

# APPENDIX 1

Students List

<b>NO</b>	<b>NAMA</b>	<b>L/P</b>
<b>1</b>	Dani Ferdiansyah	<b>L</b>
<b>2</b>	Dimas Eko	<b>L</b>
<b>3</b>	Manduria Setia Dewi	<b>P</b>
<b>4</b>	Pratiwi D.A.P	<b>P</b>
<b>5</b>	Renita Sari	<b>P</b>
<b>6</b>	Devita Setyawati	<b>P</b>
<b>7</b>	Dhefan Fajar Ramadhan	<b>L</b>
<b>8</b>	Dian Nur C.	<b>L</b>
<b>9</b>	Distia Eka Putri Ariyani	<b>P</b>
<b>10</b>	Hanna Sakti Setyaningsih	<b>P</b>
<b>11</b>	Sukron Mohtar	<b>L</b>
<b>12</b>	Della Yuhana Sari	<b>P</b>
<b>13</b>	Dyah Erfiana	<b>P</b>
<b>14</b>	Herwy Diki Kurniawan	<b>L</b>
<b>15</b>	Igzaviceroy Adhinugraha	<b>L</b>
<b>16</b>	Jagad Arya Setha	<b>L</b>
<b>17</b>	Bondan Rendi Pradipta	<b>L</b>
<b>18</b>	Deva Aspriliano Rocinky	<b>L</b>
<b>19</b>	Djepri Agus Sundoko	<b>L</b>
<b>20</b>	Maharani Diah Vinka V.	<b>P</b>

<b>21</b>	Mila Tania Agustin P.	<b>P</b>
<b>22</b>	Candra Adiyatama	<b>L</b>
<b>23</b>	Chrisnaintyo	<b>L</b>
<b>24</b>	Danang Setyawan	<b>L</b>
<b>25</b>	Katemi	<b>P</b>
<b>26</b>	Laila Seftia Fitriani	<b>P</b>
<b>27</b>	Widya Susanti	<b>P</b>
<b>28</b>	Fika Riski P.	<b>P</b>
<b>29</b>	Genta Septian Pratama	<b>L</b>
<b>30</b>	Hanif Gilang Arwika	<b>L</b>
<b>31</b>	Indarwati	<b>P</b>
<b>32</b>	Vannysa Oktaviana B.P	<b>P</b>

# APPENDIX 2

Lesson plan cycle I

# RENCANA PELAKSANAAN PEMBELAJARAN

(SIKLUS I)

Nama Sekolah	: SMP Negeri 1 Pulung
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ Genap
Pertemuan	: Pertemuan Pertama/ Siklus Pertama
Skill	: Writing
Alokasi Waktu	: 4 x 40 menit

## A. Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan sekitar

## B. Kompetensi Dasar

**12.2** Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *descriptive*

## C. Indikator

1. Menulis descriptive text dengan menggunakan kosakata yang tepat.

2. Menulis descriptive text dengan isi yang akurat.
3. Menulis descriptive text dengan generic structure yang benar.
4. Menulis descriptive text dengan menggunakan tata bahasa yang benar.
5. Menggunakan mekanik yang tepat.

#### **D. Tujuan Pembelajaran**

Setelah mengikuti kegiatan pembelajaran, peserta didik dapat:

1. Menulis descriptive text dengan menggunakan kosakata yang tepat.
2. Menulis descriptive text dengan isi yang akurat.
3. Menulis descriptive text dengan generic structure yang benar.
4. Menulis descriptive text dengan menggunakan tata bahasa yang benar.
5. Menggunakan ejaan dan tanda baca yang tepat

#### **E. Materi Pembelajaran**

Definition, Generic Structure, language features, and Text Descriptive  
(Terlampir)

#### **F. Metode Pembelajaran**

- Peer-Editing

#### **G. Langkah- Langkah Kegiatan Pembelajaran**

##### **Pertemuan kesatu**

##### **a. Kegiatan Awal**

1. Salam dan tegur sapa
2. Mengabsen siswa

3. Memotivasi siswa agar lebih semangat dalam belajar Bahasa Inggris
4. Menyampaikan tujuan pembelajaran dari materi yang akan dibahas

