	FN	80	100	86
8.	FK	40	80	86
9.	GUS	80	100	88
10.	IU	80	100	85
11.	JA	40	80	85
12.	KA	80	100	90
13.	MD	40	80	85
14.	MA	80	100	86
15.	MP	60	80	83
16.	MIA	40	80	86
17.	NKM	60	80	86
18.	NUR	40	80	90
19.	SR	40	80	87
20.	SA	60	80	84
21.	SSP	60	80	89
22.	SW	40	80	86
23.	SD	60	80	85
24.	SYR	60	100	89
25.	WA	40	80	83
26.	YD	60	80	89
27.	YAP	40	80	83
28.	YS	40	80	86
$\sum x$		**1.460**	**2.360**	**2.405**
Means		**52,14**	**84,28**	**85,89**

From the table above, it could be seen from the mean of the student score during the research, the researcher applied the following formula :

$$X = \frac{x}{N} \times 100$$

Where:

X : The mean of the students

$\sum x$: The total score

N   : The total number of students

From the table score above, it could be concluded that there was improvement students' writing achievement in pre-test, cycle I and cycle II.

In pre-test, the total score of the students was 1.460 and the number of the students was 28, so the mean was:

$$X = \frac{1.460}{28} \text{ x } 100\% = 52,14$$

In cycle I, the total score of the students was 2.360 and the number of the students was 28, so the mean was:

$$X = \frac{2.360}{28} \text{ x } 100\% = 84,28$$

In cycle II, the total score of the students was 2.405 and the number of the students was 28, so the mean was:

$$X = \frac{2.405}{28} \text{ x } 100\% = 85,89$$

Students' score up to 75 point in pre-test, Cycle I and Cycle II

Test	Students' Score Up to 75 Point	Percentage
Pre-Test	0	0%
Cycle I	6	21,42%
Cycle II	28	100%

To categorize the number of master students the researcher and the following formula:

P $= \frac{R}{T} \text{ x } 100\%$

P0 $= \frac{0}{28} \text{ x } 100\% = 0\%$

P1 $= \frac{6}{28} \text{ x } 100\% = 21,42\%$

P2 $= \frac{28}{28} \text{ x } 100\% = 100\%$

Where:

P   : The percentage of the students getting score ≥ 75

R   : The number of the students who getting point ≥ 75

T   : The total number of the students who did the test

P1   : The percentage of the students who get point 75 to 100 in cycle 1

P2   : The percentage of the students who get point 75 to 100 in cycle 2

APPENDIX 6

Students' Activities in Learning Process

(Cycle I)

School : SMK SWASTA TAMAN SISWA MEDAN

Academic Year : 2019/2020

Class/Semester : XI AP-2

Cycle : Cycle I

No.	Students' Name	Interest				Attention				Participation				Presentation			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	ADD		2				2				2				2		
2.	DF		2				2					3					3	
3.	DISN			3				3				3					3	
4.	DK		2					3			2						3	
5.	DA		2				2				2					2		
6.	FF			3				3			2					2		
7.	FN		2					3			2					2		
8.	FK		2			1				1				1				
9.	GUS			3			2				2					2		
10.	IU		2				2				2					2		
11.	JA		2				2				2					2		
12.	KA		2					3			2						3	
13.	MD	1				1					2			1				
14.	MA		2				2				2					2		
15.	MP	1					2				2					2		
16.	MIA		2				2				2					2		
17.	NKM		2					3			2						3	
18.	NH		2					3			2					2		
19.	SR		2					3				3				2		
20.	SA		2				2					3				2		

No.	Name												
21.	SS		2				2				3		2	
22.	SW			3				3		2			2	
23.	SD		2				2			2			2	
24.	SRD		2					3			3			3
25	WA		2				2		1			1		
26.	YD	1			1			1			1			
27.	YAP		2				2				3		2	
28.	YS		2				2			2			2	
Total Score		57			60			59			56			
Percentage		50,9%			53,6%			52,7%			50%			
Average Percentage		51.8%												
Criteria		Quite Active												

Note:

4   : Very Active   2   : Quite Active

3   : Active   1   : Passive

Students' Activities in Learning Process

(Cycle II)

