

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING PADLET AS TEACHING MEDIA**  
**ON THE STUDENTS' WRITING SKILLS OF THE ELEVENTH GRADE**  
**OF SMA SUNAN AMPEL PUNGGUR**

**BY:**

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**Tarbiyah and Teacher Training Faculty**  
**English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1445 H/ 2024 M**

**THE INFLUENCE OF USING PADLET AS TEACHING MEDIA  
ON THE STUDENTS' WRITING SKILLS OF THE ELEVENTH GRADE  
OF SMA SUNAN AMPEL PUNGGUR**

Presented as a Partial Fulfilment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

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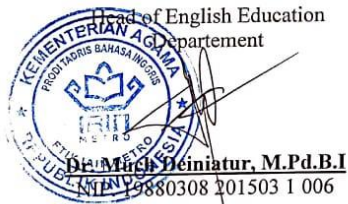
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**APPROVAL PAGE**

Title : THE INFLUENCE OF USING PADLET AS TEACHING  
MEDIA ON THE STUDENTS' WRITING SKILLS OF  
THE ELEVENTH GRADE OF SMA SUNAN AMPEL  
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To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic  
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*Assalamu'alaikum, Wr. Wb*

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

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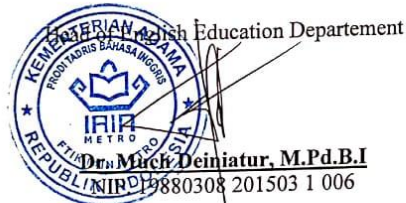
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MEDIA ON THE STUDENTS' WRITING SKILLS OF THE  
ELEVENTH GRADE OF SMA SUNAN AMPEL PUNGGUR

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*



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**RATIFICATION PAGE**

No: 0-3050 / 14.24 / D / 01.09 / 06 / 2024

An Undergraduate Thesis entitled: THE INFLUENCE OF USING PADLET AS TEACHING MEDIA ON THE STUDENTS WRITING SKILLS OF THE ELEVENTH GRADE OF SMA SUNAN AMPEL PUNGGUR, written by: Lukman Hakim, Student Number: 20010501016, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 19<sup>th</sup> 2024 at 10.00-12.00 WIB.

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**THE INFLUENCE OF USING PADLET AS TEACHING MEDIA  
ON THE STUDENTS' WRITING SKILLS OF THE ELEVENTH GRADE  
OF SMA SUNAN AMPEL PUNGGUR**

**ABSTRACT**

By:

Lukman Hakim

The aim of this research was to investigate whether there is any positive and significant influence of using Padlet on the students' writing skill. Digital teaching media is essential to aid students writing skills, one of them is Padlet. Padlet is an application where teacher and students can collaborate and share their writing. Therefore, the students are able to teach each other in order to improve and solve their problems in writing.

In this research, the researcher conducted quantitative research with pre-experimental by using one group pre-test post-test design. The samples of this research are 9 students at XI in SMA Sunan Ampel Punggur. Furthermore, the data was analyzed by using paired sample t-test to prove the hypothesis.

Finally, the results of data analysis from paired sample t-test formula illustrates that  $t_{\text{observed}} = 4,896$  is higher than  $t_{\text{table}}$  with significant level 5% = 2,306 and 1% = 3,355. Thus, it can be inferred that there is a positive influence. Then, the results of data analysis from Chi-Square formula illustrates that  $X^2_{\text{observed}} = 72,000$  is higher than  $X^2_{\text{table}}$  with a significant level of 5% = 15,507 and 1% = 20,090. It can be interpreted that there is a significant influence. Therefore, the Alternative Hypothesis ( $H_a$ ) is accepted. With the result that there is a positive and significant influence of using Padlet as teaching media on the students' writing skill of the eleventh grade of SMA Sunan Ampel Punggur.

***Keywords: Padlet, Quantitative Research, Writing Skills.***

**PENGARUH PENGGUNAAN PADLET SEBAGAI MEDIA  
PEMBELAJARAN TERHADAP KEMAMPUAN MENULIS SISWA  
KELAS SEBELAS SMA SUNAN AMPEL PUNGGUR**

**ABSTRAK**

By:

Lukman Hakim

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh positif dan signifikan dari penggunaan Padlet terhadap kemampuan menulis siswa. Media pembelajaran digital sangat penting untuk mendorong kemampuan menulis siswa, salah satunya adalah Padlet, Padlet adalah aplikasi dimana guru dan siswa dapat berkolaborasi dan berbagi hasil tulisan mereka. Oleh karena itu, para siswa dapat saling mengajar satu sama lain untuk meningkatkan dan memecahkan masalah mereka dalam menulis.

Pada penelitian ini, peneliti melakukan penelitian kuantitatif dengan jenis penelitian pre-eksperimental dengan menggunakan one group pre-test post-test design. Sampel dari penelitian ini adalah 9 siswa kelas XI di SMA Sunan Ampel Punggur. Selanjutnya, data dianalisis dengan menggunakan paired sample t-test untuk membuktikan hipotesis.