**b. Kegiatan Inti**

1. Guru memberikan pre kuesioner untuk diisi siswa
2. Membagi siswa dalam bentuk kelompok beranggotakan 2 orang
3. Memberikan materi kepada siswa tentang teks descriptive dengan jelas
4. Memberikan arahan kepada siswa untuk membuat teks descriptive
5. Mengarahkan siswa untuk memberikan teks yang dibuat kepada teman satu kelompok untuk direvisi
6. Siswa mengumpulkan tugas ke depan kelas

**c. Kegiatan Penutup**

1. Menyimpulkan materi yang telah dibahas
2. Membahas kesulitan siswa dalam pembelajaran
3. Menutup dengan salam

**Pertemuan kedua**

**a. Kegiatan Pembuka**

1. Salam dan tegur sapa
2. Mengabsen siswa
3. Memotivasi siswa agar lebih semangat dalam belajar Bahasa Inggris
4. Mengaitkan materi yang akan dipelajari dengan materi sebelumnya
5. Menyampaikan tujuan pembelajaran dari materi yang akan dibahas

**b. Kegiatan inti**

1. Memberikan materi kepada siswa tentang teks descriptive dan contohnya
2. Membagi siswa dalam kelompok beranggotakan 2 orang
3. Membimbing siswa untuk membuat teks descriptive
4. Mengarahkan siswa untuk menukarkan hasil pekerjaan pada teman satu kelompok untuk direvisi.
5. Mengarahkan siswa untuk memberikan komentar dari pekerjaan teman satu kelompok.
6. Siswa mengumpulkan tugas ke guru

**d. Kegiatan Penutup**

1. Menyimpulkan materi yang telah dibahas
2. Membahas kesulitan siswa dalam pembelajaran
3. Menutup dengan salam

**H. Media Pembelajaran dan Sumber Belajar**

1. Media Pembelajaran
  - Kamus Inggris- Indonesia
  - Lembar soal
2. Sumber Pembelajaran
  - Buku teks yang relevan



- Buku cerita bahasa Inggris

## I. Penilaian

A. Teknik penilaian : Tes

B. Bentuk Instrumen : Penilaian tes tulis

C. Rubrik Penilaian

Aspect		Criteria	Score
Content	Excellent to very good	knowledgeable – substantive – etc.	30 – 27
	Good to average	some knowledge of subject – adequate range – etc.	26 – 22
	Fair to poor	limited knowledge of subject – little substance – etc.	21 – 17
	Very poor	does not show knowledge of subject – non substantive – etc.	16 – 13
Organization	Excellent to very good	fluent expression – ideas clearly stated – etc.	20 – 18
	Good to average	somewhat choppy – loosely organized but main ideas stand out – etc.	17 – 14
	Fair to poor	non fluent – ideas confused or disconnected – etc.	13 – 10
	Very poor	does not communicate – no organization – etc.	9 – 7
Vocabulary	Excellent to very good	sophisticated range – effective word/idiom choice and usage – etc.	20 – 18
	Good to average	adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.	17 – 14
	Fair to poor	limited range – frequent errors of word/idiom form, choice, usage – etc.	13 – 10
	Very poor	essentially translation – little knowledge of English vocabulary.	9 – 7
Language use	Excellent to very good	effective complex constructions – etc.	25 – 22
	Good to average	effective but simple construction – etc.	21 – 19

	Fair to poor	major problems in simple/complex constructions – etc.	17 – 11
	Very poor	virtually no mastery of sentence construction rules – etc.	10 – 5
Mechanics	Excellent to very good	demonstrates mastery of convention – etc.	5
	Good to average	occasional errors of spelling, punctuation – etc.	4
	Fair to poor	frequent errors of spelling, punctuation, capitalization – etc.	3
	Very poor	no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.	2

D. Total scores = 100; minimal score = 34; maximal score = 100

The result of the test is then classified into categories of extremely good, good, fair, low, and extremely low.

