

ACKNOWLEDGEMENT

Alhamdulillah rabbil'alamin, in the name of Allah SWT the most beneficent and the most merciful. Peace and salutation be upon His most beloved messenger, Muhammad SAW who has brought us from the darkness to the lightness, the best figure in this universe. Due to this, the writer could complete this research paper entitled: “Improving Students’ Ability in Writing through Wall magazine board to the Tenth Grade Students of MA Ulumul Qur’an Langsa”. It is a quantitative research, as one of the requirements for getting sarjana of English Education in STAIN Zawiyah Cot Kala Langsa.

Indeed, there are many obstacles as long as the process of the accomplishment. The writer realizes that without the other people’s help, it is impossible to finish this research paper. Here, the writer gave her immeasurable gratitude to Drs. Razali Mahmud, MM, as the main supervisor for her great help, who patiently gives valuable guidance, encouragement and criticism. Her deepest appreciation is also presented to Nina Afrida, M.Pd as the second supervisor who has patiently helped her in guiding and completing her research, High appreciation is addressed to all lectures in Tarbiyah Department of STAIN Zawiyah Cot Kala Langsa, who have provided invaluable knowledge. High appreciation is also addressed to the teachers of MA Ulumul Qur’an Langsa who had allowed her to collect the data. Further, the writer wishes to thank to all students of MA Ulumul Qur’an Langsa for their participation during the data collection.

From the bottom of heart, the writer would like to express her sincerest appreciation to her beloved parents, brothers and sisters for their love, guidance,

support, prayer and for encouraging her to be all that she is and never short of her dreams.

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Langsa , May , 2014

The Writer

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ABSTRACT

Wall magazine board is as one of learning media which given in teaching writing. It is as the aid to improve student's ability in writing. This study entitled Improving Students' Ability in Writing through Wall magazine board to the Tenth Grade Students of MA Ulumul Qur'an Langsa. The problems of study are: is teaching writing through wall magazine board able to improve students' ability in writing. Is teaching writing through wall magazine board better than other media to increase student's achievement in writing skill and is teaching writing through wall magazine board able to increase students' motivation in learning writing skill. The purposes of this study are: to know if teaching writing through wall magazine board is able to improve students' ability in writing, if teaching writing through wall magazine board is better than other media to increase student's achievement in writing skill and if teaching writing through wall magazine board is able to increase increase students' motivation in learning writing skill. The method of research is experimental by using pretest-posttest control group design. The data were obtained by using tests. The samples of the study were 33 students who sat at the tenth grade. The result of the study revealed that $t\text{-value} = 3,372 > t\text{-table} = 1,998$. Therefore H_0 is rejected and H_a is accepted and it can be concluded that the use of wall magazine board can improve student's writing skill. As the suggestion, it is advisable to the teacher to use the wall magazine board in learning writing.

Keyword: Wall magazine board, Writing's ability

**IMPROVING STUDENTS' ABILITY IN WRITING
THROUGH WALL MAGAZINE BOARD TO THE
TENTH GRADE STUDENTS OF MA
ULUMUL QUR'AN LANGSA**

THESIS

**Submitted to English Program (PBI) State College of Islamic Studies
Zawiyah Cot Kala Langsa As one of
Scholar Programe Assigment (S-1)
In Teaching Departemet**

Submitted by:

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**SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
ZAWIYAH COT KALA LANGSA
2014**

TABLE OF CONTENT

	Page
ACKNOWLEDGEMENT	i
ABSTRACT	iii
TABLE OF CONTENT	iv
LIST OF TABLE	vi
LIST OF APPENDIXES	vii
 CHAPTER I : INTRODUCTION	
A. The Background of Study	1
B. Research Questions	4
C. The Purposes of Study	5
D. The Significance of Study	5
E. The Hypotheses of Study	6
F. Terminology	6
 CHAPTER II : REVIEW OF LITERATURE	
A. The Definition of Writing Skill	9
B. Writing Process	11
C. Elements of Writing	14
D. Definition of Wall magazine board	19
E. Teaching Writing through Wall magazine board	25
F. Advantage in Teaching Writing through Wall magazine board	28
 CHAPTER III : METHODOLOGY OF RESEARCH	
A. Location and Time of Research	34
B. The Population and Sample	34
C. Research Method and Variable	36
D. The Techniques of Collecting Data and Instrument	36
E. Data Analysis	37

CHAPTER IV : THE RESULT OF RESEARCH

A. The Data of Field Research..... 41
B. The Data of Research 42
C. Discussion 57

CHAPTER V : CONCLUSIONS AND SUGGESTIONS

A. Conclusions 60
B. Suggestions 60

BIBLIOGRAPHY 62

LIST OF TABLE

TABLE	Page
Table. 3.1 : The Calculation of Sample	35
Table. 4.1 : The List Name of English Teachers	42
Table. 4.2 : Frequency Distribution Value of Experimental Class (Pre-Test)	44
Table. 4.3 : Frequency Distribution Value of Controlled Class (Pre-Test)	45
Table. 4.4 : Frequency Distribution Value of Experimental Class (Post-Test)	47
Table. 4.5 : Frequency Distribution Value of Controlled Class (Post-Test)	49
Table 4.6 : Normality to the Result of Pre-test of Experimental Class	51
Table 4.7 : Normality to the Result of Pre-test of Controlled Class	52
Table 4.8 : Difference of Pre-test and Post-test value of Experimental and Controlled Class	57

LIST OF APPENDIXES

1. Attachment 1. Curriculum vitae
2. Attachment 2. Pre Test
3. Attachment 3. Post Test
4. Attachment 4. Result of Experimental Class (Pre Test)
5. Attachment 5. Result of Controlled Class (Pre Test)
6. Attachment 6. Result of Experimental Class (Post Test)
7. Attachment 7. Result of Controlled Class (Pre Test)
8. Attachment 8. Lesson Plan
9. Attachment 9. Daftar Tabel Uji-t
10. Attachment 10. Daftar Tabel χ^2
11. Attachment 11. Daftar Tabel F
12. Attachment 12. Daftar Tabel Luas di bawah lengkungan normal standar dari 0 ke z
13. Attachment 13. Documentation
14. Attachment 14. Surat izin mohon penelitian
15. Attachment 15. Surat keterangan telah mengadakan penelitian
16. Attachment 16. SK Penelitian
17. Attachment 17. Blanko Bimbingan Skripsi
18. Attachment 18. Sertifikat Baca Al-Qur'an
19. Attachment 19. Sertifikat TOEFL

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Attachment 4

Result of Experimental Class (Pre Test)

