



The logo of Universitas Muhammadiyah Ponorogo is a large, semi-transparent watermark in the background. It features a central emblem with a sunburst, a book, and a gear, surrounded by a circular border with the text 'UNIVERSITAS MUHAMMADIYAH PONOROGO'. The logo is purple and yellow.

| NOMOR | NAMA SISWA |
|-------|-----------------------|
| 1 | AMANDA LISTA VILIANA |
| 2 | ANTIKA PUPITA SARI |
| 3 | APRILIA ANGGUN TYAS |
| 4 | ARI NOVIANTO |
| 5 | HELMI SETIANTO |
| 6 | HESTI NUR WAHYUNI |
| 7 | RINAWATI |
| 8 | RIRIN DWI KURNIASARI |
| 9 | RISMA VURI OKTAVIANI |
| 10 | SEPTIANA SANDRA DEWI |
| 11 | SHOFIYAN HANAFI |
| 12 | SITI KHOMARIYAH |
| 13 | SUNARMI |
| 14 | SUSANTI |
| 15 | SUSU SUSANTI |
| 16 | ULFA EGA AISTA SILVIA |
| 17 | VINDA RAHMAWATI |
| 18 | YUNITA AYU DAMAYANTI |



SMK MUHAMMADIYAH 2 PONOROGO

NSS : 402051117006

NPSN : 20510102

KOMPETENSI KEAHLIAN : AKUNTANSI, PEMASARAN, MULTIMEDIA

JALAN : MH. THAMRIN NO. 5 TELP./Fax. (0352) 488819 PONOROGO 63419

SURAT KETERANGAN

Nomor : E.2/SMKM.2-140/X/2016

Yang bertanda tangan dibawah :

N a m a : Dra. T YUSWANDARI
J a b a t a n : Kepala SMK Muhammadiyah 2 Ponorogo
A l a m a t : Jalan MH. Thamrin 05 Ponorogo

Menerangkan bahwa :

N a m a : NOVITASARI KUSUMA WARDANI
Tempat tanggal lahir : Parit Sidomulyo, 28 April 1993
Jenis Kelamin : Perempuan
Nomor Induk mahasiswa : 12331686
Program Studi/Jurusan : Pendidikan Bahasa Inggris

Telah mengadakan penelitian pada SMK Muhammadiyah 2 Ponorogo mulai tanggal 19 s/d 27 Oktober 2016 di kelas X Akuntansi dengan Judul Penelitian Improving Students' Writing skill by using Number Head Together Method at the First Grade of SMK Muhammadiyah 2 Ponorogo in the academic of year 2016 / 2017

Demikian Surat Keterangan ini kami buat dengan sebenarnya sehingga dapat dipergunakan sebagaimana mestinya.

Ponorogo, 27 Oktober 2016

Kepala Sekolah



Dra. T. YUSWANDARI

RENCANA PELAKSANAAN PEMBELAJARAN (Cycle I)

Nama Sekolah : SMK Muhammadiyah 2 Ponorogo

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X/1

Fokus / Skill : Writing

Alokasi Waktu : 4 x 40 menit

Jumlah Pertemuan : 2 kali

A. Standar Kompetensi

1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*

B. Kompetensi Dasar

- 1.4 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

C.

| Indikator | Nilai Budaya dan Karakter Bangsa |
|---|---|
| Ungkapan permintaan maaf serta disampaikan dengan menggunakan kosa kata yang tepat. | Bersahabat, komunikatif, pedulisosial, rasa ingintahu, demokratis, mandiri, kerjakeras, disiplin, senang membaca, religius, santun. |
| Ungkapan Perintah disampaikan dengan menggunakan Tata Bahasa yang tepat. | |

D. Tujuan Pembelajaran

Setelah mengikuti kegiatan pembelajaran, peserta didik mampu:

1. Mengungkapkan permintaan maaf dengan tepat.
2. Mengungkapkan Perintah yang disampaikan dengan tepat.

E. Materi Pembelajaran

1. Simple Present Tense

Formula : $S + to\ be + VI + O/C$

Example : - She is beautiful tonight
- God is always be with us

2. Apology Letter:

An Apology Letter is a way of expressing regret towards a past action or occurrence.

Part of Apology Letter :

- a. Date of Letter
- b. Name of the sender
- c. Recipient address
- d. Name of the recipient
- e. Greeting
- f. Content
- g. Closing
- h. Signature

The example of Apology Letter :

Hamperville, NE 25385
January 5, 2005

Dear

Jolene,

I am sorry about forgetting about our lunch date. It was completely my fault; I was so busy at work that it must have slipped my mind. How about I treat you to lunch next Wednesday at the new Italian restaurant Julie's at 12:30PM? I have marked this date in my planner so I will not forget about it. I'd just like to apologize again for missing the lunch date

YourFriend,

Signature

3. Memo

Memo is a letter that brief, solid, and clear wick addressed to a person or group.

Part of Memo:

- a. Heading
- b. Opening
- c. Summary
- d. Discussion paragraph(s)
- e. Closing
- f. Attachments

Example of Memo :

To: All Employees
From: Ahmad Fajar, Head Manager
Date: February 15th, 2015
Subject: Our Company's Anniversary

Next Sunday, we are going to celebrate our company's anniversary. It will be held at 10:00 a.m. on February 8th, 2014. There will be bazaar and door prizes for the employees. I hope you can attend this celebration on time.