Terakhir, hasil analisis data dari rumus paired sample t-test menggambarkan bahwa  $t_{\text{observed}} = 4,896$  lebih tinggi dari  $t_{\text{tabel}}$  dengan taraf signifikan 5% = 2,306 dan 1% = 3,355. Dengan demikian, dapat disimpulkan bahwa terdapat pengaruh yang positif. Kemudian, hasil analisis data dari rumus Chi-Square menggambarkan bahwa  $x^2_{\text{hitung}} = 72,000$  lebih tinggi dari  $x^2_{\text{tabel}}$  dengan taraf signifikan 5% = 15,507 dan 1% = 20,090. Hal ini dapat diartikan bahwa terdapat pengaruh yang signifikan. Oleh karena itu, Hipotesis Alternatif ( $H_a$ ) diterima. Dengan hasil bahwa ada pengaruh yang positif dan signifikan dari penggunaan Padlet sebagai media pembelajaran terhadap kemampuan menulis siswa kelas XI SMA Sunan Ampel Punggur.

***Kata Kunci: Padlet, Penelitian Kuantitatif, Kemampuan Menulis.***



## STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate, thesis is originally the result of the research's research, in expection certain parts which are excerpted from the bibliography mentioned.

Metro, 12 June 2024

The Writer



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Metro, 12 Juni 2024

Penulis



LUKMAN HAKIM

MOTTO

فَإِذَا فَرَغْتَ فَانصَبْ

*So, when you have finished (with one thing), work hard (on another).*

**-Q. S Al-Insyirah: 7**

*“The only true wisdom is in knowing you know nothing”*

*~Socrates*

## **DEDICATION PAGE**

I highly dedicate his undergraduate thesis to;

1. To my parents. Mr. Jaelani, S.Pd.i as my father and Mrs. Siti Matoyah as my mother. Thank you for all your efforts to fulfill my needs, accompany me from childhood to adulthood, always praying for the best and giving so much love that can never be repaid.
2. To my brother and sister. Abdur ro'uf, S.E and Ida Astri Oktaviani, S.E. Thank you for all the prayers and support that always provide advice to face the realities of life.
3. To my missing piece, Helen Sekar Pralesti. Thank you for being the first person to listen to my complaints when I was facing life problems. Thank you for sacrificing so much time, energy, thoughts and money that can never be repaid. Thank you for always accompanying me in the preparation of this research. My promise to you, I will marry you.
4. Thank you Prabu. Muhammad Djorgi, Muhammad Alfitra Septanandra, Megi Johan Efendi, Rizka Mutiara Anisa, S.Pd. Friends who accompanied my process when 4 years of education at IAIN Metro. May you all be given ease and smoothness in all matters.


## ACKNOWLEDGMENT

The writer wishes to thank Allah SWT for everything. *Shalawat* and *Salam* to our beloved Prophet Muhammad SAW, God Almighty. May blessings and peace surround him, his family and friends, and his followers.

Sincere gratitude and respect are extended by the writer to the Rector of IAIN Metro Prof. Dr. Hj. Siti Nurjanah, M.Ag. PIA., the Dean of Tarbiyah and Teacher Training Faculty, Dr. Zuhairi, M.Pd., the Head of the English Education Department, Dr. Much Deiniatur, M.Pd. B.I., Advisor Yeasy Agustina Sari, M.Pd, and all lecturers in the English Education Department for their contributions, evaluations, and suggestions during the completion of this research. The writer also wishes to thank his parents, brother, friends, and special support system.

With any luck, this research will make a beneficial impact on the improvement of education. Then, the writer realizes the imperfections in this research. Therefore, in order to improve for the intention of perfection, criticism and suggestions are required.

Metro, January 2024  
The Writer



**Lukman Hakim**  
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# CHAPTER I

## INTRODUCTION

### A. Background of the study

Writing is an excellent way to communicate that should be mastered for every student. Writing is also a language ability that can be best improved by frequent writing and appropriate and immediate feedback. In other words, writing is the process of using symbols, letters of the alphabet, punctuation, and spaces to communicate thoughts and ideas in a readable form and it is a medium of human communication that involves the representation of a language with symbols.

Generally, writing is important, because with writing, writers can provide useful information for other people who need it. No matter how simple the written word is, it must be useful for those who need it. Writing is important because writing is one of the most trusted means of communication. In addition, for students, writing has the benefit of being a social communication tool that encourages interaction with others<sup>1</sup>. The intention is to communicate ideas, stimulate thought, and transmit ideas.

Additionally, as academic writing is an important component of finishing a study or completing an education, it holds great significance. As a result, it is

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<sup>1</sup> Gonca Yangın-Ekşi, Sedat Akayoglu, and Leonora Anyango, *New Directions in Technology for Writing Instruction* (Sydney: Springer, 2022).

imperative that students have a solid understanding of writing, including understanding the many types of writing, reader considerations, public orientation, identifying themes and ideas, developing ideas, writing elements, writing style, modified spelling, and editing. Every person in the modern world needs to be proficient in writing since it's a means of verbal communication used to share thoughts with the public or other people.

In this regard, to help learners improve their writing, teachers can use different media in their writing classes, especially from the Internet. Internet media such as applications, blogs or websites can support students' writing development. It can also provide relevant information related to learners' lives. Based on the researcher's experience while conducting a teaching practice, some teachers use internet media such as Facebook, Email, Twitter, Google Classroom, Quizziz or Padlet to support their teaching activities.

On the other hand, among all the media mentioned above, there is an interesting media that gained the researcher's interest which is called Padlet. Padlet is used to develop learners' writing skills. Its purpose is to ensure that users are able to express their expression and feelings more freely. Padlet manages to create a better learning environment and improves the learners' language accuracy along with their confidence<sup>2</sup>. It also enables learners to have

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<sup>2</sup> Aida Abdul Rashid, Melor Md Yunus, and Wahiza Wahi, 'Using Padlet for Collaborative Writing among ESL Learners', *Creative Education*, 10.03 (2019), 610–20 <<https://doi.org/10.4236/ce.2019.103044>>.

more space to participate in classroom activities. As a result, learners have more time and motivation to practice their writing through this application.