No	Students Name	Content	Coherence	Vocabulary	Language Use	Total
1	Student 1	8	8	7	7	30
2	Student 2	12	10	12	11	45
3	Student 3	20	15	18	17	70
4	Student 4	7	7	8	8	30
5	Student 5	10	8	12	10	40
6	Student 6	10	8	10	12	40
7	Student 7	10	8	8	9	35
8	Student 8	8	6	9	7	30
9	Student 9	10	9	11	10	40
10	Student 10	12	10	14	14	50
11	Student 11	10	10	10	10	40
12	Student 12	10	8	8	9	35
13	Student 13	12	10	14	14	50
14	Student 14	12	10	14	14	50
15	Student 15	10	9	11	10	40
16	Student 16	12	10	14	14	50
17	Student 17	12	10	14	14	50
18	Student 18	15	12	15	13	55
19	Student 19	20	14	15	16	65
20	Student 20	10	8	8	9	35
21	Student 21	15	14	16	15	60
22	Student 22	15	12	15	13	55
23	Student 23	15	12	15	13	55
24	Student 24	22	14	18	16	70
25	Student 25	15	14	16	15	60
26	Student 26	15	14	16	15	60
27	Student 27	22	14	18	16	70
28	Student 28	15	14	16	15	60
29	Student 29	10	9	11	10	40
30	Student 30	15	14	16	15	60
31	Student 31	22	14	18	16	70
32	Student 32	12	10	14	14	50
33	Student 33	10	9	11	10	40

		433	354	432	411	1630
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Attachment 6

Result of Experimental Class (Post Test)

No	Students Name	Content	Coherence	Vocabulary	Language Use	Total
1	Student 1	20	14	16	15	65
2	Student 2	15	11	16	13	55
3	Student 3	23	17	21	19	80
4	Student 4	16	13	14	12	55
5	Student 5	16	11	15	13	55
6	Student 6	20	15	16	14	65
7	Student 7	18	14	16	12	60
8	Student 8	13	11	14	12	50
9	Student 9	19	13	17	16	65
10	Student 10	20	12	16	17	65
11	Student 11	12	10	12	11	45
12	Student 12	18	14	17	16	65
13	Student 13	18	11	18	18	65
14	Student 14	18	14	17	16	65
15	Student 15	20	15	17	18	70
16	Student 16	15	12	17	16	60
17	Student 17	15	12	17	16	60
18	Student 18	17	14	18	16	65
19	Student 19	20	14	15	16	85
20	Student 20	10	8	8	9	35
21	Student 21	20	17	20	18	75
22	Student 22	18	16	18	18	70
23	Student 23	20	15	18	17	70
24	Student 24	23	15	19	18	75
25	Student 25	20	16	20	19	75
26	Student 26	17	15	17	16	65
27	Student 27	25	17	20	18	80
28	Student 28	19	16	18	17	70
29	Student 29	18	15	17	15	65
30	Student 30	20	15	18	17	70
31	Student 31	25	17	25	18	85
32	Student 32	20	14	23	18	75
33	Student 33	14	11	13	12	50

		602	454	563	516	2135
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Attachment 5

Result of Controlled Class (Pre Test)

No	Students Name	Content	Coherence	Vocabulary	Language Use	Total
1	Student 1	10	9	11	10	40
2	Student 2	10	8	8	9	35
3	Student 3	12	10	12	11	45
4	Student 4	12	10	12	11	45
5	Student 5	12	10	12	11	45
6	Student 6	20	17	20	18	75
7	Student 7	15	14	16	15	60
8	Student 8	8	6	9	7	30
9	Student 9	15	12	15	13	55
10	Student 10	20	14	15	16	65
11	Student 11	12	10	12	11	45
12	Student 12	12	10	12	11	45
13	Student 13	8	6	9	7	30
14	Student 14	15	14	16	15	60
15	Student 15	12	10	12	11	45
16	Student 16	12	10	12	11	45
17	Student 17	22	14	18	16	70
18	Student 18	8	6	9	7	30
19	Student 19	20	14	15	16	65
20	Student 20	15	14	16	15	60
21	Student 21	23	17	21	19	80
22	Student 22	12	10	12	11	45
23	Student 23	10	8	8	9	35
24	Student 24	10	8	8	9	35
25	Student 25	22	13	16	14	65
26	Student 26	15	14	16	15	60
27	Student 27	20	14	18	18	70
28	Student 28	10	9	11	10	40
29	Student 29	12	10	12	11	45
30	Student 30	12	10	14	14	50
31	Student 31	12	10	12	11	45
32	Student 32	12	10	14	14	50
33	Student 33	12	10	12	11	45
		452	361	435	407	1655

Attachment 7

Result of Controlled Class (Post Test)

No	Students Name	Content	Coherence	Vocabulary	Language Use	Total
1	Student 1	10	9	11	10	40
2	Student 2	10	8	8	9	35
3	Student 3	12	10	12	11	45
4	Student 4	10	9	11	10	40
5	Student 5	12	10	14	14	50
6	Student 6	20	17	20	18	75
7	Student 7	22	14	18	16	70
8	Student 8	10	9	11	10	40
9	Student 9	15	12	15	13	55
10	Student 10	15	14	16	15	60
11	Student 11	15	14	16	15	60
12	Student 12	15	14	16	15	60
13	Student 13	10	9	11	10	40
14	Student 14	22	14	18	16	70
15	Student 15	15	14	16	15	60
16	Student 16	22	14	18	16	70
17	Student 17	22	14	18	16	70
18	Student 18	10	9	11	10	40
19	Student 19	22	14	18	16	70
20	Student 20	22	14	18	16	70
21	Student 21	23	17	21	19	80
22	Student 22	15	14	16	15	60
23	Student 23	10	9	11	10	40
24	Student 24	12	10	12	11	45
25	Student 25	22	14	18	16	70
26	Student 26	23	17	21	19	80
27	Student 27	15	14	16	15	60
28	Student 28	15	14	16	15	60
29	Student 29	12	10	14	14	50
30	Student 30	15	14	16	15	60
31	Student 31	15	14	16	15	60
32	Student 32	12	10	14	14	50
33	Student 33	15	14	16	15	60
		515	413	503	464	1895

Attachment 2

PRE-TEST

Write a narrative story by choosing one of the following titles. Make sure that there are orientation, complication and resolution:

- Gold cucumber
- The Story of “Tangkuban Perahu”
- Nyi Roro Kidul

Attachment 3

POST-TEST

Write a narrative story by choosing one of the following titles. Make sure that there are orientation, complication and resolution:

- Cut Nyak Dhien
- Putri Pukes
- Rabbit and Crocodile

LESSON PLAN

School	: MA Ulumul Qur'an
Subject	: English
Class/Semester	: X / 2
Time Allocation	: 2 x 45 minutes (1x meeting)
Topic	: Narrative text
Meeting	: 1 (Class Experiment)

A. Standard Competency

Writing

- 12 To express the meaning in written text of monologue/essay to the narrative, descriptive and news item text in contextual situation of daily activity.

B. Basic Competence

- 12.1 To express the meaning and rhetoric in essay in written text accurately, fluently and acceptable in contextual situation of daily activity in narrative form.

C. Indicators

Indicators	Culture value and nation characters
<ul style="list-style-type: none"> ▪ To write narrative story by identifying the title, orientation, and resolution of story. 	Religious, honest, tolerance, discipline, work hard, independence, democratic, curiosity, national spirit, loving country, appreciate, friendship, peaceful, reading interest, environment interest, social, responsibility

Economy Creativity :

- Self Confidence
- Task oriented
- Challenger
- Future perspective

D. Goal of Learning

At the end of learning process:

Students are able to write and identify the title, orientation, and resolution of narrative story.