F. Metode Pembelajaran

Number Head Together

G. Sumber/Bahan/Alat

1. Sumber Belajar

- Modul pembelajaran Bahasa Inggris SMA/SMK kelas X
- Internet

H. Kegiatan Pembelajaran

Pertemuan Pertama

1. Kegiatan Awal (10 menit)

- Memberi salam
- Berdoa
- Guru mengecek kehadiran peserta didik
- Guru member motivasi kepada peserta didik dan menyampaikan tujuan pembelajaran berdasarkan situasi di kelas.

2. Kegiatan Inti (60 menit)

- Guru menjelaskan tentang Number Head Together (NHT).
- Guru membagi siswa menjadi 4 kelompok (dalam 1 kelompok terdiri dari 4 siswa)
- Pembagian kelompok berdasarkan hitungan 1 sampai 4 kemudian nomor kepala 1 berkumpul dengan nomor kepala 1, nomor kepala 2 berkumpul dengan nomor kepala 2 dan seterusnya.
- Guru menjelaskan tentang Simple Present Tense.

- Guru memanggil Nomor yang sama untuk maju ke depan kelas menuliskan contoh Simple Present Tense.

3. Kegiatan Penutup (10 menit)

- Guru dan peserta didik membuat kesimpulan atas materi yang telah disampaikan.
- Guru menutup pelajaran dengan berdoa dan salam.

Pertemuan Kedua

1. Kegiatan Awal (10 menit)

- Guru Memberi salam
- Berdoa
- Guru mengecek kehadiran peserta didik
- Guru mereview pelajaran pada pertemuan sebelumnya.
- Guru member motivasi kepada peserta didik dan menyampaikan tujuan pembelajaran berdasarkan situasi di kelas.

2. Kegiatan Inti (60 menit)

- Guru memberi perintah kepada siswa untuk kembali pada kelompok pada pertemuan sebelumnya.
- Guru menjelaskan tentang Memo.
- Guru memberikan contoh tentang Memo.
- Siswa latihan membuat Memo dengan group.
- Guru memanggil Nomor yang sama untuk maju ke depan kelas membacakan pekerjaan membuat Memo.

- Siswa mengumpulkan Pekerjaan.

3. Kegiatan Penutup (10 menit)

- Guru menanyakan dan berdiskusi dengan peserta didik tentang materi pembelajaran yang telah di bahas.
- Guru dan peserta didik membuat kesimpulan atas materi yang telah dipelajari.
- Guru menutup pembelajaran dengan berdoa dan member salam.