The score classifications are:

- 0 – 44 = E / Extremely low
- 45 – 59 = D / Low
- 60 – 74 = C / Fair
- 75 – 89 = B / Good
- 90 – 100 = A / Extremely Good

The researcher also uses this formula below to find the mean score

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

Note :

$\bar{x}$  = The mean score

$\sum x$  = The sum of all students score

n = The number of the students

**J. Evaluasi**

*Soal Tes Terlampir*

Mengetahui

Guru Bahasa Inggris

Ponorogo, Agustus 2015

Mahasiswa Peneliti

SURYANI, S.Pd

NIP. 19651010 199003 2014

AMBARWATI RAHAYU

NIM. 11331634

## **Pertemuan ke-1**

### **LAMPIRAN**

### **BAHAN AJAR**

## **DESCRIPTIVE**

### **A. Definition of Descriptive text**

Descriptive text is a which has a purpose to describe a particular person, place or thing in detail

### **B. Purpose :**

To tell the readers description something

### **C. The structure of a descriptive :**

#### 1. Identification :

Identifies the place being described.

#### 2. Description :

Describes the characteristics of the place.

### **D. Language Features**

1. Using attributive and identifying process
2. Using adjective and classifiers in nominal group
3. Using simple present tense

## **A. Example of Descriptive Text**

### **RABBIT**

I have a cute rabbit named Reby. I bought it in the market with my mom. It is four years old now.

Reby has a long ears, red eyes, and gray fur. Reby loves to eat carrots so much. He also likes milk and other vegetables. I always like the way he walks. It looks so funny and adorable. I spend a lot of my time to play with him. It is my best friend and I really love it.

Reby can run quickly although it has big body. When I play with him, it can make my stressed lost. I feel happy to see my rabbit eating carrot.

## **B. Evaluasi**

### **A. EVALUASI**

**Please write a short Descriptive text about your favorite thing. Then give your task to your peer (partner) to check the description!**

**Name :**

**Class/no :**

### **Checklist**

Title of the description: .....

1. Does your peer description include:		
a. A short description about the favorite thing?	YES	NO
b. Details of the favorite thing?	YES	NO
2. Have your peer chosen the right words?	YES	NO
3. Have your peer used capital letters correctly?	YES	NO
4. Have your peer corrected any spelling errors?	YES	NO
5. Did your peer editor understand your description?	YES	NO

## **Pertemuan ke- 2**

### **LAMPIRAN**

### **BAHAN AJAR**

#### **A. Example of Descriptive Text**

##### **My Dictionary**

I have a dictionary. It is an English-Indonesian dictionary. It is big and thick book. The cover is Blue. I bring it to my school every time I have an English class. I also use it when do my English homework at home.

There are so many list of words in my dictionary. They are listed based on the alphabet. Started from A to the Z. My dictionary help me a lot when I am learning English and do not know the meaning of a word.

I find new words especially English in the dictionary. I also look dictionary to see the pronunciation of words. It make me easier to pronounced the words clearly.

#### **B. Evaluasi**

**Please write a short Descriptive text about Place. Then give your task to your peer (partner) to check the description!**

**Name** :

**Class/no** :

### **Checklist**

Title of the description: .....

1. Does your peer description include:		
a. A short description about the place/building?	YES	NO
b. Details of the place?	YES	NO
2. Have your peer chosen the right words?	YES	NO
3. Have your peer used capital letters correctly?	YES	NO
4. Have your peer corrected any spelling errors?	YES	NO
5. Did your peer editor understand your description?	YES	NO

PEER EDITOR:



**Test cycle 1**

**Please write a short Descriptive text about your favourite thing.**

**Name :**

**Class/ No :**

A large, empty rectangular box with a thin black border, intended for the student to write their descriptive text. The box is centered horizontally and occupies most of the lower half of the page.

# APPENDIX 3

Lesson plan cycle II

# RENCANA PELAKSANAAN PEMBELAJARAN

(SIKLUS II)

Nama Sekolah	: SMP Negeri 1 Pulung
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ Genap
Pertemuan	: Pertemuan Pertama/ Siklus Pertama
Skill	: Writing
Alokasi Waktu	: 4 x 40 menit

## K. Standar Kompetensi

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* untuk berinteraksi dengan lingkungan sekitar

## L. Kompetensi Dasar

**12.2** Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *descriptive*

## M. Indikator

6. Menulis descriptive text dengan menggunakan kosakata yang tepat.
7. Menulis descriptive text dengan isi yang akurat.
8. Menulis descriptive text dengan generic structure yang benar.
9. Menulis descriptive text dengan menggunakan tata bahasa yang benar.
10. Menggunakan mekanik yang tepat.