E. Theme

"Snow Maiden" Passage

F. Learning method/technique:

Collaborative Writing using Wall magazine board

G. Learning Strategy

Meeting	Structured	Independent
<ul style="list-style-type: none">▪ Asking about the content of story (character, setting, and plot) which is read, watched, and/or listened.▪ Discussing about the story value, characters of the story▪ Discuss the generic structure of narrative text▪ Listen the story (live or using electronic media)▪ Read the story to the group of class (monologue)▪ Telling the story to the group of class (monologue)▪ Discuss the problems faced by students with doing structured activity and independently	<ul style="list-style-type: none">▪ On their group work the students are given the task to report such thing and the problems are faced.▪ Asking about the content of story (characters, setting, plot) which is read, watched, and or listened with their group.▪ Discussing about the story value, characters of the story▪ Discuss the generic structure of narrative text▪ Listen the story (live or using electronic media)▪ Read the story to the group of class (monologue)	<ul style="list-style-type: none">▪ The students do various activities relate with the passage in narrative form▪ The students collect the task result in port folio and report to the teacher.

Learning Activities

Pre Activity (10')

- a. Greeting to the students
- b. Check the attendance list
- c. Create the atmosphere of class to the material/compency which will be learnt.
- d. Based on the syllabus, lesson plan and the materials, the teacher teaches the character which will develop in SK/KD
- e. The students discuss about the questions of the texts

While Activity (70')

Exploration

In this activity, teachers:

- Give the stimulus about the narrative text material
- Discusses together the students (Source: English book about narrative text)
- Give the change to the students to communicate orally or presentation about narrative text.
- Students are asked to make narrative text in group based on the wall magazine board form.

Elaboration

In this activity, teachers:

- Ask the student to make narrative text
- Facilitate the student in giving written task to write narrative text collaboratively and make it to be wall magazine board.

Confirmation

In this activity, teachers:

- Give feed back to the student by giving the reinforcement orally to the student who finish their task
- To give the confirmation to the job result that has been done by student.
- Facilitate the students to do the reflection to gain the learning experience which has been done.
- Give the motivation to the students who less understanding about the narrative text.

Post Activity (10')

- Students are asked to make conclusion from the narrative text material
- Students and teacher did the reflection toward the finished activity.
- Students are given the homework relate to the narrative text material
- Told the following lesson plan to the students.

H. Source/Material/Aid

- Look Ahead 3
- Relevant picture
- Cartoon, colour pencil, assecories

I. Assessment

I. Indicator, Tekhnique, Form, and Example

	Indicator	Tekhnique	Form	Example
1.	Content (0-30) Coherent (0-20) Vocabulary (0-30) Language Use (0-20)	Written test	Essay	Make one of narrative story

II. Assessment Instrument

Test Writing

- Now it's time for you to create your own story
- Remember to make sure that your story includes *orientation, complication and resolution*

Headmaster

Langsa, 2014
The Writer

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Nurjannah Hasrad

LESSON PLAN

School	: MA Ulumul Qur'an
Subject	: English
Class/Semester	: X / 2
Time Allocation	: 2 x 45 minutes (1x meeting)
Topic	: Short Functional Text "Poster"
Meeting	: 2 (Class Experiment)

A. Standard Competency

Writing

- 11 To express the meaning of short functional text of monologue/essay to the narrative, descriptive and news item text in contextual situation of daily activity.

B. Basic Competence

- 11.1 Respond the meaning of short functional text in formal and informal accurately, fluently and acceptable in contextual situation of daily activity.

C. Indicator

Indicator	Culture value and nation characters
<ul style="list-style-type: none">▪ Identify the topic of short functional text which is listened▪ Identify the certain information from the short functional text which is listened▪ Identify the purpose of the short functional text which is listened	Religious, honest, tolerance, discipline, work hard, independence, democratic, curiosity, national spirit, loving country, appreciate, friendship, peaceful, reading interest, environment interest, social, responsibility

Economy Creativity :

- Self Confidence
- Task oriented
- Challenger
- Future perspective

D. Goal of Learning

- At the end of learning the students are able to :
- write the poster

E. Theme

- Short functional text "poster "
- Vocabularies based on the text

F. Learning method/technique:

Direct Method using wall magazine board

G. Learning Strategy

Meeting	Structured	Independent
<ul style="list-style-type: none"> ▪ Asking about the poster which is read, watched, and/or listened. ▪ Discussing about the characteristic of poster ▪ Discuss the generic structure of poster ▪ Listen to the poster ▪ Read the poster ▪ Telling the purpose of the poster ▪ Discuss the problems faced by students with doing structured activity and independently 	<ul style="list-style-type: none"> ▪ On their group work the students are given the task to report such thing and the problems are faced. ▪ Asking about the poster ▪ Discussing about the characteristic of poster ▪ Discuss the generic structure of poster ▪ Listen to the poster ▪ Read the poster 	<ul style="list-style-type: none"> ▪ The students do various activities relate with the passage in poster form ▪ The students collect the task result in port folio and report to the teacher.

Learning Activities

Pre Activity (10')

- Greeting to the students
- Check the attendance list
- Create the atmosphere of class to the material/compency which will be learnt.
- Based on the syllabus, lesson plan and the materials, the teacher teaches the character which will develop in SK/KD
- The students discuss about the questions of the texts

While Activity (60')

Exploration

In this activity the teacher:

- Give the stimulus about the poster material
- Discusses together the students (Source: English book about poster)
- Give the change to the students to communicate orally or presentation about poster.

- Students are asked to make poster in group based on the wall magazine board form.

Elaboration

In this activity, the teacher:

- Ask the student to make poster
- Facilitate the student in giving written task to make poster collaboratively and make it to be wall magazine board.

In this activity, teachers:

- Give feed back to the student by giving the reinforcement orally to the student who finish their task
- To give the confirmation to the job result that has been done by student.
- Facilitate the students to do the reflection to gain the learning experience which has been done.
- Give the motivation to the students who less understanding about poster.

Post Activity (10')

- Students are asked to make conclusion from the poster material
- Students and teacher did the reflection toward the finished activity.
- Students are given the homework relate to the poster material
- Told the following lesson plan to the students.

H. Source/Material/Aid

- Look Ahead 3
- Relevant picture
- Cartoon, colour pencil, assecories
- Script monolog of poster

I. Assessment

I. Indicator, Tekhnique, Form, and Example

	Indicator	Tekhnique	Form	Example
1.	Content (0-30) Coherent (0-20) Vocabulary (0-30) Language Use (0-20)	Written test	Essay	Make a poster

II. Assessment Instrument

Test Writing

- Now it's time for you to create your own poster
- Remember to make sure that there is a message on the poster

Headmaster

Langsa, 2014
The Writer

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Nurjannah Hasrad

LESSON PLAN

School	: MA Ulumul Qur'an
Subject	: English
Class/Semester	: X / 2
Time Allocation	: 2 x 45 minutes (1x meeting)
Topic	: Short Functional Text "Advertisement"
Meeting	: 3 (Class Experiment)

A. Standard Competency

Writing

- 11 To express the meaning of short functional text of monologue/essay to the narrative, descriptive and news item text in contextual situation of daily activity.