School : SMK SWASTA TAMAN SISWA MEDAN

Academic Year : 2019/2020

Class/Semester : XI AP-2

Cycle : Cycle II

No.	Students' Name	Aspects of Observation															
		Interest				Attention				Participation				Presentation			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	ADD		2					3			2					3	
2.	DF		2					3				3					4
3.	DISN			3				3				3				3	
4.	DK				4				4				4				4
5.	DA			3					4			3				3	
6.	FF			3				3					4				4
7.	FN		2					3				3			2		
8.	FK			3					4			3				3	
9.	GUS			3				3				3				3	
10.	IU		2				2				2				2		
11.	JA			3			2				2				2		
12.	KA		2					3			2					3	
13.	MD			3					4				4			3	
14.	MA		2				2				2				2		
15.	MP			3			2						4		2		
16.	MIA		2				2				2				2		
17.	NKM		2					3			2					3	
18.	NH		2					3			2				2		
19.	SR		2					3				3			2		
20.	SA		2				2					3			2		

No.	Name	Aspect 1	Aspect 2	Aspect 3	Aspect 4
21.	SS	2	2	3	2
22.	SW	3	3	2	2
23.	SD	2	2	2	2
24.	SRD	3	3	4	3
25	WA	2	2	3	4
26.	YD	4	3	3	3
27.	YAP	2	2	3	2
28.	YS	2	2	2	2
Total Score		71	77	79	74
Percentage		63,39%	68,75%	70,53%	66,07%
Average Percentage		67,185%			
Criteria		Active			

Note:

4 : Very Active   2 : Quite Active

3 : Active   1 : Passive

APPENDIX 8

Instrument of Teacher's Performance in Learning Process

CYCLE I

No.	Students Initial	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1.	ADD	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
2.	DF	1	2	1	2	1	2	1	2	1	2	1	2	2	2	2
3.	DISN	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
4.	DK	2	1	2	1	1	1	1	1	2	2	2	2	2	2	2
5.	DA	2	2	2	2	2	2	2	2	2	2	2	2	3	2	1
6.	FF	3	2	3	2	3	2	3	2	2	2	2	2	2	2	2
7.	FN	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3
8.	FK	3	2	2	2	1	2	1	2	1	2	2	2	2	2	2
9.	GUS	3	2	2	2	2	2	2	2	2	3	3	3	2	3	2
10.	IU	3	2	3	2	3	2	2	2	2	2	2	2	2	2	2
11.	JA	2	2	2	2	3	2	3	2	3	2	3	1	2	3	2
12.	KA	3	2	3	2	2	2	2	2	2	2	2	2	2	2	2
13.	MD	3	2	3	2	2	2	2	2	2	2	2	2	2	2	2
14.	MA	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3
15.	MP	2	1	2	1	2	3	2	2	2	2	2	2	2	2	2
16.	MIA	3	2	3	2	3	2	3	2	3	2	3	2	2	2	2
17.	NKM	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3
18.	NH	3	3	3	2	3	2	3	2	3	2	3	3	2	2	2
19.	SR	2	2	2	2	3	2	3	2	3	2	3	2	3	2	3
20.	SA	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3

No.	Name																
21.	SSP	3	2	3	2	3	2	3	2	3	2	2	2	2	2	2	2
22.	SW	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
23.	SD	2	3	2	3	2	3	2	3	2	3	2	3	2	2	2	2
24.	SR	3	2	3	2	3	2	2	2	2	2	2	2	2	2	2	2
25.	WA	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
26.	YD	3	2	3	2	3	2	2	2	2	2	2	2	2	2	2	2
27.	YAP	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3
28.	YS	3	2	3	2	3	2	2	2	2	2	2	3	2	2	2	
Total Score		68	57	66	56	62	58	61	58	61	60	62	61	60	60	62	
Percentage		48,57%	40,71%	47,14%	40%	44,28%	41,42%	43,57%	41,42%	43,57%	42,85%	44,28%	43,57%	42,85%	42,85%	44,28%	
Average Value		43,424%															
Category		Enough															

Where:

A : Apperception

B : Material Explanation

C : Explanation of writing Strategy

D : Technique Dividing Groups

E : Classroom Management

F : The Use of Media

G : Voice

H : Management of Discussion

I : Guidance to Groups

J : Away Giving Question or Quiz

K : Ability to Evaluate

L : Rewarding Individuals or Groups

M : Determining Scores

N : Concluding Learning Materials

O : Closing the Learning

APPENDIX 9

Instrument of Teacher's Performance in Learning Process

CYCLE II

No.	Students Initial	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1.	ADD	3	4	3	3	3	4	4	3	3	3	4	4	4	3	4
2.	DF	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3.	DISN	3	3	3	3	3	3	4	2	3	3	3	3	3	4	2
4.	DK	3	4	3	4	3	3	3	4	3	3	3	3	4	3	3
5.	DA	3	4	4	4	4	3	3	3	3	3	3	3	3	4	4
6.	FF	4	3	3	3	3	3	3	3	4	4	4	3	3	3	3
7.	FN	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
8.	FK	4	4	4	3	3	3	4	3	3	3	3	3	3	3	3
9.	GUS	3	3	3	3	3	3	3	3	3	4	4	3	3	3	3
10.	IU	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3
11.	JA	3	3	3	3	3	4	4	4	4	3	3	3	3	3	3
12.	KA	4	4	4	3	3	3	4	3	4	3	4	4	4	4	4
13.	MD	3	3	3	4	4	4	4	4	4	4	4	3	3	3	3
14.	MA	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3
15.	MP	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4
16.	MIA	4	4	4	3	3	3	3	3	3	3	4	4	4	4	4
17.	NKM	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3
18.	NH	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4
19.	SR	4	4	4	3	3	3	3	3	4	3	4	3	4	3	3
20.	SA	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3
21.	SSP	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
22.	SW	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

No.	Name															
23.	SD	4	3	4	3	3	4	4	4	4	3	3	3	3	3	3
24.	SR	3	3	3	3	4	4	3	3	3	3	3	3	3	3	3
25.	WA	3	3	3	3	3	3	3	3	4	4	4	3	3	3	3
26.	YD	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
27.	YAP	3	3	3	3	4	3	3	3	3	3	3	3	3	3	4
28.	YS	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3
	Total Score	92	94	91	87	87	89	92	87	91	88	86	91	89	89	90
	Percentage	65,71%	67,14%	65%	62,14%	62,14%	63,57%	65,71%	62,14%	65%	62,85%	61,42%	65%	63,57%	63,57%	64,28%
	Average Value	63,95%														
	Category	Active														

Where:

A : Apperception

B : Material Explanation

C : Explanation of writing Strategy

D : Technique Dividing Groups

E : Classroom Management

F : The Use of Media

G : Voice

H : Management of Discussion

I : Guidance to Groups

J : Away Giving Question or Quiz

K : Ability to Evaluate

L : Rewarding Individuals or Groups

M : Determining Scores

N : Concluding Learning Materials

O : Closing the Learning

No.	Name	Signature			
		Meeting I	Meeting II	Meeting III	Meeting IV
1.	AULIA DARMA DAULAY				
2.	DESI FITRIANI				
3.	DEWI INDAH SARI NST				
4.	DILA KHAIRUNNISA				
5.	DITA ADIYOLA				
6.	FAUZY FAZULULLAH				
7.	FIFI NADIA				
8.	FIRA KHAIFAH				
9.	GUSNIATI				
10.	INDRI UTAMI				
11.	JIHAN AZIZAH				
12.	KHAILA ADELIA				
13.	MESI DESHIATA				
14.	MIRNIA ANDINI				
15.	MUHAMMAD PUTRA				
16.	MUTIARA INDAH AINI				
17.	NADIA KARMILA MANURUNG				
18.	NURHAZIYAH				
19.	SAFIRA RIZKY				
20.	SEBRINA ANTIKA				
21.	SITI SYAHRIANI PUTRI				
22.	SRI WAHYUNI				
23.	SURYA DARMA				
24.	SYAHRU RAMADHAN				
25.	WINDI ANTIKA				
26.	YOHANA DASILVA				
27.	YUDA AGUNG PRATAMA				

28.	YULIA SARTIKA				

APPENDIX 10

The Students' Attendance List

CURRICULUM VITAE

Name   : Riska Yulia Dewi

Place/Date of Birth   : Batang Serangan, 12nd July 1996

Sex   : Female

Nationality   : Indonesia

Religion   : Moslem

Marital Status   : Not Married

Hobby   : Pastry, Baking, Traveling and Singing

Hp   : 0853 – 7262 – 9501

Email   : ryuliadewi@yahoo.com

Parents' Name

Father   : Suprianto

Mother   : Elmi Dawati

Address   : Jl. Sidomulyo, Pasar 9 Tembung

Education

2002 - 2008   : SD Negeri 060805 Medan

2008 - 2011   : SMP Negeri 13 Medan

2011 – 2014   : SMA Swasta Letjen S Parman Medan

2015 – 2019   : Student of English Department Faculty of Teacher Training and   Education, Umsu 2015 Until Reaching The Degree of Sarjana Pendidikan.