#### **N. Tujuan Pembelajaran**

Setelah mengikuti kegiatan pembelajaran, peserta didik dapat:

6. Menulis descriptive text dengan menggunakan kosakata yang tepat.
7. Menulis descriptive text dengan isi yang akurat.
8. Menulis descriptive text dengan generic structure yang benar.
9. Menulis descriptive text dengan menggunakan tata bahasa yang benar.
10. Menggunakan ejaan dan tanda baca yang tepat

#### **O. Materi Pembelajaran**

Definition, Generic Structure, language features, and Text Descriptive

(Terlampir)

#### **P. Metode Pembelajaran**

- Peer-Editing

#### **Q. Langkah- Langkah Kegiatan Pembelajaran**

**Pertemuan kesatu**

**e. Kegiatan Awal**

5. Salam dan tegur sapa

6. Mengabsen siswa
7. Memotivasi siswa agar lebih semangat dalam belajar Bahasa Inggris
8. Menyampaikan tujuan pembelajaran dari materi yang akan dibahas

**f. Kegiatan Inti**

7. Guru memberikan pre kuesioner untuk diisi siswa
8. Membagi siswa dalam bentuk kelompok beranggotakan 2 orang
9. Memberikan materi kepada siswa tentang teks descriptive dengan jelas
10. Memberikan arahan kepada siswa untuk membuat teks descriptive
11. Mengarahkan siswa untuk memberikan teks yang dibuat kepada teman satu kelompok untuk direvisi
12. Siswa mengumpulkan tugas ke depan kelas

**g. Kegiatan Penutup**

4. Menyimpulkan materi yang telah dibahas
5. Membahas kesulitan siswa dalam pembelajaran
6. Menutup dengan salam

**Pertemuan kedua**

**b. Kegiatan Pembuka**

6. Salam dan tegur sapa
7. Mengabsen siswa
8. Memotivasi siswa agar lebih semangat dalam belajar Bahasa Inggris
9. Mengaitkan materi yang akan dipelajari dengan materi sebelumnya
10. Menyampaikan tujuan pembelajaran dari materi yang akan dibahas

### **b. Kegiatan inti**

1. Memberikan materi kepada siswa tentang teks descriptive dan contohnya
2. Membagi siswa dalam kelompok beranggotakan 2 orang
3. Membimbing siswa untuk membuat teks descriptive
4. Mengarahkan siswa untuk menukarkan hasil pekerjaan pada teman satu kelompok untuk direvisi.
5. Mengarahkan siswa untuk memberikan komentar dari pekerjaan teman satu kelompok.
6. Siswa mengumpulkan tugas ke guru

### **h. Kegiatan Penutup**

4. Menyimpulkan materi yang telah dibahas
5. Membahas kesulitan siswa dalam pembelajaran
6. Menutup dengan salam

## **R. Media Pembelajaran dan Sumber Belajar**

3. Media Pembelajaran
  - Kamus Inggris- Indonesia
  - Lembar soal
4. Sumber Pembelajaran

- Buku teks yang relevan
- Buku cerita bahasa Inggris

## S. Penilaian

E. Teknik penilaian : Tes

F. Bentuk Instrumen : Penilaian tes tulis

G. Rubrik Penilaian

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	Fair to poor	limited range – frequent errors of word/idiom form, choice, usage – etc.	13 – 10
	Very poor	essentially translation – little knowledge of English vocabulary.	9 – 7
Language use	Excellent to very good	effective complex constructions – etc.	25 – 22

	Good to average	effective but simple construction – etc.	21 – 19
	Fair to poor	major problems insimple/complex constructions – etc.	17 – 11
	Very poor	virtually no mastery of sentence construction rules – etc.	10 – 5
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	Good to average	occasional errors of spelling, punctuation – etc.	4
	Fair to poor	frequent errors of spelling, punctuation, capitalization – etc.	3
	Very poor	no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.	2

H. Total scores = 100; minimal score = 34; maximal score = 100

The result of the test is then classified into categories of extremely good, good, fair, low, and extremely low.