B. Basic Competence

- 11.1 Respond the meaning of short functional text in formal and informal accurately, fluently and acceptable in contextual situation of daily activity.

C. Indicator

Indicator	Culture value and nation characters
<ul style="list-style-type: none">Identify the topic of short functional text which is listenedIdentify the certain information from the short functional text which is listenedIdentify the purpose of the short functional text which is listened	Religious, honest, tolerance, discipline, work hard, independence, democratic, curiosity, national spirit, loving country, appreciate, friendship, peaceful, reading interest, environment interest, social, responsibility

Economy Creativity :

- Self Confidence
- Task oriented
- Challenger
- Future perspective

D. Goal of Learning

- At the end of learning the students are able to :
- write the "advertisement"

E. Theme

- Short functional text "advertisement"

- Vocabularies based on the text

F. Learning method/technique:

Direct Method using wall magazine board

G. Learning Strategy

Meeting	Structured	Independent
<ul style="list-style-type: none"> ▪ Asking about the advertisement which is read, watched, and/or listened. ▪ Discussing about the characteristic of advertisement ▪ Discuss the generic structure of advertisement ▪ Listen to the advertisement ▪ Read the advertisement ▪ Telling the purpose of the poster ▪ Discuss the problems faced by students with doing structured activity and independently 	<ul style="list-style-type: none"> ▪ On their group work the students are given the task to report such thing and the problems are faced. ▪ Asking about the advertisement ▪ Discussing about the characteristic of advertisement ▪ Discuss the generic structure of advertisement ▪ Listen to the advertisement ▪ Read the advertisement 	<ul style="list-style-type: none"> ▪ The students do various activities relate with the passage in advertisement form ▪ The students collect the task result in port folio and report to the teacher.

Learning Activities

Pre Activity (10')

- Greeting to the students
- Check the attendance list
- Create the atmosphere of class to the material/compency which will be learnt.
- Based on the syllabus, lesson plan and the materials, the teacher teaches the character which will develop in SK/KD
- The students discuss about the questions of the texts

While Activity (60')

Exploration

In this activity the teacher:

- Give the stimulus about the advertisement material

- Discusses together the students (Source: English book about advertisement)
- Give the change to the students to communicate orally or presentation about advertisement.
- Students are asked to make advertisement in group based on the wall magazine board form.

Elaboration

In this activity, the teacher:

- Ask the student to make advertisement text
- Facilitate the student in giving written task to make poster collaboratively and make it to be wall magazine board.

In this activity, teachers:

- Give feed back to the student by giving the reinforcement orally to the student who finish their task
- To give the confirmation to the job result that has been done by student.
- Facilitate the students to do the reflection to gain the learning experience which has been done.
- Give the motivation to the students who less understanding about advertisement.

Post Activity (10')

- Students are asked to make conclusion from the advertisement material
- Students and teacher did the reflection toward the finished activity.
- Students are given the homework relate to the advertisement material
- Told the following lesson plan to the students.

H. Source/Material/Aid

- Look Ahead 3
- Relevant picture
- Cartoon, colour pencil, assecories
- Script monolog of advertisement

I. Assessment

I. Indicator, Tekhnik, Form, and Example

	Indicator	Tekhnique	Form	Example
1.	Content (0-30) Coherent (0-20) Vocabulary (0-30) Language Use (0-20)	Written test	Essay	Make an example of advertisement

II. Assessment Instrument

Test Writing

- Now it's time for you to create your own advertisement
- Remember to make sure that there is a message on the advertisement

Headmaster

Langsa, 2014
The Writer

Samsuria, S.Ag, M.Pd
NIP.196803021999051001

Nurjannah Hasrad

LESSON PLAN

School	: MA Ulumul Qur'an
Subject	: English
Class/Semester	: X / 2
Time Allocation	: 2 x 45 minutes (1x meeting)
Topic	: Narrative text
Meeting	: 1 (Class Control)

A. Standard Competency

Writing

- 12 To express the meaning in written text of monologue/essay to the narrative, descriptive and news item text in contextual situation of daily activity.

B. Basic Competence

- 12.1 To express the meaning and rhetoric in essay in written text accurately, fluently and acceptable in contextual situation of daily activity in narrative form.

C. Indicators

Indicators	Culture value and nation characters
<ul style="list-style-type: none">To write narrative story by identifying the title, orientation, and resolution of story.	Religious, honest, tolerance, discipline, work hard, independence, democratic, curiosity, national spirit, loving country, appreciate, friendship, peaceful, reading interest, environment interest, social, responsibility

Economy Creativity :

- Self Confidence
- Task oriented
- Challenger
- Future perspective

D. Goal of Learning

At the end of learning process:

Students are able to write and identify the title, orientation, and resolution of narrative story.

E. Theme

"Snow Maiden" Passage

F. Learning method/technique:

Direct Method

G. Learning Strategy

Meeting	Structured	Independent
<ul style="list-style-type: none">▪ Asking about the content of story (character, setting, and plot) which is read, watched, and/or listened.▪ Discussing about the story value, characters of the story▪ Discuss the generic structure of narrative text▪ Listen the story (live or using electronic media)▪ Read the story to the group of class (monologue)▪ Telling the story to the group of class (monologue)▪ Discuss the problems faced by students with doing structured activity and independently	<ul style="list-style-type: none">▪ On their group work the students are given the task to report such thing and the problems are faced.▪ Asking about the content of story (characters, setting, plot) which is read, watched, and or listened with their group.▪ Discussing about the story value, characters of the story▪ Discuss the generic structure of narrative text▪ Listen the story (live or using electronic media)▪ Read the story to the group of class (monologue)	<ul style="list-style-type: none">▪ The students do various activities relate with the passage in narrative form▪ The students collect the task result in port folio and report to the teacher.

Learning Activities

Pre Activity (10')

- a. Greeting to the students
- b. Check the attendance list
- c. Create the atmosphere of class to the material/compency which will be learnt.
- d. Based on the syllabus, lesson plan and the materials, the teacher teaches the character which will develop in SK/KD
- e. The students discuss about the questions of the texts

While Activity (70')

Exploration

In this activity, teachers:

- Give the stimulus about the narrative text material
- Discusses together the students (Source: English book about narrative text)
- Give the change to the students to communicate orally or presentation about narrative text.
- Students are asked to make narrative text in group based

Elaboration

In this activity, teachers:

- Ask the student to make narrative text
- Facilitate the student in giving written task to write narrative text collaboratively.

Confirmation

In this activity, teachers:

- Give feed back to the student by giving the reinforcement orally to the student who finish their task
- To give the confirmation to the job result that has been done by student.
- Facilitate the students to do the reflection to gain the learning experience which has been done.
- Give the motivation to the students who less understanding about the narrative text.

Post Activity (10')

- Students are asked to make conclusion from the narrative text material
- Students and teacher did the reflection toward the finished activity.
- Students are given the homework relate to the narrative text material
- Told the following lesson plan to the students.