However, students' writing skills are still low because they need to understand grammar, structures, lexical content, and meaning<sup>3</sup>. The interference from the grammatical aspect of the student's native language causes them to make some mistakes in their second language writing. They think they are writing correctly even though they are using Indonesian grammatical rules, but such language products are not grammatically accepted in English.

This problem will also cause students difficulty in determining the use of singular/plural, articles, nouns, verbs, adverbs, adjectives, clauses, passive voice, and prepositions<sup>4</sup>. Not only does this affect the students, but it can also affect the readers' understanding of the students' intentions. Another weakness inherent in students' writing is how they use punctuation. Punctuation played an important role in organizing the students' words in their writing. However, the students have difficulties in determining the position for punctuation.

The students, on the other hand, have limited vocabulary mastery, which leads them to use the same words repeatedly when they write<sup>5</sup>. This is another weakness that occurred among the students and such will eventually affect their

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<sup>3</sup> Cao Thanh, N. (2015). The Differences between Spoken and Written Grammar in English, in Comparison with Vietnamese. *GiST Education and Learning Research Journal*, 11(11), 138–153.

<sup>4</sup> Toba, R., Noor, W. N., & Sanu, L. O. (2019). The Current Issues of Indonesian EFL Students' Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay. *Dinamika Ilmu*, 19(1), 57–73.

<sup>5</sup> Rahmatunisa, W. (2014). Problems Faced by Indonesian Efl Learners in Writing Argumentative Essay. *English Review: Journal of English Education*, 3(1), 1–9.

creativity in writing. Finally, there are two main factors that cause the writing skills of the Indonesian students to be still low, and they come from the learners and from the environment. The problems that come from the learners themselves are low self-confidence, lack of practice and low motivation, while the problems that come from the environment are time pressure, negative evaluation or feedback from the teacher, too many tasks and high expectations of their work. Therefore, the teacher's role in developing students' writing is necessary in this case.

On November 20<sup>th</sup>, 2023, a pre-survey was done of the eleventh grade of SMA Sunan Ampel Punggur Central Lampung. It is shown in the following table, which lists the test results that students who are learning English achieved especially in writing skills.

**Table 1.1**  
**The Data of Pra-Survey Result**  
**The Writing Skill of The Eleventh Grade of SMA Sunan Ampel**  
**Punggur Central Lampung**

<b>NO.</b>	<b>NAME</b>	<b>GRADE</b>	<b>CRITERIA</b>
1.	AAS	50	INCOMPLETE
2.	AFK	50	INCOMPLETE
3.	CAP	65	INCOMPLETE
4.	D	55	INCOMPLETE
5.	MVA	40	INCOMPLETE
6.	MIH	75	COMPLETE
7.	MRS	55	INCOMPLETE



8.	NM	60	INCOMPLETE
9.	NA	75	COMPLETE

Data on student writing problems obtained from the pre-survey were classified into complete and incomplete categories based on the Minimum Mastery Criteria (MMC). The Minimum Mastery Criteria for English is 70. The results of the eleventh-grade students' writing abilities categorization at SMA Sunan Ampel Punggur Central Lampung are shown in the results section:

**Table 1.2**

**The categorization of pre-survey results in students' writing skills of the eleventh grade of SMA Sunan Ampel Punggur Central Lampung**

NO.	GRADE	FREQUENCY	PERCENTAGE	CRITERIA
3.	>70	2 Students	20%	Complete
4.	<70	7 Students	80%	Incomplete
Total		9 Students	100%	

From the table above, it's known that the Minimum Mastery Criteria (MMC) is >70 and <70. The percentage of students whose writing skill is not able to achieve MMC is 80%. While the percentage of students whose writing skill is able to achieve MMC is 20%. It means that the percentage of students who are unable to achieve MMC is greater than the percentage of students who are able to achieve MMC.

Finally, based on the explanations above, the researcher finds Padlet that will be interesting to investigate, mainly because the research has a certain allure

and hasn't been extensively studied by anybody else, particularly at SMA Sunan Ampel Punggur. When the researcher conducted a pre-survey to observe the phenomenon that occurred at the school personally, it also discovered several issues. Researchers noticed that many students were having difficulty learning to write in English, which prompted them to try using Padlet to solve the issue. Thus, this research focuses on the influence of Padlet as an educational tool in EFL writing classrooms in Senior High School, specifically the eleventh grade. Therefore, the writer compiles a research proposal entitled *The Influence of Using Padlet as Teaching Media on The Students' Writing Skills of The Eleventh Grade of SMA Sunan Ampel Punggur*.

## **B. Problem identification**

Based on the background of the study, some problems are identified as follows:

1. Lack of vocabulary knowledge and practice reduced students' writing skills.
2. The students had difficulties in organizing ideas and language usage in written form, especially in explanation text.
3. The students need digital platform to encourages their participation in learning their activities.
4. The minimal amount of media used to improve the writing skills of students.

## **C. Problem Limitation**

Based on the problem identification the researcher limits the problems the English Teacher used minimum media to aid the students' writing skills.

Therefore, the researcher used Padlet as teaching media on the students' writing skills among the eleventh grade of SMA Sunan Ampel Punggur.

#### **D. Problem Formulation**

The Researcher has outlined the problem formulation related to the problem limitation above. The problem formulation of this research “is there any positive and significant influence of using Padlet as teaching media on the students' writing skills of the eleventh grade of SMA Sunan Ampel Punggur?”