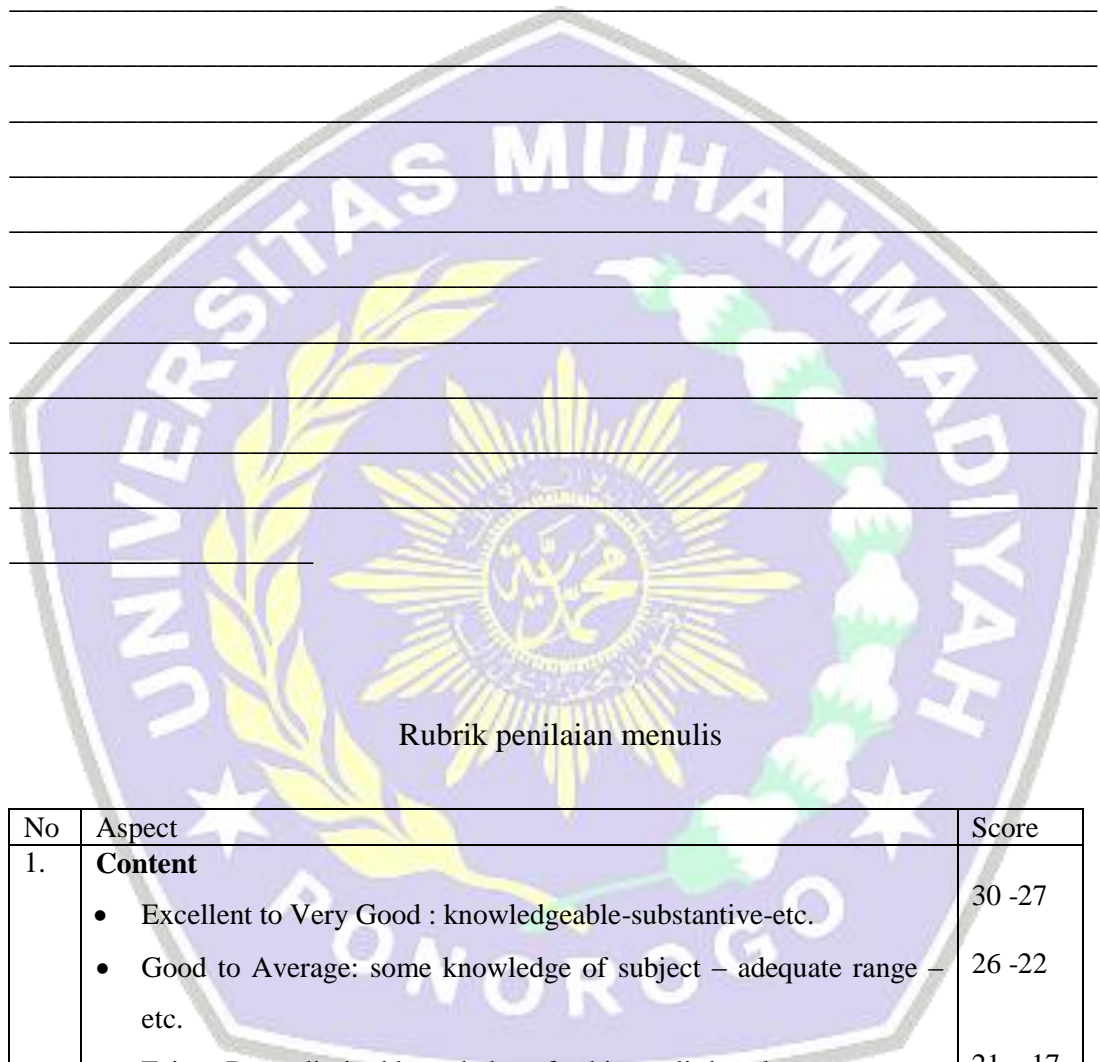
I. Pedoman Penilaian

1. Teknik Penilaian : Tes
2. Bentuk Instrumen : Penilaian testulis
3. Contoh Instrumen : Soal

Test 1

Instruction!

1. Please make an Apology Letter.



Rubrik penilaian menulis

| No | Aspect | Score |
|----|--|---|
| 1. | <p>Content</p> <ul style="list-style-type: none"> • Excellent to Very Good : knowledgeable-substantive-etc. • Good to Average: some knowledge of subject – adequate range – etc. • Fair to Poor : limited knowledge of subject – little substance – etc. • Very Poor: does not show knowledge of subject – non-substantive – etc. | <p>30 -27</p> <p>26 -22</p> <p>21 – 17</p> <p>16 – 13</p> |

| | | |
|----------------------------------|--|--|
| 2. | <p>Organization</p> <ul style="list-style-type: none"> • Excellent to Very Good: fluent expression – ideas clearly stated – etc. • Good to Average: somewhat choppy – loosely organized but main ideas stand out – etc. • Fair to Poor: non-fluent – ideas confused or disconnected – etc. • Very Poor: does not communicate- no organization – etc. | <p>20 18</p> <p>17 14</p> <p>13 – 10</p> <p>9 – 7</p> |
| 3. | <p>Vocabulary</p> <ul style="list-style-type: none"> • Excellent to Very Good: sophisticated range – effective word/idiom choice and usage – etc. • Good to Average: adequate range – occasional errors of word/idiom for, choice, usage but meaning not obscured. • Fair to Poor: limited range – frequent errors of word/idiom form, choice, usage – etc. • Very Poor: essentially translation – little knowledge of English vocabulary | <p>20 18</p> <p>17 14</p> <p>13 – 10</p> <p>9 – 7</p> |
| 4. | <p>Language Use</p> <ul style="list-style-type: none"> • Excellent to Very Good: effective complex constructions – etc. • Good to Average: effective but simple constructions – etc. • Fair to Poor: major problems in simple/complex constructions – etc. • Very Poor: virtually no mastery of sentence constructions rules – etc. | <p>25 – 22</p> <p>21 – 19</p> <p>17 – 11</p> <p>10 – 5</p> |
| 5. | <p>Mechanic</p> <ul style="list-style-type: none"> • Excellent to Very Good: demonstrates mastery of conventions – etc. • Good to Average: occasional errors of spelling, punctuation – etc. • Fair to Poor: frequent errors of spelling, punctuation, capitalization – etc. • Very Poor : no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc. | <p>5</p> <p>4</p> <p>3</p> <p>2</p> |
| Total Score of All Aspect | | 100 |

Table of scoring rubric writing adapted from Heaton (1990: 146).

Hasil dari tes kemudian di klasifikasikan ke dalam kategori Extremely Good, Good, Fair, Low, Extremely Low.

Skor pengklasifikasian sebagai berikut:

90 – 100 = Extremely Good

75 – 89 = Good

60 – 74 = Fair

45 – 59 = Low

0 – 44 = Extremely Low

Ponorogo,

2016

Guru Mata Pelajaran/ Peneliti

SMK Muhammadiyah 2 Ponorogo

Nety Suprihatin, S.Pd Novitasari Kusuma W

NIK. 35021655 107800 07 NIM. 12331686

RENCANA PELAKSANAAN PEMBELAJARAN (Cycle II)

Nama Sekolah : SMK Muhammadiyah 2 Ponorogo

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X / 1
Fokus / Skill : Writing
Alokasi Waktu : 4 x 40 menit
Jumlah Pertemuan : 2 kali

A. Standar Kompetensi

1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*

B. Kompetensi Dasar

- 1.4 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar.

C.

| Indikator | Nilai Budaya dan Karakter Bangsa |
|---|---|
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| Ungkapan Perintah disampaikan dengan menggunakan Tata Bahasa yang tepat. | |

D. Tujuan Pembelajaran

Setelah mengikuti kegiatan pembelajaran, peserta didik mampu:

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2. Mengungkapkan Perintah yang disampaikan dengan tepat.