H. Source/Material/Aid

- Look Ahead 3
- Relevant picture

I. Assessment

I. Indicator, Tekhnik, Form, and Example

	Indicator	Tekhnique	Form	Example
1.	Content (0-30) Coherent (0-20) Vocabulary (0-30) Language Use (0-20)	Written test	Essay	Make one of narrative story

II. Assessment Instrument

Test Writing

- Now it's time for you to create your own story
- Remember to make sure that your story includes *orientation, complication and resolution*

Headmaster

Langsa, 2014
The Writer

Samsuria, S.Aq, M.Pd
NIP. 196803021999051001

Nuriannah Hasrad

LESSON PLAN

School	: MA Ulumul Qur'an
Subject	: English
Class/Semester	: X / 2
Time Allocation	: 2 x 45 minutes (1x meeting)
Topic	: Short Functional Text "Poster"
Meeting	: 2 (Class Control)

A. Standard Competency

Writing

- 11 To express the meaning of short functional text of monologue/essay to the narrative, descriptive and news item text in contextual situation of daily activity.

B. Basic Competence

- 11.1 Respond the meaning of short functional text in formal and informal accurately, fluently and acceptable in contextual situation of daily activity.

C. Indicator

Indicator	Culture value and nation characters
<ul style="list-style-type: none">▪ Identify the topic of short functional text which is listened▪ Identify the certain information from the short functional text which is listened▪ Identify the purpose of the short functional text which is listened	Religious, honest, tolerance, discipline, work hard, independence, democratic, curiosity, national spirit, loving country, appreciate, friendship, peaceful, reading interest, environment interest, social, responsibility

Economy Creativity :

- Self Confidence
- Task oriented
- Challenger
- Future perspective

D. Goal of Learning

- At the end of learning the students are able to :
- write the poster

E. Theme

- Short functional text "poster "
- Vocabularies based on the text

F. Learning method/technique:

Direct Method

G. Learning Strategy

Meeting	Structured	Independent
<ul style="list-style-type: none">▪ Asking about the poster which is read, watched, and/or listened.▪ Discussing about the characteristic of poster▪ Discuss the generic structure of poster▪ Listen to the poster▪ Read the poster▪ Telling the purpose of the poster▪ Discuss the problems faced by students with doing structured activity and independently	<ul style="list-style-type: none">▪ On their group work the students are given the task to report such thing and the problems are faced.▪ Asking about the poster▪ Discussing about the characteristic of poster▪ Discuss the generic structure of poster▪ Listen to the poster▪ Read the poster	<ul style="list-style-type: none">▪ The students do various activities relate with the passage in poster form▪ The students collect the task result in port folio and report to the teacher.

Learning Activities

Pre Activity (10')

- Greeting to the students
- Check the attendance list
- Create the atmosphere of class to the material/compency which will be learnt.
- Based on the syllabus, lesson plan and the materials, the teacher teaches the character which will develop in SK/KD
- The students discuss about the questions of the texts

While Activity (60')

Exploration

In this activity the teacher:

- Give the stimulus about the poster material
- Discusses together the students (Source: English book about poster)

- Give the change to the students to communicate orally or presentation about poster.
- Students are asked to make poster in group.

Elaboration

In this activity, the teacher:

- Ask the student to make poster
- Facilitate the student in giving written task to make poster collaboratively.

In this activity, teachers:

- Give feed back to the student by giving the reinforcement orally to the student who finish their task
- To give the confirmation to the job result that has been done by student.
- Facilitate the students to do the reflection to gain the learning experience which has been done.
- Give the motivation to the students who less understanding about poster.

Post Activity (10')

- Students are asked to make conclusion from the poster material
- Students and teacher did the reflection toward the finished activity.
- Students are given the homework relate to the poster material
- Told the following lesson plan to the students.

H. Source/Material/Aid

- Look Ahead 3
- Relevant picture
- Script monolog of poster

I. Assessment

I. Indicator, Tekhnikue, Form, and Example

	Indicator	Tekhnique	Form	Example
1.	Content (0-30) Coherent (0-20) Vocabulary (0-30) Language Use (0-20)	Written test	Essay	Make a poster

II. Assessment Instrument

Test Writing

- ❑ Now it's time for you to create your own poster
- ❑ Remember to make sure that there is a message on the poster

Headmaster

Langsa, 2014
The Writer

Samsuria, S.Ag, M.Pd
NIP.196803021999051001

Nurjannah Hasrad

LESSON PLAN

School	: MA Ulumul Qur'an
Subject	: English
Class/Semester	: X / 2
Time Allocation	: 2 x 45 minutes (1x meeting)
Topic	: Short Functional Text "Advertisement"
Meeting	: 3 (Class Control)

A. Standard Competency

Writing

- 11 To express the meaning of short functional text of monologue/essay to the narrative, descriptive and news item text in contextual situation of daily activity.

B. Basic Competence

- 11.1 Respond the meaning of short functional text in formal and informal accurately, fluently and acceptable in contextual situation of daily activity.

C. Indicator

Indicator	Culture value and nation characters
<ul style="list-style-type: none">▪ Identify the topic of short functional text which is listened▪ Identify the certain information from the short functional text which is listened▪ Identify the purpose of the short functional text which is listened	Religious, honest, tolerance, discipline, work hard, independence, democratic, curiosity, national spirit, loving country, appreciate, friendship, peaceful, reading interest, environment interest, social, responsibility

Economy Creativity :

- Self Confidence
- Task oriented
- Challenger
- Future perspective

D. Goal of Learning

- At the end of learning the students are able to :
- write the "advertisement"

E. Theme

- Short functional text "advertisement"
- Vocabularies based on the text

F. Learning method/technique:

Direct Method

G. Learning Strategy

Meeting	Structured	Independent
<ul style="list-style-type: none">▪ Asking about the advertisement which is read, watched, and/or listened.▪ Discussing about the characteristic of advertisement▪ Discuss the generic structure of advertisement▪ Listen to the advertisement▪ Read the advertisement▪ Telling the purpose of the poster▪ Discuss the problems faced by students with doing structured activity and independently	<ul style="list-style-type: none">▪ On their group work the students are given the task to report such thing and the problems are faced.▪ Asking about the advertisement▪ Discussing about the characteristic of advertisement▪ Discuss the generic structure of advertisement▪ Listen to the advertisement▪ Read the advertisement	<ul style="list-style-type: none">▪ The students do various activities relate with the passage in advertisement form▪ The students collect the task result in port folio and report to the teacher.

Learning Activities

Pre Activity (10')

- Greeting to the students
- Check the attendance list
- Create the atmosphere of class to the material/compency which will be learnt.
- Based on the syllabus, lesson plan and the materials, the teacher teaches the character which will develop in SK/KD
- The students discuss about the questions of the texts

While Activity (60')

Exploration

In this activity the teacher:

- Give the stimulus about the advertisement material
- Discusses together the students (Source: English book about advertisement)
- Give the change to the students to communicate orally or presentation about advertisement.
- Students are asked to make advertisement in group.

Elaboration

In this activity, the teacher:

- Ask the student to make advertisement text
- Facilitate the student in giving written task to make poster collaboratively.