#### **E. Objective and Benefits of The Study**

##### **1. Objective of the study**

The Objective of the study is to know whether there is a positive and significant influence of using Padlet as teaching media on the students' writing skills of the eleventh grade of SMA Sunan Ampel Punggur.

##### **2. Benefits of the study**

By doing this research, the researcher expects this research can be beneficial for the teachers, the students, and the readers:

###### **a. For the Teachers**

Through the findings of this research, it is expected to give information and assists the teachers to use media like Padlet in their teaching activities. Through the results of this study, it is hoped that teachers will know the real form of students' ability to use Padlet in their learning so that teachers can follow up the Padlet Application. In

addition, the explanations of the students' response in this study can give information to the teachers who want to use Padlet.

**b. For the Students**

The students are expected to feel more comfortable in expressing their ideas in written form and enhance their engagement in writing class when using the application. This research is expected to provide benefits for students, especially students in SMA Sunan Ampel Punggur Central Lampung by providing writing skills related to the theory and use of Padlet in writing. It is expected that with the information related to the use of Padlet in theses. It is hoped that students can be helped to know not only the concept of theory but also real examples of the application of Padlet in the context of writing learning. Through these real examples, students can develop the use of Padlet in their writing so that the quality of their writing will be better.

**c. For Other Researchers**

For the other researchers, this study is expected can be used as an additional reference to conduct research, especially on using Padlet as teaching media in the EFL classroom, especially on writing.

**F. Prior Research**

This research was done based on some prior research. The first prior research was done by Munirah Haris, Melor Md. Yunus and Jamaludin Hj Badusah. This study investigates the effectiveness of using Padlet in improving

students' learning in English grammar<sup>6</sup>. This study was a pre/post-test experimental design. The respondents were introduced to the use of Padlet during their grammar lesson and were given few tasks on Subject-Verb Agreement (SVA). Pre- and post-tests were given to the students to evaluate their current understanding of the SVA concept as well as their performance before and after using Padlet. The students were also asked to complete a questionnaire survey at the end of the post-test. The result from survey also showed high preference and participants positive attitude towards using Padlet as a means for learning grammar. The findings indicated that the use of Padlet is effective in enhancing students' performance in language learning.

The second prior research was done by Alfia Rachma Firnanda by title "The Use of Padlet Application to Improve Students' Writing Skill"<sup>7</sup>. This classroom action research focused on determining how the Padlet application could improve the eleventh-grade students' ability to write narrative text during the Ilmu Budaya dan Bahasa 2020/2021 academic year at MAN 1 Pasuruan. This application was chosen by the researcher to stimulate the students' interest and motivation in learning English. The researcher discovered that 36 (90%) of the students could achieve a passing grade. It proved improvements from the minimum standard of mastery criteria to the final test. Based on the findings of

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<sup>6</sup> Munirah Haris, MelorMd. Yunus, and JamaludinHj Badusah., 'The Effectiveness of Using Padlet in Esl Classroom.', *International Journal of Advanced Research*, 5.2 (2017), 783–88.

<sup>7</sup> Suryani Suryani and Azlim Azlim, 'The Use of STAD to Improve Students' Writing Skill', *Journal of ELT Research*, 3.1 (2018), 38 <[https://doi.org/10.22236/jer\\_vol3issue1pp38-42](https://doi.org/10.22236/jer_vol3issue1pp38-42)>.

this research, it is possible to conclude that using the Padlet application can improve the ability of eleventh grade students to write narrative text.

The third prior research was done by Ilham Sukma Taufikurohman entitled “The effectiveness of using Padlet in teaching writing descriptive text”<sup>8</sup>. This study was investigated the effects of Padlet on students’ descriptive text writing of Senior High School students as well as to find out their perceptions of using Padlet for learning descriptive text writing. In doing so, the subjects consisted of 54 students who were in tenth grade. Then they were divided into two equal experimental and control groups (N=27). Their age ranged between 16 and 17 years old. Gender of participants was not considered as a variable in the study. This study used convergent parallel mixed-method whereas pre-test and post-test were administrated to collect quantitative data and questionnaire was given to collect qualitative data. The experimental group was taught descriptive text writing via Padlet application, whereas the control group was taught by conventional media. Analyzing the data through the independent sample t-test revealed that with the help of Padlet application, the experimental group outperformed the control group in terms of writing descriptive text. Furthermore, the students had a positive attitude toward utilization of Padlet application.

This research has similarities and differences with some this prior research. One of similarities with the three prior research is that all of the research uses Padlet Application. Another similarity with the first prior research is the same

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<sup>8</sup> Ilham Sukma Taufikurohman, ‘The Effectiveness of Using Padlet in Teaching Writing Descriptive Text’, *JALL (Journal of Applied Linguistics and Literacy)*, 2.2 (2018), 71.

uses pre/post-test experimental design. Besides that, another similarity with the second and third prior research is the same uses writing skills. However, the difference between this research in the second and the third prior research is the method uses, where the second prior research uses classroom action research and the third prior research uses convergent parallel mixed methods design.

There have been many studies on the Padlet application based on prior research. This is why academics attempt to investigate how students writing abilities are affected through the use of the Padlet application. This study is different from prior research because it uses Padlet as teaching media to teach explanation writing with a natural and social phenomenon.