The score classifications are:

- 0 – 44 = E / Extremely low
- 45 – 59 = D / Low
- 60 – 74 = C / Fair
- 75 – 89 = B / Good
- 90 – 100 = A / Extremely Good

The researcher also uses this formula bellow to find the main score

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

Note :

$\bar{x}$  = The mean score

$\sum x$  = The sum of all students score



n = The number of the students

## **T. Evaluasi**

*Soal Tes Terlampir*

Mengetahui

Guru Bahasa Inggris

Ponorogo, Agustus 2015

Mahasiswa Peneliti

SURYANI, S.Pd  
RAHAYU

NIP. 19651010 199003 2014

AMBARWATI

NIM. 11331634

### **Pertemuan Ke-3**

## **LAMPIRAN**

### **BAHAN AJAR**

#### **A. SIMPLE PRESENT TENSE**

- Suatu Pekerjaan atau peristiwa yang terjadi pada masa hari ini atau kebiasaan sehari-hari.

RUMUS :

SUBJECT + TO BE ( AM, IS, ARE) + OBJECT

SUBJECT + VERB. I + OBJECT

Contoh Kalimat:

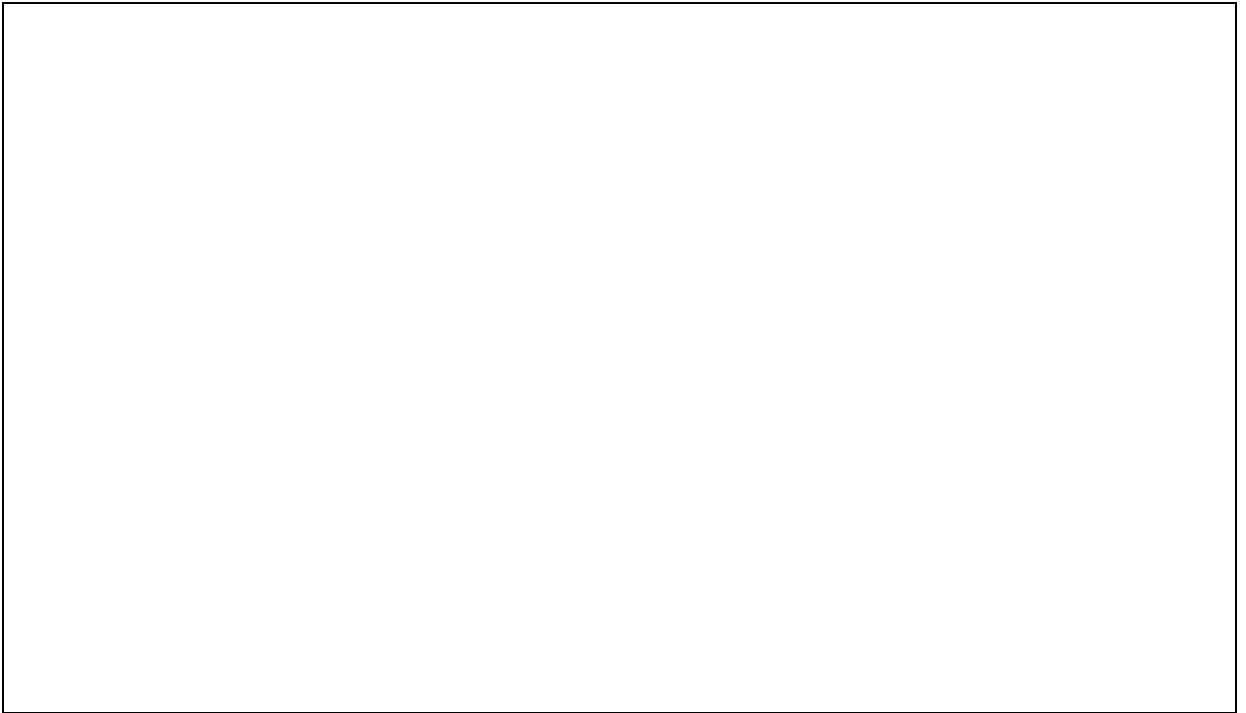
1. I am a student.
2. I go to school by cycle.
3. He is a teacher in my school.
4. My father read newspaper every morning.
5. They drink a glass of water.
6. She writes the letter to her friend.
7. I sweep the floor everyday.
8. The teacher gives a prize to students who get good mark.