In this activity, teachers:

- Give feed back to the student by giving the reinforcement orally to the student who finish their task
- To give the confirmation to the job result that has been done by student.
- Facilitate the students to do the reflection to gain the learning experience which has been done.
- Give the motivation to the students who less understanding about advertisement.

Post Activity (10')

- Students are asked to make conclusion from the advertisement material
- Students and teacher did the reflection toward the finished activity.
- Students are given the homework relate to the advertisement material
- Told the following lesson plan to the students.

H. Source/Material/Aid

- Look Ahead 3
- Relevant picture
- Script monolog of advertisement

I. Assessment

I. Indicator, Tekhnik, Form, and Example

	Indicator	Tekhnique	Form	Example
1.	Content (0-30) Coherent (0-20) Vocabulary (0-30) Language Use (0-20)	Written test	Essay	Make an example of advertisement

II. Assessment Instrument

Test Writing

- Now it's time for you to create your own advertisement
- Remember to make sure that there is a message on the advertisement

Headmaster

Langsa, 2014
The Writer

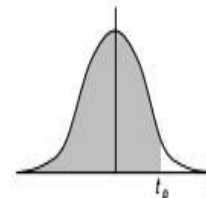
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Nurjannah Hasrad

Daftar Tabel Uji-t

Sebaran t-Student

Nilai persentil untuk distribusi t
 $v = dk$
 (Bilangan dalam badan tabel menyatakan t_p)



v	t												
	0.9995	0.995	0.99	0.975	0.95	0.9	0.8	0.75	0.7	0.6	0.55	0.5	
1	636.619	63.657	31.821	12.706	6.314	3.078	1.376	1.000	0.727	1.000	0.325	0.158	0.000
2	31.599	9.925	6.965	4.303	2.920	1.886	1.061	0.816	0.617	0.816	0.289	0.142	0.000
3	12.924	5.841	4.541	3.182	2.353	1.638	0.978	0.765	0.584	0.765	0.277	0.137	0.000
4	8.610	4.604	3.747	2.776	2.132	1.533	0.941	0.741	0.569	0.741	0.271	0.134	0.000
5	6.869	4.032	3.365	2.571	2.015	1.476	0.920	0.727	0.559	0.727	0.267	0.132	0.000
6	5.959	3.707	3.143	2.447	1.943	1.440	0.906	0.718	0.553	0.718	0.265	0.131	0.000
7	5.408	3.499	2.998	2.365	1.895	1.415	0.896	0.711	0.549	0.711	0.263	0.130	0.000
8	5.041	3.355	2.896	2.306	1.860	1.397	0.889	0.706	0.546	0.706	0.262	0.130	0.000
9	4.781	3.250	2.821	2.262	1.833	1.383	0.883	0.703	0.543	0.703	0.261	0.129	0.000
10	4.587	3.169	2.764	2.228	1.812	1.372	0.879	0.700	0.542	0.700	0.260	0.129	0.000
11	4.437	3.106	2.718	2.201	1.796	1.363	0.876	0.697	0.540	0.697	0.260	0.129	0.000
12	4.318	3.055	2.681	2.179	1.782	1.356	0.873	0.695	0.539	0.695	0.259	0.128	0.000
13	4.221	3.012	2.650	2.160	1.771	1.350	0.870	0.694	0.538	0.694	0.259	0.128	0.000
14	4.140	2.977	2.624	2.145	1.761	1.345	0.868	0.692	0.537	0.692	0.258	0.128	0.000
15	4.073	2.947	2.602	2.131	1.753	1.341	0.866	0.691	0.536	0.691	0.258	0.128	0.000
16	4.015	2.921	2.583	2.120	1.746	1.337	0.865	0.690	0.535	0.690	0.258	0.128	0.000
17	3.965	2.898	2.567	2.110	1.740	1.333	0.863	0.689	0.534	0.689	0.257	0.128	0.000
18	3.922	2.878	2.552	2.101	1.734	1.330	0.862	0.688	0.534	0.688	0.257	0.127	0.000
19	3.883	2.861	2.539	2.093	1.729	1.328	0.861	0.688	0.533	0.688	0.257	0.127	0.000
20	3.850	2.845	2.528	2.086	1.725	1.325	0.860	0.687	0.533	0.687	0.257	0.127	0.000
21	3.819	2.831	2.518	2.080	1.721	1.323	0.859	0.686	0.532	0.686	0.257	0.127	0.000
22	3.792	2.819	2.508	2.074	1.717	1.321	0.858	0.686	0.532	0.686	0.256	0.127	0.000
23	3.768	2.807	2.500	2.069	1.714	1.319	0.858	0.685	0.532	0.685	0.256	0.127	0.000
24	3.745	2.797	2.492	2.064	1.711	1.318	0.857	0.685	0.531	0.685	0.256	0.127	0.000
25	3.725	2.787	2.485	2.060	1.708	1.316	0.856	0.684	0.531	0.684	0.256	0.127	0.000
26	3.707	2.779	2.479	2.056	1.706	1.315	0.856	0.684	0.531	0.684	0.256	0.127	0.000
27	3.690	2.771	2.473	2.052	1.703	1.314	0.855	0.684	0.531	0.684	0.256	0.127	0.000
28	3.674	2.763	2.467	2.048	1.701	1.313	0.855	0.683	0.530	0.683	0.256	0.127	0.000
29	3.659	2.756	2.462	2.045	1.699	1.311	0.854	0.683	0.530	0.683	0.256	0.127	0.000
30	3.646	2.750	2.457	2.042	1.697	1.310	0.854	0.683	0.530	0.683	0.256	0.127	0.000
40	3.551	2.704	2.423	2.021	1.684	1.303	0.851	0.681	0.529	0.681	0.255	0.126	0.000
60	3.460	2.660	2.390	2.000	1.671	1.296	0.848	0.679	0.527	0.679	0.254	0.126	0.000
120	3.373	2.617	2.358	1.980	1.658	1.289	0.845	0.677	0.526	0.677	0.254	0.126	0.000
∞	2.581	2.330	1.962	1.646	1.282	1.282	1.282	1.282	0.842	0.675	0.525	0.253	0.126