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. The Nature of Writing

##### 1. Definition of Writing

To transfer people's ideas, expressions, or information in written form, writing is the activity to help the writer do these. Writing can also help the writer to transfer their knowledge continually and permanently as well to the readers. It can be said that writing is similar to speaking because when people start to speak, they express their ideas to others while in writing people express their ideas into written forms<sup>9</sup>. In writing, the writer needs to be careful in choosing the words and arranging their ideas to make the information delivered clearly. The reason is writing is a skill to compose and organize the writer's ideas into words<sup>10</sup>.

Not only paying attention to word choice or arranging their ideas, students need to practice more if they want to be good at writing. In Miller's book, it states that writing takes time and effort to learn which means students need to be patient and practice a lot to learn this skill. Factors such as motivation also affect the students' writing skill as well. Hence, writing is a step-by-step process where the writers need to keep his composure,

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<sup>9</sup> A. Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays* (White Plan, NY: Longman, 2005).

<sup>10</sup> . Sabaruddin, 'Facebook Utilisation to Enhance English Writing Skill', *English Language Teaching*, 12.8 (2019), 37 <<https://doi.org/10.5539/elt.v12n8p37>>.



motivation, and revise their writing again to deliver a good writing. In conclusion, writing can be defined as an activity to transform the writers' ideas into written forms by following each process to create a good writing, which information or ideas can be comprehended by the readers. It is a skill which is not only used convert ideas, expression and thoughts, but also used to transfer knowledge permanently and continually.

## **2. Genre of Writing Text**

Based on generic structure and language feature dominantly used, texts are divided into several types. They are narrative, recount, descriptive, procedure, and explanation. These variations are known as genres.

### **a. Narrative Text**

Narrative text is a type of text that tells a story or describes a sequence of events. The purpose of a narrative text is to entertain or inform the reader by presenting a series of events in a coherent and engaging way. Narrative is fun to read because you can replace the author with yourself and it will seem as if the story is happening to you. Narrative text is an imagination or a complicated event which directs to a crisis that find a solution at last.

### **b. Recount Text**

Recount text is a text which retells events or experiences in the past. There are several purposes of recount text, as follows: informing the reader, entertaining the reader, reflecting on

something, documenting an important experience, and studying history.

c. Descriptive Text

Descriptive text is a type of text that describes objects, people, or places. A description text describes a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. Description differs from an information report because it describes a specific subject rather than a general group. The example of descriptions texts includes descriptions of a particular building, description of a specific animal, descriptions of a particular places, and descriptions of a specific person.

d. Procedure Text

Procedure text is a type of text that provides instructions or directions on how to perform a specific task. Basically, the purpose of procedure text is to explain how to make, do or operate something with step-by-step or clear and sequential instructions. Procedure text in English usually has a text title that begins with "How to..", "How to operate..", and "How to make".

## e. Explanation Text

### 1) Definition of Explanation Text

Explanation text is a text which explains how and why a phenomenon happens. It includes both natural and social phenomena<sup>11</sup>. Likewise, Pardiyono said that Explanation texts are pieces of writing that explain something. They might tell you how or why something happens, or give information on how to do something.<sup>12</sup> Another definition comes from Littell which said that explanation text is a piece of non-fiction writing explaining an action process or event in a detailed but simple way. It features numbered points, time connectives, pictures, diagrams, labels and captions to help the receiver understand the process of what's being delivered<sup>13</sup>. To sum up, explanation text is a type of text which tells about some objects in detail. According to Clouse, the purposes of explanation text are too certain, to express feeling, to relate experiences, to inform a reader unfamiliar with the subject and to persuade the things that explain in detail<sup>14</sup>.

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<sup>11</sup> T.S. Kane. *Oxford Essential Guide to Writing* (New York: University Press, 2000).

<sup>12</sup> Pardiyono, *Writing Clues for Better Writing Competence* (Yogyakarta: Andi Press, 2006).

<sup>13</sup> M. Littell, *Writing Mode: Description, Teacher Tips* (Vancouver: Vancouver School District, 1999).

<sup>14</sup> B.F. Clouse, *The Student Writer: Editor and Critic*, 6th Editio (New York: McGraw-Hill Companies, Inc., 2004).

## 2) Generic Structure of Explanation Text

Explanation text consists of four parts, namely title, general statement, explanation, and conclusion.

### a) Title

The first structure is the title. The title gives an overview of the content of the text.

### b) General Statement

In the second part, the general statement, there will be an overview of what is described in the text.

### c) Explanation

Next, there is the explanation section. This section provides a series of processes about how and why something happens or cause and effect explained through a sequence of events. FYI, this explanation section can consist of more than one paragraph.

### d) Conclusion

Finally, there is the conclusion section, which contains the conclusions of the entire process that has been explained previously.

## 3) Example of Explanation Text

<b>Title:</b>	<b>How Seawater Becomes Salty?</b>
<b>General Statement:</b>	Two-thirds of the Earth's surface is covered in water, and 97% of that is salty seawater. Only 3% of our planet's water

is fresh such as water in rivers, lake, and streams. This fresh water plays a big role in explaining how the sea becomes salty. Water moves around our planet in a cycle powered by the sun: from the sea, to the sky, to the land and then back to the sea.

**Explanation:**

When the sun heats the water in the sea, it changes into gas called water vapour and rises into the air, through a process called evaporation. After that, the water vapour turns back into liquid water while floating in the air, forming clouds through a process called condensation. Then this water eventually falls from the clouds in the sky as rain, sleet, hail or snow in which the process is also called precipitation. When these flows into streams and rivers, and eventually makes its way back to the sea. Furthermore, the rain that falls from the sky contains small amounts of chemicals called carbon dioxide and sulphur dioxide which makes the rain slightly acidic. This acid can absorb small amounts of mineral salts, including sodium and chloride. These mineral salts are dissolved from the rocks which then enter the water.