E. Materi Pembelajaran

1. Simple Present Tense

Formula : *S + to be + VI + O/C*

Example : - She is beautiful tonight

- God is always be with us

2. Apology Letter:

An Apology Letter is a way of expressing regret towards a past action or occurrence.

Part of Apology Letter :

- a. Date of Letter
- b. Name of the sender
- c. Recipient address
- d. Name of the recipient
- e. Greeting
- f. Content
- g. Closing
- h. Signature

The example of Apology Letter :

68 Pine Zaggat Lane
Hamperville, NE 25385
January 5, 2005

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Jolene,

I am sorry about forgetting about our lunch date. It was completely my fault; I was so busy at work that it must have slipped my mind. How about I treat you to lunch next Wednesday at the new Italian restaurant Julie's at 12:30PM? I have marked this date in my planner so I will not forget about it. I'd just like to apologize again for missing the lunch date

YourFriend,

Signature

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Memo is a letter that brief, solid, and clear wick addressed to a person or group.

Part of Memo:

- a. Heading
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Example of Memo :

To: All Employees
From: Ahmad Fajar, Head Manager
Date: February 15th, 2015
Subject: Our Company's Anniversary

Next Sunday, we are going to celebrate our company's anniversary. It will be held at 10:00 a.m. on February 8th, 2014. There will be bazaar and door prizes for the employees. I hope you can attend this celebration on time.

4. **Metode Pembelajaran**

Number Head Together

5. **Sumber/Bahan/Alat**

1. Sumber Belajar

- Modul pembelajaran Bahasa Inggris SMA/SMK kelas X
- Internet

6. **Kegiatan Pembelajaran**

Pertemuan Pertama

1. **Kegiatan Awal (10 menit)**

- Memberisalam
- Berdoa
- Guru mengecek kehadiran peserta didik
- Guru memberi apersepsi / motivasi kepada peserta didik dan menyampaikan tujuan pembelajaran berdasarkan situasi di kelas.

2. **Kegiatan Inti (60 menit)**

- Guru menjelaskan tentang Apology Letter.
- Guru memberikan contoh tentang Apology Letter.
- Siswa latihan membuat Apology Letter dengan group.
- Siswa membaca hasil pekerjaan didepan kelas.
- Guru memberikan hasil pekerjaan siswa pada pertemuan sebelumnya.
- Siswa mengumpulkan hasil pekerjaan.

3. **Kegiatan Penutup (10 menit)**

- Guru dan peserta didik membuat kesimpulan atas materi yang telah disampaikan.
- Guru menutup pelajaran dengan berdoa dan salam.

Pertemuan Kedua

1. Kegiatan Awal (10 menit)

- Guru Memberi salam
- Berdoa
- Guru mengecek kehadiran peserta didik
- Guru mereview pelajaran pada pertemuan sebelumnya.
- Guru memberi motivasi kepada peserta didik dan menyampaikan tujuan pembelajaran berdasarkan situasi di kelas.

2. Kegiatan Inti (60 menit)

- Guru menjelaskan Tentang Apology Letter.
- Guru memberikan test membuat Apology Letter.
- Siswa mengumpulkan hasil pekerjaan.

3. Kegiatan Penutup (10 menit)

- Guru dan peserta didik membuat kesimpulan atas materi yang telah dipelajari.
- Guru menutup pembelajaran dengan berdoa dan member salam.