## **B. Evaluasi**

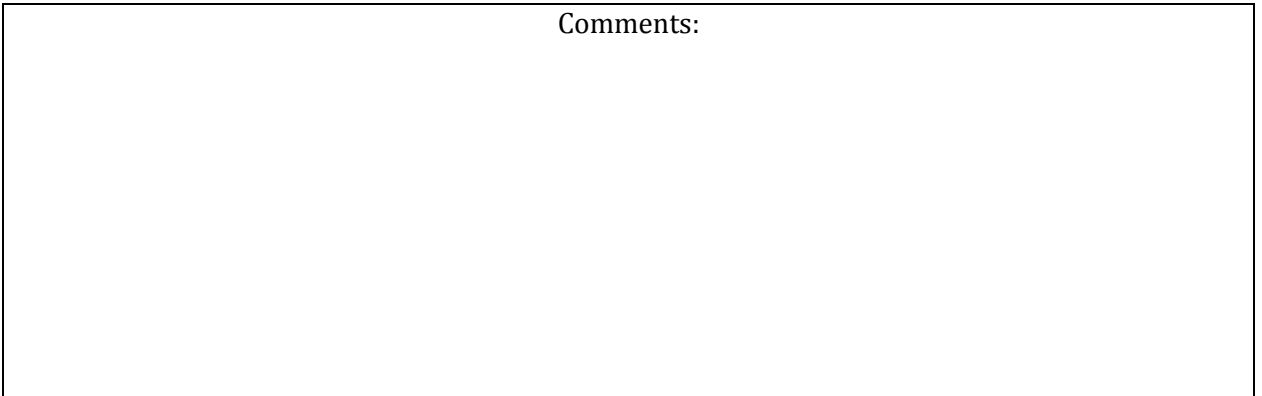
**QUESTION: Please write a short Descriptive Text using present tense.**

Name :

Class/No :



Comments:



**QUESTION : Please Write a short descriptive text: (choose one)**

a. Your favorite pets

b. Animal

Name :

Class/No :

Comments:

**LAMPIRAN**

## **BAHAN AJAR**

### **B. Exampe of Descriptive Text**

#### **My favourite Mug**

I have a favourite mug. My mother gave it to me on my birthday last month. It is a white mug with my name written on it and under my name is written the date of my birthday.

My mug color is white. It made from ceramic. It has a handle so I can use it to drink hot milk. I use it everyday. I usually make coffee or tea use my mug. Whatever I drink, I will use it. I really like my mug. I do not let other people using it.

I always be careful when I used my mug because it can break. So after I use it I stake it on the table. Although it's just a mug but I really like my mug because it was a prize from my lovely mother.

# APPENDIX 4

Observation checklist I and II

### The result of Observation Checklist I

No	Indicators	Category/Score			
		R / 1	S / 2	O / 3	A / 4
1	The students interaction with the teacher		✓		
2	The students are active in teaching learning process		✓		
3	The students ask the teacher about lesson material		✓		
4	The students can finish task on time			✓	
5	The students give attention when the teacher explains lesson material		✓		
6	The students are active in writing learning		✓		
7	The students are interested in teaching writing using peer-editing technique			✓	
<b>TOTAL</b>			5	2	
<b>SCORE</b>			10	6	
<b>MAX</b>		28			
<b>PERCENTAGE</b>		<b>57,1%</b>			

Note:

Score	Criterion
81% - 100%	very active
61% - 80%	active
41% - 60%	fair
21% - 40%	less active
0% - 20%	not active

Total score maximal:  $(4 \times 7) = 28$

Ponorogo. 12 Agustus 2015

## The result of Observation Checklist II

No	Indicators	Category/Score			
		R / 1	S / 2	O / 3	A / 4
1	The students interaction with the teacher			✓	
2	The students are active in teaching learning process				✓
3	The students ask the teacher about lesson material			✓	
4	The students can finish task on time			✓	
5	The students give attention when the teacher explains lesson material			✓	
6	The students are active in writing learning				✓
7	The students are interested in teaching writing using peer-editing technique			✓	
<b>TOTAL</b>				5	2
<b>SCORE</b>				15	8
<b>MAX</b>		28			
<b>PERCENTAGE</b>		<b>82.1%</b>			