**Conclusion:**

Thus, the main salt in seawater is sodium chloride. The rain water flows off the land and into the rivers and streams that lead all the way to the sea, carrying the dissolved salts along with it that makes the seawater salty.

4) Language Features of Explanation Text

a) Simple present tense

Why do explanation texts use simple present tense? The answer is related to the purpose of this text, guys, which is to explain how and why something can happen. Well, the name of the process, the event must be a fact. Therefore, the tenses used must show facts, namely simple present tense.

What does the simple present tense pattern look like? Here's the formula!

**Subject + Verb 1 (-s/-es) atau to be + Object**

## b) Passive Voice

Passive voice is used to emphasize that a person or object is experiencing something. It is also used when the perpetrator is unknown and when it is not important to know the perpetrator.

So, why is passive voice used in explanation texts? So, explanation texts emphasize the object being explained, without knowing who is doing the work. Therefore, explanation texts often use passive voice.

In accordance with the tense used in explanation texts, the passive voice used is also in simple present tense.

## c) Connective Word

As the name implies, connective words are words that connect ideas. In explanation text, connective words are divided into two, as follows.

## 1. Sequential Connective Words

Sequential Connective Words are connective words based on order or time. Examples:

- *Then (Kemudian)*
- *After that (Setelah itu)*
- *However (Akan tetapi)*
- *Although (Meskipun)*

- *In addition (Selain itu)*
- *Moreover (Selain itu)*

## 2. Cause and Effect Connective Words

Cause and Effect Connective Words are connective words that show cause and effect. Examples:

- *Because (Karena)*
- *Since (Karena)*
- *As (Karena)*
- *Because of (Oleh sebab)*
- *So (Jadi)*
- *Therefore (Oleh karena itu)*
- *Caused by (Disebabkan oleh)*
- *Due to (Disebabkan oleh)*

### d) Technical Terms

Technical terms mean technical terms related to the phenomena discussed. Technical terms are words or phrases that people use in a specific career field. These terms can be any word, phrase or acronym that has a specialized meaning within a particular field of expertise, such as words for equipment, personnel, software or processes.

In short, writing has different genres based on the purpose and how the writer writes the text. In current study, explanation text writing was chosen for because explanation text writing is kind of text which is included

in senior high school curriculum. Explanation text is also useful for the students because in senior high school levels, the students need to get new information which they can get by sharing about the explanation text with their friends in the class.

### **3. Problems in Writing**

Writing is a complex skill that requires the writer to know several variables of it<sup>15</sup>. This is also proven by the students themselves as they encountered many challenges when they learned or practiced their writing. As a result, several problems in writing will be encountered by the students. These problems are:

#### **a. Grammatical problem**

Grammatical problems are one of the problems which usually occur in writing activities. This happens because the interference from the student's mother language's grammatical aspect leads them to make some errors in their second language writing. As a result of this matter, it is not easy for EFL learners to understand and apply the English grammatical rules<sup>16</sup>. This will also lead to another grammatical problem such as deciding the use of plural forms, articles, verb forms, clauses, passive voice, and prepositions still occurred amongst the students.

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<sup>15</sup> Dang Thi Ngoc Anh, 'EFL Student's Writing Skills: Challenges and Remedies', *Ejournal*, 9.6 (2019), 74-84.

<sup>16</sup> Ibid



b. Word choice problem

Students sometimes pick the same words and use them many times in Their writing. According to Rahmatunisa, she mentioned that Students have limited vocabularies knowledge; leading them to use the same words repeatedly in their writing<sup>17</sup>. Students' need to work hard on Transferring the context from Bahasa to a clear and meaningful English context.<sup>18</sup> Thus, word choice and appropriateness become a problem for the students. The attempt to entertain the reader sometimes led to diction issues for the students. The reason is the students' have difficulties on transferring their ideas from Bahasa to English.

c. Teacher's feedback

In this point, the teacher should understand the students than judges them. Not only to understand the students' struggle to accomplish Their writing, the teacher should also see what the students have succeeded in their writing. Teachers' feedback has great role to improve the students' interest for their writing. However, if the students did not receive proper feedback, their interest for writing will be lowered which becomes a problem in writing.

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<sup>17</sup> Rahmatunisa, W. (2014). Problems Faced by Indonesian Efl Learners in Writing Argumentative Essay. *English Review: Journal of English Education*, 3(1), 1–9.

<sup>18</sup> M. Said Husin and Ety Nurbayani, 'The Ability of Indonesian EFL Learners in Writing Academic Papers', *Dinamika Ilmu*, 17.2 (2017), 237–50 .

d. Cognitive problems

This problem occurred because the students have to consider a variety of variables, such as content, sentence form, vocabulary, punctuation, and spelling. At a higher point, the students need to be able to organize their knowledge or information into clear paragraphs and texts. As for punctuation, despite it held an important role to organize the students' words in their writing, most of the students have difficulties determining the position for it. Hence, writing skills can be a very time-critical and demand the students to practice a lot and very cautious.

Based on this viewpoint, the learners mostly expand their times into communicative practices, 45% of their energy to listening, 30% to Speaking, 16% to reading and 9% to writing<sup>19</sup>. This is the reason why most students feel overwhelmed and struggled to express their ideas, causing the cognitive problems arise. Internal and external problems it cannot be denied that the students' internal and external factors can also disturb the students' writing activity. The problems coming from the learners themselves are low self-confidence, lack of practice, and low motivation whereas the problems coming from the environment are time pressure, negative evaluation or feedback from the teacher, too many tasks, and having a high expectation of their works.