Attachment 10

Daftar Tabel χ^2

v	χ^2												
	0.995	0.99	0.975	0.95	0.9	0.75	0.5	0.25	0.1	0.05	0.025	0.01	0.005
1	7.88	6.63	5.02	3.84	2.71	1.32	0.455	0.102	0.016	0.004	0.001	0.0002	0.0000
2	10.6	9.21	7.38	5.99	4.61	2.77	1.39	0.575	0.211	0.103	0.051	0.020	0.010
3	12.8	11.3	9.35	7.81	6.25	4.11	2.37	1.21	0.58	0.35	0.22	0.11	0.07
4	14.9	13.3	11.1	9.49	7.78	5.39	3.36	1.92	1.06	0.711	0.484	0.297	0.207
5	16.7	15.1	12.8	11.1	9.2	6.6	4.4	2.7	1.6	1.1	0.8	0.6	0.4
6	18.5	16.8	14.4	12.6	10.6	7.8	5.3	3.5	2.2	1.6	1.2	0.9	0.7
7	20.3	18.5	16.0	14.1	12.0	9.0	6.3	4.3	2.8	2.2	1.7	1.2	1.0
8	22.0	20.1	17.5	15.5	13.4	10.2	7.3	5.1	3.5	2.7	2.2	1.6	1.3
9	23.6	21.7	19.0	16.9	14.7	11.4	8.3	5.9	4.2	3.3	2.7	2.1	1.7
10	25.2	23.2	20.5	18.3	16.0	12.5	9.3	6.7	4.9	3.9	3.2	2.6	2.2
11	26.8	24.7	21.9	19.7	17.3	13.7	10.3	7.6	5.6	4.6	3.8	3.1	2.6
12	28.3	26.2	23.3	21.0	18.5	14.8	11.3	8.4	6.3	5.2	4.4	3.6	3.1
13	29.8	27.7	24.7	22.4	19.8	16.0	12.3	9.3	7.0	5.9	5.0	4.1	3.6
14	31.3	29.1	26.1	23.7	21.1	17.1	13.3	10.2	7.8	6.6	5.6	4.7	4.1
15	32.8	30.6	27.5	25.0	22.3	18.2	14.3	11.0	8.5	7.3	6.3	5.2	4.6
16	34.3	32.0	28.8	26.3	23.5	19.4	15.3	11.9	9.3	8.0	6.9	5.8	5.1
17	35.7	33.4	30.2	27.6	24.8	20.5	16.3	12.8	10.1	8.7	7.6	6.4	5.7
18	37.2	34.8	31.5	28.9	26.0	21.6	17.3	13.7	10.9	9.4	8.2	7.0	6.3
19	38.6	36.2	32.9	30.1	27.2	22.7	18.3	14.6	11.7	10.1	8.9	7.6	6.8
20	40.0	37.6	34.2	31.4	28.4	23.8	19.3	15.5	12.4	10.9	9.6	8.3	7.4
21	41.4	38.9	35.5	32.7	29.6	24.9	20.3	16.3	13.2	11.6	10.3	8.9	8.0
22	42.8	40.3	36.8	33.9	30.8	26.0	21.3	17.2	14.0	12.3	11.0	9.5	8.6
23	44.2	41.6	38.1	35.2	32.0	27.1	22.3	18.1	14.8	13.1	11.7	10.2	9.3
24	45.6	43.0	39.4	36.4	33.2	28.2	23.3	19.0	15.7	13.8	12.4	10.9	9.9
25	46.9	44.3	40.6	37.7	34.4	29.3	24.3	19.9	16.5	14.6	13.1	11.5	10.5
26	48.3	45.6	41.9	38.9	35.6	30.4	25.3	20.8	17.3	15.4	13.8	12.2	11.2
27	49.6	47.0	43.2	40.1	36.7	31.5	26.3	21.7	18.1	16.2	14.6	12.9	11.8
28	51.0	48.3	44.5	41.3	37.9	32.6	27.3	22.7	18.9	16.9	15.3	13.6	12.5
29	52.3	49.6	45.7	42.6	39.1	33.7	28.3	23.6	19.8	17.7	16.0	14.3	13.1
30	53.7	50.9	47.0	43.8	40.3	34.8	29.3	24.5	20.6	18.5	16.8	15.0	13.8
40	66.8	63.7	59.3	55.8	51.8	45.6	39.3	33.7	29.1	26.5	24.4	22.2	20.7
50	79.5	76.2	71.4	67.5	63.2	56.3	49.3	42.9	37.7	34.8	32.4	29.7	28.0
60	92.0	88.4	83.3	79.1	74.4	67.0	59.3	52.3	46.5	43.2	40.5	37.5	35.5
70	104.2	100.4	95.0	90.5	85.5	77.6	69.3	61.7	55.3	51.7	48.8	45.4	43.3
80	116.3	112.3	106.6	101.9	96.6	88.1	79.3	71.1	64.3	60.4	57.2	53.5	51.2
90	128.3	124.1	118.1	113.1	107.6	98.6	89.3	80.6	73.3	69.1	65.6	61.8	59.2
100	140.2	135.8	129.6	124.3	118.5	109.1	99.3	90.1	82.4	77.9	74.2	70.1	67.3

Attachment 13

DOCUMENTATION

Picture 1
Pre-test (Experimental Class)



Picture 2
Post Test (Experimental Class)



Picture 3
Pre test (Controlled Class)



Picture 4
Post test (Controlled Class)



Picture 5

Teaching Writing Using Wall magazine board (Experimental Class)

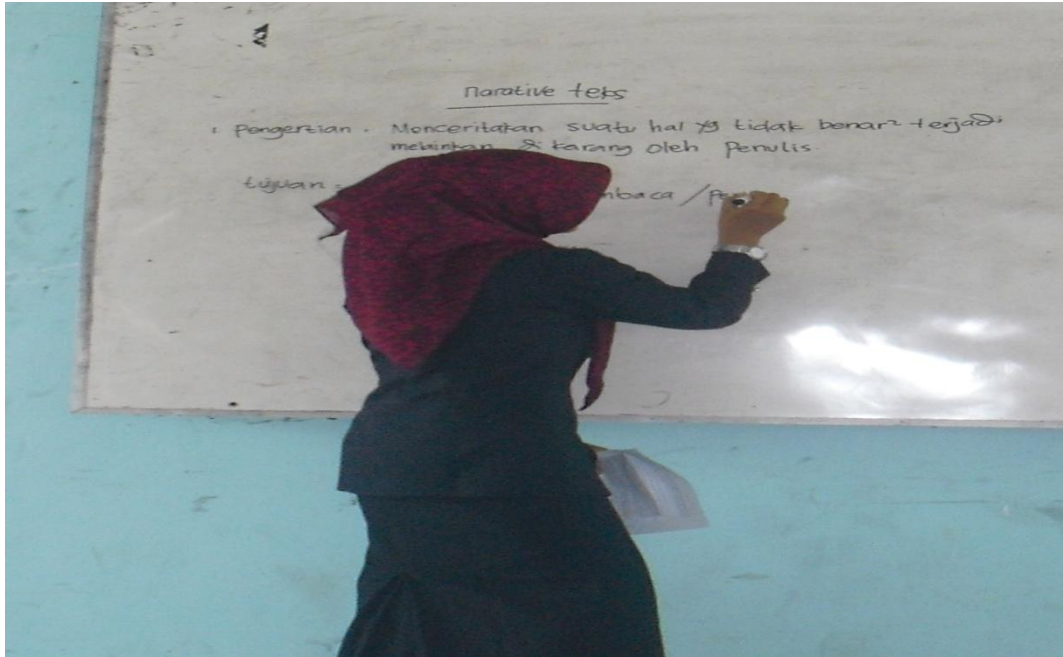


Picture 6

Teaching Writing Using Wall magazine board (Experimental Class)



Picture 7
Teaching Writing Without Using Wall magazine board (Controlled Class)



Picture 8
Teaching Writing Without Using Wall magazine board (Controlled Class)



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- SD 1 Negeri Teupin Raya 2000
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CHAPTER I

INTRODUCTION

A. The Background of Study

Without a doubt, the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. Writing allows us to share our communication not only with our contemporaries, but also with future generations. It permits people from the near and far-distant past to speak to us.