Note:

Score	Criterion
81% - 100%	very active
61% - 80%	active
41% - 60%	fair
21% - 40%	less active
0% - 20%	not active

Total score maximal:  $(4 \times 7) = 28$

Ponorogo, 21 Agustus 2015

Suryani S.Pd



# APPENDIX 5

Questionnaire I and II

### The result of the Questionnaire I

Questions	Answer		Answer		Answer		Answer		Total	Max	Percentage %
	SS	4	S	3	TS	2	STS	1			
<b>1</b>			19	57	8	16	5	5	80	128	60.9%
<b>2</b>	1	4	12	36	18	36	1	1	77	128	60.2%
<b>3</b>			16	48	13	26	3	3	77	128	60.2%
<b>4</b>			13	39	10	20	9	9	68	128	53.1%
<b>5</b>			7	21	22	44	3	3	68	128	53.1%
<b>6</b>			11	33	18	36	3	3	71	128	56.3%
<b>7</b>			13	39	13	26	6	6	89	128	55.5%
<b>8</b>			15	45	13	26	4	4	75	128	58.6%
<b>9</b>			16	48	12	24	4	4	76	128	59.4%
Percentage of average											57.5%

Note:

Score	Criterion
81 % - 100 %	very
61 % - 80 %	understandable
41 % - 60 %	understandable
21 % - 40 %	fair understandable
0 % - 20 %	less understandable
	not understandable

**The result of the Questionnaire II**

Qu esti ons	Answer		Answer		Answer		Answer		Total	Max	Percentage %
	SS	4	S	3	TS	2	STS	1			
<b>1</b>	13	52	19	57			109	13	52	128	85.2%
<b>2</b>	10	40	20	60	2	4	104	10	40	128	81.3%
<b>3</b>	8	32	23	69	1	2	103	8	32	128	80.5%
<b>4</b>	14	56	17	51	1	2	109	14	56	128	85.2%
<b>5</b>	8	32	23	69	1	1	102	8	32	128	79.7%
<b>6</b>	11	44	20	60	1	2	106	11	44	128	82.8%
<b>7</b>	10	40	19	57	3	6	103	10	40	128	80.7%
<b>8</b>	14	56	16	48	2	4	108	14	56	128	84.7%
<b>9</b>	14	56	18	54			110	14	56	128	85.9%
Percentage of average											82.8%

Note:

Score	Criterion
81 % - 100 %	very understandable
61 % - 80 %	understandable
41 % - 60 %	understandable
21 % - 40 %	fair understandable
0 % - 20 %	less understandable
	not understandable

# APPENDIX 6

Test I and II

**The result of the Students' Test Cycle 1**

NO	NAMA	Score					Total	Classification
		C	O	V	L	M		
1	S.M	23	19	16	18	4	80	Accomplished
2	D.F	24	17	14	20	4	79	Accomplished
3	P.D.A.P	23	18	14	20	4	79	Accomplished
4	R.S	24	18	15	18	4	79	Accomplished
5	CH	22	17	17	20	3	79	Accomplished
6	J.A.S	23	17	18	17	4	79	Accomplished
7	D.S	24	17	16	18	3	78	Accomplished
8	M.S.D	22	16	17	19	4	78	Accomplished
9	IN	22	17	17	19	3	78	Accomplished
10	D.E.P.A	23	17	16	18	4	78	Accomplished
11	D.E	22	17	18	17	3	77	Accomplished
12	K	21	17	15	18	3	75	Accomplished
13	M.D.V	23	16	13	15	3	74	Unaccomplished
14	C.A	21	16	16	17	4	74	Unaccomplished
15	L.S.F	23	15	16	17	3	74	Unaccomplished
16	W.S	22	15	17	18	2	74	Unaccomplished
17	F.R.P	24	15	15	17	3	74	Unaccomplished
18	H.G.A	22	18	14	16	4	74	Unaccomplished
19	V.OB.P	21	17	16	17	3	74	Unaccomplished
20	D.E	22	14	15	17	4	72	Unaccomplished
21	D.A.S	22	15	17	16	2	72	Unaccomplished
22	D.F.R	22	18	15	13	4	72	Unaccomplished
23	H.S.S	23	14	14	18	3	72	Unaccomplished