7. Pedoman Penilaian

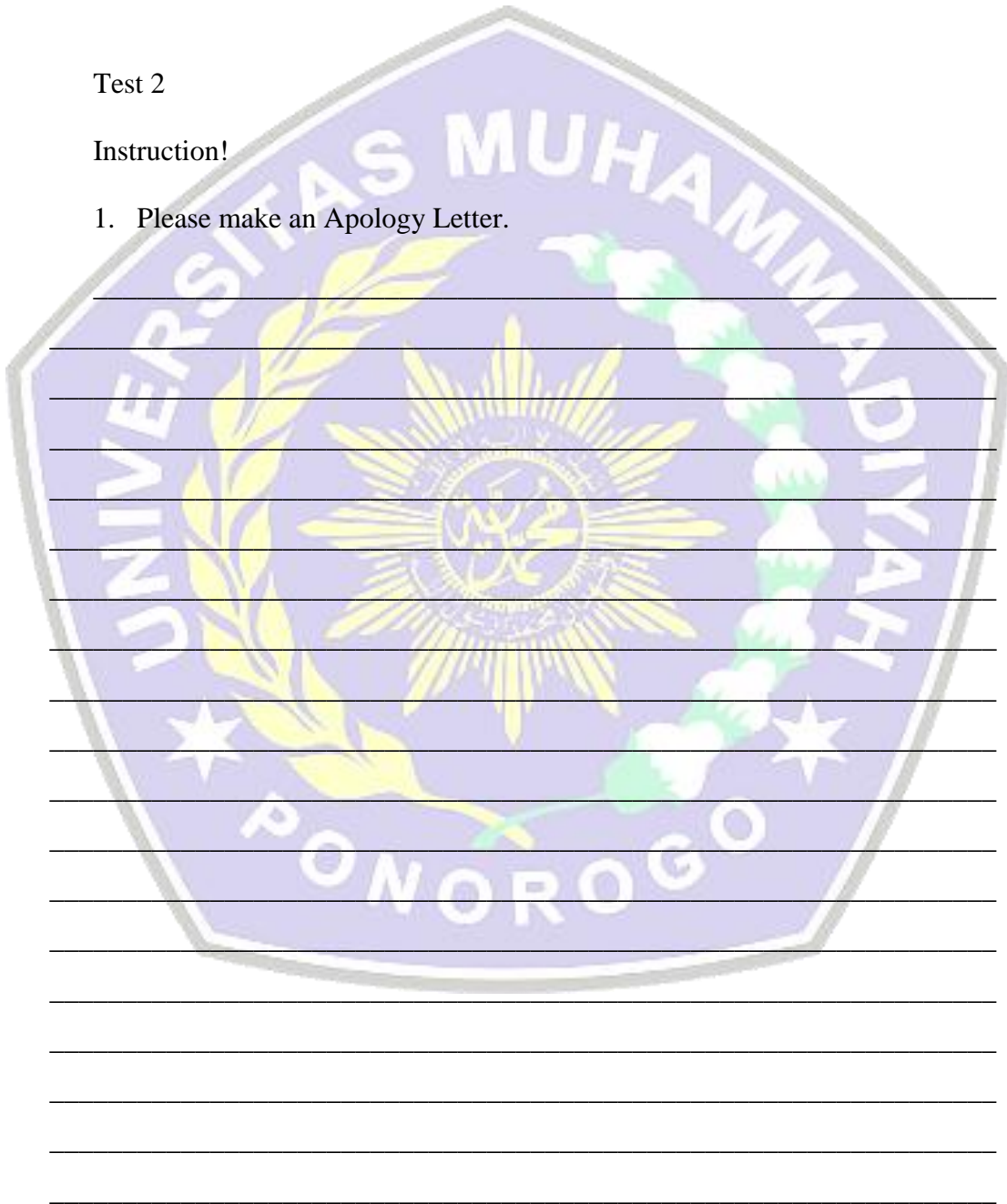
1. Teknik Penilaian : Tes
2. Bentuk Instrumen : Penilaian testulis

3. Contoh Instrumen : Soal

Test 2

Instruction!

1. Please make an Apology Letter.



Rubrikpenilaianmenulis

| No | Aspect | Score |
|----|---|---|
| 1. | <p>Content</p> <ul style="list-style-type: none"> • Excellent to Very Good : knowledgeable-substantive-etc. • Good to Average: some knowledge of subject – adequate range – etc. • Fair to Poor : limited knowledge of subject – little substance – etc. • Very Poor: does not show knowledge of subject – non-substantive – etc. | <p>30 -27</p> <p>26 -22</p> <p>21 – 17</p> <p>16 - 13</p> |
| 2. | <p>Organization</p> <ul style="list-style-type: none"> • Excellent to Very Good: fluent expression – ideas clearly stated – etc. • Good to Average: somewhat choppy – loosely organized but main ideas stand out – etc. • Fair to Poor: non-fluent – ideas confused or disconnected – etc. • Very Poor: does not communicate- no organization – etc. | <p>20 18</p> <p>17 14</p> <p>13 – 10</p> <p>9 - 7</p> |
| 3. | <p>Vocabulary</p> <ul style="list-style-type: none"> • Excellent to Very Good: sophisticated range – effective word/idiom choice and usage – etc. • Good to Average: adequate range – occasional errors of word/idiom for, choice, usage but meaning not obscured. | <p>20 18</p> <p>17 14</p> <p>13 – 10</p> |

| | | |
|----------------------------------|--|---|
| | <ul style="list-style-type: none"> • Fair to Poor: limited range – frequent errors of word/idiom form, choice, usage – etc. • Very Poor: essentially translation – little knowledge of English vocabulary | 9 - 7 |
| 4. | Language Use <ul style="list-style-type: none"> • Excellent to Very Good: effective complex constructions – etc. • Good to Average: effective but simple constructions – etc. • Fair to Poor: major problems in simple/complex constructions – etc. • Very Poor: virtually no mastery of sentence constructions rules – etc. | 25 – 22 21 – 19 17 – 11 10 - 5 |
| 5. | Mechanic <ul style="list-style-type: none"> • Excellent to Very Good: demonstrates mastery of conventions – etc. • Good to Average: occasional errors of spelling, punctuation – etc. • Fair to Poor: frequent errors of spelling, punctuation, capitalization – etc. • Very Poor : no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc. | 5 4 3 2 |
| Total Score of All Aspect | | 100 |

Table of scoring rubric writing adapted from Heaton (1990: 146).

Hasil dari tes kemudian di klasifikasikan ke dalam kategori Extremely Good, Good, Fair, Low, Extremely Low.