Part of the distaste for writing must be accounted for by the associations students make with it. Writing is often taught in such a way that student failures, rather than success, are focused on. The writing process is learned in an environment of constant criticism and repeated failure. Creative use language, inventive thinking and critical reasoning often evoke not praise but hostility. Some teachers even use writing as a form of punishment. In addition, many students remember their earliest writing experience as involving dull or irrelevant topics.

Furthermore, many students were never required to learn proper spelling or grammar. These poor students come to think that 'English' and 'writing' are nothing but spelling and grammar. To them, writing means inevitable achieve, because they not only identify good writing with proper spelling and grammar, but they are governed by the self-serving and false notion that they can't learn how to spell correctly and how to construct grammatically correct sentences.

In the English learning process at the Senior High School level, especially in writing, students are always difficult in expressing their ideas, such how to write a good composition, to find the topic sentence or to limit the topic. As we know, writing is a thinking process. As Lindaman states, “Writing is a process of communication that use graphic symbols in conversational system in order to convey message to a reader”.¹ Means, that writing is related to the process of sending message from the writer to a reader.

Furthermore, Kenneth expresses:

The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging student in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach.²

So that, the students should be clear on what skills he/she is trying to develop. Jackie suggests the basic way to make a good writing which can be concluded as follow:

1. Plan the writing
Before start writing, find a way to organize the material, so that we know what we are going to write about.
2. Ignore the language
When we plan our writing, do not worry about the language. Just concentrate on what we are going to say.
3. Write and rewrite
Good writing takes time for everyone. So give ourselves time to rewrite so that the readers see the best of our thoughts and writing.
4. Find Readers
Ask people to read what we have written and ask for their comments about our written.
5. Keep writing

¹ Lindaman, *A Rethoric for Writing Teacher*, (New York: University of California, 1989) p. 11.

² Kenneth, Beare, *Teaching Writing Skill*, (Washington DC: The National Capital Language Resource Center, 2005) p. 13.

Good writing takes practice. The only persons who can make us a better writer are us. So work at it, show our work to other people, and rewrite, rewrite, rewrite.³

From the quotation about we can conclude that if we want to be a good writer we must practice and creative. In order to make the creative writing, the teacher can ask the student to make wall magazine.

As Mary explains:

Teacher selects a topic to the students. Then, The writing are written a thick black marker on heavy paper, and then cut out around the outline of the letters so that each word has it own unique shape. Some teachers also use several different colors of paper as another tool for helping students distinguish among the word wall magazine. The word wall magazine has sections for each other of the alphabet, and the words must be visible to all students, so it takes up a considerable amount of space in the classroom.⁴

Furthermore, Wikipedia states: “Wall magazine is a periodical run on a notice board especially in an educational institute where the students and other members of the institution can post their articles, poems, drawings and other others such compositions to share with each other”.⁵

From explanation above, the writer concludes that wall magazines are a medium within the educational institutions for the students to express their creativity.

In writing wall magazine the students need to have creativity. The writing is presented by different shape of paper and colorful. It will stimulate the students to develop their writing ability. By using this media, the students will interest to

³ Jackie, McAvoy, *Writing Skills: Formal and Informal Writing*, (New York: The State University of New York, 2005) p. 5

⁴ Mary Kreul, *Teaching Strategies: The Word Wall: A Tool for beginning Readers and Writer*, (Wiconsin:Whitefish Bay, 2008) p. 5

⁵Wikipedia Encyclopedia, *Definition of Wall Magazine*, (Wikimedia Foundation, Inc.2009) p. 1

write and write to make a good writing. Each student will compete in generating an unique writing and clearly to be understood to the reader. The wall magazine can be utilized as a medium to increase interaction between students by having regular fortnight quizzes, so making it widely known. Even certain topics can be discussed by regular posts on open section.

Nursito concludes: "Function of wall magazine, namely: as media of communication, to increase the students' creativity, to improve students' motivation in reading, Spend the students' spare time, practice their ability in thinking, to involve in organization, and to practice to write".⁶

From the quotation we can find that wall magazine has some function especially to their writing skill. So that, the writer is very interested to do the research entitled "Improving Students' Ability in Writing through Wall Magazine to The Tenth Grade Students of MA Ulumul Qur'an Langsa".

B. Research Questions:

Wall magazine is as the media in learning writing. Its implementation is hoped can increase the student's motivation, and also their achievement. Therefore, the problem of study can be formulated as the following: "What is the influence of wall magazine to the students' ability in writing?"

⁶ Nursito, *Membina Majalah Dinding*, (Solo: Adicita Karya Nusa, 1999) p. 1-8

C. The Purposes of Study

The main purpose of this research is intended: "To know what is the influence of wall magazine to the students' ability in writing"

D. The Significance of Study

The significance of this study as follows:

1. It may contribute new knowledge in English foreign language and learning. Also it is important to the writer will get one solution of the problem in learning process to evaluate
2. The writer will know the significant result of the usage of wall magazine in improving students' writing and also it will help teacher or educator to evaluate clearly what is the result of learning writing using wall magazine.

E. The Hypothesis of Study

The hypothesis in this study is: "The wall magazine improve student's ability in writing"

F. Terminology

a. Writing

Writing activities require a lot of effort, time, and attention are profoundly and also requires skills that are not owned by everyone. Many teachers also have difficulty in writing correctly. In reality there are very few students who can write a good composition, which is used in the school environment or to the environment outside of school (competition).

Writing is one of the important skill should be mastered. The students should creative in writing to have the good writing. The good writing can convey the right idea for the reader. Writing is a powerful instrument for students to use to express their thoughts, feelings, and judgements about what they have read, seen, or experienced.⁷ So, the students need to understand the goals of writing instruction, the stages of development writers pass through, the strategies used by proficient or “good” writers, and the knowledge to be an effective writer. These understandings will guide students in establishing goals, planning programs, delivering instruction, and assessing their progress in ways that address the needs of all students. Progress in this ways is that address the needs of all students.

b. Wall Magazine

Wall magazine is a periodical run on a notice board especially in an educational institute where the students and other members of the institution can post their articles, poems, drawings and other others such compositions to share with each other.⁸

Wall magazine is possible to be done because it is one simple form of school magazine at a low cost. So that it is easier to conduct anywhere. In this case the wall magazine is familiar in school activity. School attendance not only addressed as a complementary facility, but also has become a necessity in manipulating students, whether in relation to curricular or extra-curricular program. Wall magazine has an important role in the development and formation

⁷ Ontario Ministry of Education and Training, *A Guide to Effective Instruction in Writing. Kindergarten to Grade 3*, (Toronto: Ontario Press, 2005), p. 12

of students' efforts, both in terms of knowledge, abilities/skills, talents and interests and attitudes. The role of the wall magazine is as the center of student's activities physically and factual as well as having a number of functions. In practice there are many evidence that the wall magazine used to foster creativity in practicing writing and planting stock are fond of reading. Therefore, the presence of wall magazine is expected to the students who have an interest to take advantage of a variety of library materials in the school library as reference material in making paper and simultaneously to foster reading interest and habit.

In learning writing, the use of wall magazine is the ultimate solution.