<b>24</b>	<b>M.T.A.P</b>	20	15	16	17	3	71	Unaccomplished
<b>25</b>	<b>D.N.C</b>	21	14	14	17	4	70	Unaccomplished
<b>26</b>	<b>H.D.K</b>	22	14	14	17	3	70	Unaccomplished
<b>27</b>	<b>B.R.P</b>	21	14	16	16	2	69	Unaccomplished
<b>28</b>	<b>D.A.R</b>	20	15	14	17	3	69	Unaccomplished
<b>29</b>	<b>D.S</b>	22	14	16	15	2	69	Unaccomplished
<b>30</b>	<b>D.Y.S</b>	22	13	13	17	3	68	Unaccomplished
<b>31</b>	<b>G.S.P</b>	21	17	13	15	2	68	Unaccomplished
<b>32</b>	<b>I.A</b>	15	13	12	15	2	57	Unaccomplished

The mean score was:

$$X = \frac{\sum xi}{n} \times 100\%$$

$$X = \frac{12}{32} \times 100\%$$

$$X = 37.5\%$$

Note:

X = the mean score

$\sum xi$  =  $\sum$  amount of student which reach of KKM

N =  $\sum$  all of student

C = Content

O = Organization

V = Vocabulary

L = Language Use

M = Mechanics

## The Result of Test in Cycle 2

NO	NAMA	Score					Total	Classification
		C	O	V	L	M		
1	F.R.P	28	19	20	23	4	94	Accomplished
2	D.E.P.A	27	21	19	22	4	93	Accomplished
3	D.S	28	19	20	22	4	93	Accomplished
4	L.S.F	27	21	19	22	4	93	Accomplished
5	CH	27	19	20	22	4	92	Accomplished
6	M.S.D	27	20	19	21	4	91	Accomplished
7	W.S	26	21	20	19	4	90	Accomplished
8	H.G.A	25	20	19	22	4	90	Accomplished
9	G.S.P	25	20	20	20	4	89	Accomplished
10	H.D.K	25	21	18	20	4	88	Accomplished
11	D.F	25	21	18	20	4	88	Accomplished
12	D.E	24	20	19	20	4	87	Accomplished
13	S.M	25	19	19	20	4	87	Accomplished
14	D.A.R	23	20	19	21	4	87	Accomplished
15	M.D.V	25	20	19	19	4	87	Accomplished
16	M.T.A.P	23	21	19	20	4	87	Accomplished
17	P.D.A.P	26	19	19	20	3	87	Accomplished
18	D.E	22	20	19	22	3	86	Accomplished
19	R.S	24	20	19	19	4	86	Accomplished
20	K	24	19	19	20	4	86	Accomplished
21	IN	24	19	19	20	3	85	Accomplished
22	D.S	24	19	18	20	3	84	Accomplished

<b>23</b>	<b>D.A.S</b>	24	18	19	20	3	84	Accomplished
<b>24</b>	<b>D.Y.S</b>	22	19	20	19	4	84	Accomplished
<b>25</b>	<b>D.F.R</b>	24	18	19	17	4	82	Accomplished
<b>26</b>	<b>C.A</b>	23	18	19	17	4	81	Accomplished
<b>27</b>	<b>J.A.S</b>	23	18	17	17	4	79	Accomplished
<b>28</b>	<b>H.S.S</b>	23	18	15	18	3	77	Accomplished
<b>29</b>	<b>D.N.C</b>	22	16	16	18	4	76	Accomplished
<b>30</b>	<b>B.R.P</b>	22	16	17	18	3	76	Accomplished
<b>31</b>	<b>V.OB.P</b>	22	18	17	16	3	76	Accomplished
<b>32</b>	<b>I.A</b>	20	17	17	19	3	76	Accomplished

The mean score was:

$$X = \frac{\sum xi}{n} \times 100\%$$

$$X = \frac{32}{32} \times 100\%$$

$$X = 100\%$$

Note:

X = the mean score

$\sum xi$  =  $\sum$  amount of student which reach of KKM

N =  $\sum$  all of student

C = Content

O = Organization

V = Vocabulary

L = Language Use

M = Mechanics



# APPENDIX 7

The documentation of teaching and learning process