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- 45 – 59 = Low
- 0 – 44 = Extremely Low

Ponorogo

2016

Guru Mata Pelajaran Peneliti

SMK Muhammadiyah 2 Ponorogo

Nety Suprihatin, S.Pd NovitasariKusuma W

Nik. 35021655 107800 07

NIM. 12331686



Nama = Shofiyani Hanafi

K12 = X AK

QUESTIONNAIRE SHEET

CYCLE 1

Berilah tanda (✓) pada kolom yang sudah tersedia menurut pendapat Anda sesuai dengan kenyataan yang ada (sejujurnya).

| No | Pernyataan | Pilihan Jawaban | | | |
|----|--|-----------------|---|----|-----|
| | | SS | S | TS | STS |
| 1. | Saya suka pembelajaran writing | | ✓ | ✓ | |
| 2. | Pembelajaran writing itu menyenangkan | | ✓ | ✓ | |
| 3. | Saya mudah untuk mengikuti pelajaran writing | | | ✓ | |
| 4. | Pembelajaran writing menggunakan metode Number Head Together menjadi lebih menarik | | ✓ | | |
| 5. | Metode Number Head Together dapat membantu saya dalam pembelajaran writing | | ✓ | | |
| 6. | Metode Number Head Together mudah diterapkan. | | | ✓ | |
| 7. | Metode Number Head Together perlu diterapkan dalam pembelajaran Bahasa Inggris. | | ✓ | ✓ | |
| 8. | Saya menyukai metode Number Head Together | | ✓ | | |

Keterangan: SS : Sangat Setuju TS : Tidak Setuju
S : Setuju STS : Sangat Tidak Setuju

Nama : amanda lista viliana permata putri

QUESTIONNAIRE SHEET

CYCLE 1

Berilah tanda (✓) pada kolom yang sudah tersedia menurut pendapat Anda sesuai dengan kenyataan yang ada (sejujurnya).

| No | Pernyataan | Pilihan Jawaban | | | |
|----|--|-----------------|---|----|-----|
| | | SS | S | TS | STS |
| 1. | Saya suka pembelajaran writing | | ✓ | | |
| 2. | Pembelajaran writing itu menyenangkan | | ✓ | | |
| 3. | Saya mudah untuk mengikuti pelajaran writing | | | ✓ | |
| 4. | Pembelajaran writing menggunakan metode Number Head Together menjadi lebih menarik | | | ✓ | |
| 5. | Metode Number Head Together dapat membantu saya dalam pembelajaran writing | | | ✓ | |
| 6. | Metode Number Head Together mudah diterapkan. | | | ✓ | |
| 7. | Metode Number Head Together perlu diterapkan dalam pembelajaran Bahasa Inggris. | | ✓ | | |
| 8. | Saya menyukai metode Number Head Together | | ✓ | | |

Keterangan: SS : Sangat Setuju TS : Tidak Setuju
S : Setuju STS : Sangat Tidak Setuju

Nama : Risma Vuri Oktaviani
Kls : X Akutansi
no : 10

Test 1

Instruction!

1. Please make an Apology Letter.

To : All student

From : English Teacher

Date : October, 20th 2016

Subject : Farewell Party

We will hold a farewell for class XII SMK Muhammadiyah 2 Ponorogo, & it will be held at 08:00 am on October 25th 2016.

All of students are required to farewell party on time.

C : 20

C = 21

O : 15

O = 14

V : 14

V = 13

L : 18

L = 17

M : 2

M = 2

69

67

68

collaborative corrector : Sri Meilindah S.

Nama : Hdm1 Setianto
Class : X Akuntansi
no : 5

Test 1

Instruction!

1. Please make an Apology Letter.

Official memo

To : Tina astuti Marketing Manager
From : Dina, General manager
Date : 16 January 2016
Subject : Marketing response

Please ~~prepare~~ ^{would} prepare the last marketing report to be the material in the meeting that will be held on ^{January} Januari, 25th 2016.

| | |
|-----------|-----------|
| C : 21 | C = 20 |
| O : 15 | O = 15 |
| V : 17 | V = 14 |
| L : 16 | L = 16 |
| M : 2 | M = 2 |
| <u>71</u> | <u>67</u> |

69

Collaborative corrector : Sri Melindah S.

Observation Checklist I

| NO. | Indicators | Category/score | | | |
|--------------|--|----------------|-------|-------|-------|
| | | N / 1 | S / 2 | O / 3 | A / 4 |
| 1. | The students follow direction. | ✓ | | ✓ | |
| 2. | The students ask the teacher about lesson material. | | ✓ | | |
| 3. | The students can finish task on time. | | ✓ | | |
| 4. | The students give attention when the teacher explains lesson material. | | ✓ | | |
| 5. | There is interactive communication among students and teacher. | | ✓ | | |
| Total | | | 4 | 1 | |
| Score | | | 8 | 3 | |

Note :