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<sup>19</sup> Dang Thi Ngoc Anh, "EFL Students' Writing Skills: Challenges and Remedies", *Ejournal*, 9.6 (2019) 74-84.

These are also supported by Harmer which mentioned that several factors can decrease the students' motivation to write as well<sup>20</sup>. First, fear of making mistakes is a common feeling among students. Second, students write in a state of confusion. They do not know what they are going to write, lack self-confidence, and seek to conceal their vulnerabilities.

#### **4. Process of Writing**

Writing is a skill that needs some process in order to make the writer deliver a good writing. There are several stages in the process of writing. These stages are discovering ideas, pre-writing, organizing, drafting, revising, and editing. These stages will be explained below:

##### **a. Discovering Ideas**

Every writer needs an idea to start their writing. However, if the writer did not able to explore the ideas, it will become a problem since a good writing came from the writer's ideas and how the writer supports those ideas as well as dealing with the problems that arise in it. According to Meyers, the writer should explore their ideas, and write them in organized order<sup>21</sup>. The writer should also recognize the subject, purpose, and audience for their writing.

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<sup>20</sup> Dang Thi Ngoc Anh, "EFL Students' Writing Skills: Challenges and Remedies", *Ejournal*, 9.6 (2019) 74-84.

<sup>21</sup> Meyers, A. (2005). *Gateways to academic writing: Effective sentences, paragraphs, and essays*. White Plains, NY: Longman.

b. Pre-writing

The second stage is called pre-writing. Pre-writing is the stage where the writer generates their ideas by using the strategies and information they have. This might be the longest stage because pre-writing, takes 85% of the writer's time of their writing. The writer, as mentioned in the previous point should be focused on the subject, the purpose, and the audience of their writing. Below are the strategies that can be used in the pre-writing stage:

1) Brainstorming

According to Miller, brainstorming is a strategy to increase creativity and productivity to gather ideas<sup>22</sup>. This strategy can be done by a group discussion or one person. In this technique, the writer writes their thoughts about the subject they want to discover. It usually takes time about 10-15 minutes. Once they are done, they need to check the written ideas on the paper and then mark them. To generate more ideas, it is recommended to do this strategy twice or thrice Hence, seeing the listed ideas in the paper able to aids the writer in connecting each idea and seeing the topic from a different perspective.

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<sup>22</sup> Miller, R. K. (2006). *Motives for Writing 5th Edition*. New York: McGraw Hill.

## 2) Clustering

Meyers stated that this strategy is helpful for those who like to gather their ideas visually<sup>23</sup>. In this technique, the writer writes Down the subject in the center of the paper and then circles it. Next, the writer has to write more ideas related to the subject they choose. Next, circle it and connect it to the main subject with the connecting Line. It can be seen that the writer's ideas can relate to each other in This technique through visual form.

## 3) Freewriting

The third strategy is called freewriting. It is a strategy where the writer writes down about the subject and not worry too much About the grammar, sentence, or logical order. In this strategy, it is better if the writer writes down everything while trying to speak to transfer all of the ideas related to the subject, so it will be delivered faster.

## c. Organizing

Once the writer already finished the pre-writing stage, the writer needs to organize all of the ideas they discovered. Meyers stated that the writer needs to choose which ideas they want to use in their writing. After they choose the ideas, they should start to create an outline to

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<sup>23</sup> Meyers, A. (2005). *Gateways to academic writing: Effective sentences, paragraphs, and essays*. White Plains, NY: Longman.

organize their ideas which also includes the supporting details. The outline can help the writer to put their ideas into an arranged position.

d. Drafting

The next stage is called drafting. According to Langan (2001) the writer needs to give adequate time for their drafting session. In drafting also, the writer gives more detailed information that did not appear in the previous stages. Also, the writer should know the structure of their writing. It is necessary because it helps the writer to put an interesting opening sentence in the introduction and reveal their thesis statement, showing the supporting details to support the writer's statement, and how they should end the text with a good closing statement.

5. Revising

In revising, it is necessary to look back at the draft from a different perspective, and it also will become a productive process. Miller stated the writer needs to revise their draft while thinking about the audience because it will make the writer aware of the sentence, the unclear explanation, the organization, and the content as well. Mostly, revising will be more productive if the writer asks their friends, colleagues, or teacher to give some feedback. Once the writer receives the feedback, they will feel more careful to revise their writing. It will also aid the writer to realize their mistakes in their writing.

## 6. Editing

The final stage is editing. The writer will have to go back over their writing and should start to make changes to the organization, punctuation, grammar, word choice, verb form, and spelling. The writer needed to check those things carefully to produce good writing. Once the writer already checks and changes the organization, punctuation, grammar, and appropriateness in their writing, they should start to do proofreading. Proofreading means that the writer has to re-read their writing because the writer needs to check the words they choose, the sentence, the meaning of a sentence, and even the grammar again. In this stage, the writer must present good writing in the end, which means it is necessary to re-check their writing before they print or publish it.