A : Always = 4

O : Often = 3

S : Sometimes = 2

N : Never = 1

| No | Name | Score | | | | | Total | Classification |
|----|--------------------|---------|--------------|------------|--------------|-----------|--------|----------------|
| | | Content | Organization | Vocabulary | Language use | Mechanics | | |
| 1 | ALV | 20.5 | 16.5 | 16.5 | 17.5 | 2 | 73 | Pass |
| 2 | APS | 21 | 16 | 16.5 | 17 | 3 | 73,5 | Pass |
| 3 | AAT | 20.5 | 14.5 | 15 | 16.5 | 2 | 68,5 | Failed |
| 4 | AN | 20.5 | 15.5 | 16.5 | 18.5 | 2.5 | 73,5 | Pass |
| 5 | HS | 20.5 | 15 | 15.5 | 16 | 2 | 69 | Failed |
| 6 | HNW | 20.5 | 16 | 15.5 | 18 | 3 | 73 | Pass |
| 7 | RW | 20.5 | 14.5 | 14.5 | 16 | 2.5 | 68 | Failed |
| 8 | RDK | 20.5 | 14.5 | 13 | 16.5 | 2.5 | 67 | Failed |
| 9 | RVO | 20.5 | 14.5 | 13.5 | 17.5 | 2 | 68 | Failed |
| 10 | SSD | 20.5 | 15.5 | 15 | 16.5 | 3 | 70,5 | Pass |
| 11 | SH | 20.5 | 13.5 | 14 | 16.5 | 2 | 66,6 | Failed |
| 12 | SK | 20.5 | 15.5 | 17 | 16.5 | 2.5 | 72 | Pass |
| 13 | SN | 20.5 | 15 | 15 | 16.5 | 2.5 | 70 | Pass |
| 14 | ST | 20 | 15.5 | 14 | 18.5 | 2.5 | 70,5 | Pass |
| 15 | SS | 20 | 16.5 | 16 | 17 | 3 | 72,5 | Pass |
| 16 | UEAS | 21.5 | 15.5 | 13.5 | 17.5 | 3 | 70 | Pass |
| 17 | VR | 20 | 14 | 14.5 | 15.5 | 2.5 | 66,5 | Failed |
| 18 | YAD | 21.5 | 16 | 15.5 | 18.5 | 3 | 74,5 | Pass |
| | Max Score | | | | | | 100% | |
| | Percentage Average | | | | | | 61,11% | |

Observation Checklist I

| NO. | Indicators | Category/score | | | |
|-------------------|--|----------------|-------|-------|-------|
| | | N / 1 | S / 2 | O / 3 | A / 4 |
| 1. | The students follow direction. | | | √ | |
| 2. | The students ask the teacher about lesson material. | | √ | | |
| 3. | The students can finish task on time. | | √ | | |
| 4. | The students give attention when the teacher explains lesson material. | | √ | | |
| 5. | There is interactive communication among students and teacher. | | √ | | |
| Total | | | 4 | 1 | |
| Score | | | 8 | 3 | |
| Max Score | | 20 | | | |
| Percentage | | 55% | | | |

Note :

A : Always = 4

O : Often = 3

S : Sometimes = 2

N : Never = 1

sum of score : total score x 100%

(8+3) : 20 x100% = 55%

Questionnaire I

| Question | Answer | | | | | | | | Total | Max | Percentage (%) |
|------------------|--------|----|----|----|----|----|-----|---|-------|-----|-------------------|
| | SS | 4 | S | 3 | TS | 2 | STS | 1 | | | |
| 1 | | | 15 | 45 | 2 | 4 | | | 49 | 72 | 68.05 |
| 2 | 1 | 4 | 12 | 36 | 5 | 10 | | | 50 | 72 | 69.44 |
| 3 | 1 | 4 | 10 | 30 | 7 | 14 | | | 48 | 72 | 66.66 |
| 4 | 4 | 16 | 7 | 21 | 6 | 12 | 1 | 1 | 47 | 72 | 65.27 |
| 5 | 1 | 4 | 9 | 27 | 8 | 16 | | | 47 | 72 | 65.27 |
| 6 | 2 | 8 | 8 | 24 | 8 | 16 | | | 48 | 72 | 66.66 |
| 7 | 3 | 12 | 10 | 30 | 5 | 10 | | | 52 | 72 | 72.22 |
| 8 | 3 | 12 | 9 | 27 | 5 | 10 | 1 | 1 | 50 | 72 | 69.44 |
| Total Percentage | | | | | | | | | 391 | 576 | 67.87 |

Mama = Susi Susanti
Kelas = X AK

QUESTIONNAIRE SHEET

CYCLE 1

Berilah tanda (✓) pada kolom yang sudah tersedia menurut pendapat Anda sesuai dengan kenyataan yang ada (sejujurnya).

| No | Pernyataan | Pilihan Jawaban | | | |
|----|--|-----------------|---|----|-----|
| | | SS | S | TS | STS |
| 1. | Saya suka pembelajaran writing | | ✓ | | |
| 2. | Pembelajaran writing itu menyenangkan | ✓ | | | |
| 3. | Saya mudah untuk mengikuti pelajaran writing | | ✓ | | |
| 4. | Pembelajaran writing menggunakan metode Number Head Together menjadi lebih menarik | ✓ | | | |
| 5. | Metode Number Head Together dapat membantu saya dalam pembelajaran writing | ✓ | | | |
| 6. | Metode Number Head Together mudah diterapkan. | | ✓ | | |
| 7. | Metode Number Head Together perlu diterapkan dalam pembelajaran Bahasa Inggris. | ✓ | | | |
| 8. | Saya menyukai metode Number Head Together | | ✓ | | |

Keterangan: SS : Sangat Setuju TS : Tidak Setuju
S : Setuju STS : Sangat Tidak Setuju

Nama = ulfa ega arista s.
No = 16
Kelas : X AE.

QUESTIONNAIRE SHEET

CYCLE 1

Berilah tanda (✓) pada kolom yang sudah tersedia menurut pendapat Anda sesuai dengan kenyataan yang ada (sejujurnya).

| No | Pernyataan | Pilihan Jawaban | | | |
|----|--|-----------------|---|----|-----|
| | | SS | S | TS | STS |
| 1. | Saya suka pembelajaran writing | ✓ | | | |
| 2. | Pembelajaran writing itu menyenangkan | ✓ | | | |
| 3. | Saya mudah untuk mengikuti pelajaran writing | | ✓ | | |
| 4. | Pembelajaran writing menggunakan metode Number Head Together menjadi lebih menarik | | ✓ | | |
| 5. | Metode Number Head Together dapat membantu saya dalam pembelajaran writing | ✓ | | | |
| 6. | Metode Number Head Together mudah diterapkan. | | ✓ | | |
| 7. | Metode Number Head Together perlu diterapkan dalam pembelajaran Bahasa Inggris. | | ✓ | | |
| 8. | Saya menyukai metode Number Head Together | | ✓ | | |

Keterangan: SS : Sangat Setuju TS : Tidak Setuju
S : Setuju STS : Sangat Tidak Setuju

Nama : Risma Vuri Oktaviani
Kelas : x AK
no : 9

Test 2

Instruction!

1. Please make an Apology Letter.

Apology letter

Friendly ^{apology} letter

So Blush Fiona Janeth
Hamperville, Nc 25385
October, 26th 2016

Dear Allen,

I am sad about overlooking our get together.
It was totally my deficiency. I was so occupied
at work that it's more likely than not slipped
my psche. I should treat you to lunch next
Saturday at the new Jogja Holiday's at 14:10 pm.
I have denoted this in my organizer so I won't
forget about missing the get together.

C: 23 C = 22

O: 18 O = 16

V: 17 V = 16

L: 18 L = 20

M: 3 M = 2

79 76

Your friend

Tukiran.

Collaborative corrector: Sri Mei Lindah S.

7918

Nama : Helmi Setianto
class : X Akuntansi
no : 5

Test 2

Instruction!

1. Please make an Apology Letter.

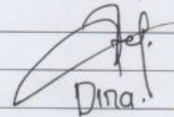
Dear : Tina,

Penerang, October, 27th 2016

I'm just a human being who cannot escape from thousand of ~~of~~ errors. My guilt you and also at my self regrets indeed ~~useless~~. But, that all I can do now.

Again, please forgive me.

Your friend


Dina.

| | |
|-----------|-----------|
| C: 22 | C = 22 |
| O: 17 | O = 15 |
| V: 17 | V = 15 |
| L: 18 | L = 19 |
| M: 2 | M = 3 |
| <u>76</u> | <u>74</u> |

75

Collaborative corrector : Sri Meilinda S.

Observation Checklist II

| NO. | Indicators | Category/score | | | |
|--------------|--|----------------|-------|-------|-------|
| | | N / 1 | S / 2 | O / 3 | A / 4 |
| 1. | The students follow direction. | | | ✓ | |
| 2. | The students ask the teacher about lesson material. | | | ✓ | |
| 3. | The students can finish task on time. | | | ✓ | |
| 4. | The students give attention when the teacher explains lesson material. | | | ✓ | |
| 5. | There is interactive communication among students and teacher. | | | | ✓ |
| Total | | | | 4 | 1 |
| Score | | | | 12 | 4 |

Note :

A : Always = 4

O : Often = 3

S : Sometimes = 2

N : Never = 1

Observation Checklist II

| NO. | Indicators | Category/score | | | |
|-------------------|--|----------------|-------|-------|-------|
| | | N / 1 | S / 2 | O / 3 | A / 4 |
| 1. | The students follow direction. | | | √ | |
| 2. | The students ask the teacher about lesson material. | | | √ | |
| 3. | The students can finish task on time. | | | √ | |
| 4. | The students give attention when the teacher explains lesson material. | | | √ | |
| 5. | There is interactive communication among students and teacher. | | | | √ |
| Total | | | | 4 | 1 |
| Score | | | | 12 | 4 |
| Max Score | | 20 | | | |
| Precentage | | 80% | | | |

Note :

A : Always = 4

O : Often = 3

S : Sometimes = 2

N : Never = 1

$(12 + 4) : 20 \times 100\% = 80\%$

Questionnaire II

| Question | Answer | | | | | | | | Total | Max | Percentage (%) |
|------------------|--------|----|----|----|----|---|-----|---|-------|-----|----------------|
| | SS | 4 | S | 3 | TS | 2 | STS | 1 | | | |
| 1 | 1 | 4 | 17 | 51 | | | | | 55 | 72 | 76.38 |
| 2 | 6 | 24 | 12 | 36 | | | | | 60 | 72 | 83.33 |
| 3 | 3 | 12 | 15 | 45 | | | | | 57 | 72 | 79.16 |
| 4 | 5 | 20 | 13 | 39 | | | | | 59 | 72 | 81.94 |
| 5 | 7 | 28 | 10 | 30 | 1 | 2 | | | 60 | 72 | 83.33 |
| 6 | 1 | 4 | 17 | 51 | | | | | 55 | 72 | 76.38 |
| 7 | 8 | 32 | 10 | 30 | | | | | 62 | 72 | 86.11 |
| 8 | 2 | 8 | 15 | 45 | 1 | 2 | | | 55 | 72 | 76.38 |
| Total Percentage | | | | | | | | | 463 | 576 | 80.37 |