## 7. Writing Assessment

The assessment of writing achievement is to determine how good the writing of the students is. It is to measure the degree of students' writing achievement. The teacher can provide a test to assess how the students write and organize their ideas into good writing effectively. The teacher as a guide and evaluator in the teaching and learning process should have an appropriate and right concept of writing assessment to be able to assess the writing work of students. Generally, the grade of writing skill is taken from criteria of writing test. According to Brown, there are five categories that

must be assessed in writing<sup>24</sup>. The categories are organization, content, grammar, mechanics, and style quality expression. Here is the explanation of each category:

a. Organization

Organization is the first category that must be assessed in writing. It is used to evaluate whether the introduction, body, and conclusion of the text that the students made is coherent or not. The word coherence means that the sentences in the text are interrelated to another sentence. In scoring organization, if the students can make a text based on the organization completely and coherent with the topic, the students will get excellent scores or get 20—18 scores. However, if the student is absence in several aspects, such as a lack of supporting evidence related to the topic, they will get a low score or a 5—1 score. The details of organization scoring are as follows<sup>25</sup>:

**TABLE 1.3**

**ORGANIZATION ASSESSMENT CRITERIA**

<b>20—18</b> <b>Excellent to good</b>	Appropriate title, effective introductory paragraph, topic is stated leads to the body transitional exposition used: arrangement of the material shows plan (could be outlined by the reader), supporting evidence given for generalization conclusion logical and complete.
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<sup>24</sup> Brown douglas, *Language Assessment; Principles and The Classroom Practices* (New York: Longman.com, 2004). 244-246

<sup>25</sup> Ibid



<p style="text-align: center;"><b>17—15</b> <b>Good to adequate</b></p>	<p>Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed, sequence is logical but transitional expression may be absent or misused.</p>
<p style="text-align: center;"><b>14—12</b> <b>Adequate to fair</b></p>	<p>Mediocre or scant to introduction or conclusion, problems with the order ideas in body, the generalization may not be fully supported by the evidence given; problems of organization to interfere.</p>
<p style="text-align: center;"><b>11—6</b> <b>Unacceptable-not</b></p>	<p>Shaky or minimally recognizable introduction can barely be seemed; severe problems with ordering of ideas: lack of supporting evidenced: conclusion weak or inadequate effort of organization.</p>
<p style="text-align: center;"><b>5—1</b> <b>College-level work</b></p>	<p>Absence of introduction and conclusion no apparent organization of body, severe lack of supporting evidence: writer has not made any effort to organize the composition (could be outlined by reader).</p>

b. Content

Content is referring to the sentences that used to deliver idea and consist of understanding knowledge of the topic. The content should cover all information related to the topic which unities one into another. In scoring the content, if the students are able to deliver the ideas clearly based on the topic and explore all information of the topic which unities one into another. The students will get excellent score from 20—18. However, if the text made by students not reflects all information of the topic, the

students will get low score from 5—1. The details of content scoring are as follows<sup>26</sup>:

**TABLE 1.4**  
**CONTENT ASSESSMENT CRITERIA**

<b>20—18</b> <b>Excellent to good</b>	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
<b>17—15</b> <b>Good to adequate</b>	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.
<b>14—12</b> <b>Adequate to fair</b>	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
<b>11—6</b> <b>Unacceptable-not</b>	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.
<b>5—1</b> <b>College-level work</b>	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully

c. Grammar

Grammar shows an accuracy of the use correct grammatical form and syntactic pattern that is used by the students when making a text. In arranging the sentence in order to make a good paragraph, the students should use the correct tenses based on the characteristic of the text. For example, in writing descriptive text the students should use simple present tense when arranging the sentence. In scoring grammar, the students will get excellent score

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<sup>26</sup> Brown douglas, Language Assessment; Principles Anded Classroom Practices (New York: Longman.com, 2004). 244-246

from 20—18 score if the students are able to use appropriate grammar when arranging the sentence related to the topic. However, if the students are not able to use the correct grammar that causes the readers cannot understand what the students wants to say, the students will get low score from 5—1 score. Here is the detail in scoring grammar<sup>27</sup>:

**TABLE 1.5**

**GRAMMAR ASSESSMENT CRITERIA**

<p><b>20—18</b> <b>Excellent to good</b></p>	<p>Native like fluency in English grammar correct use to relative clauses, prepositions, modals, articles, verb forms, and tense sequencing no fragment or run-on sentences.</p>
<p><b>17—15</b> <b>Good to adequate</b></p>	<p>Advanced proficiency in English grammar, some problems do not influence of communication, although the reader is aware of them; no fragment or run-on sentences.</p>
<p><b>14—12</b> <b>Adequate to fair</b></p>	<p>Ideas are getting to the reader, but grammar problems are apparent and have a negative effect of communication run-on sentence or fragment present.</p>
<p><b>11—6</b> <b>Unacceptable-not</b></p>	<p>Numerous serious grammar problems interfere with communication of writers' ideas grammar review of some areas clearly needed, difficult to read sentences.</p>
<p><b>5—1</b> <b>College-level work</b></p>	<p>Severe grammar problems interfere greatly with the message, readers cannot understand what the writers was trying to say; unintelligible sentence structure.</p>

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<sup>27</sup> Brown douglas, Language Assessment; Principles Anded Classroom Practices (New York: Longman.com, 2004). 244-246

d. Mechanics

Mechanics explains about the use of spelling, punctuation, and capitalization correctly. In writing process mechanics is an aspect that very important to be learned of the students. This is how the students will make a good paragraph through the use of correct spelling and the use of appropriate punctuation and capitalization. In scoring mechanics aspect, the students will get excellent score from 20—18 score if the students can use the spelling, punctuation and capitalization in arranging the sentences appropriately. However, if the students cannot use the spelling, punctuation and capitalization appropriately the students will get low score from 5—1 score. Here is the scoring mechanics on details<sup>28</sup>:

**TABLE 1.6**

**MECHANICS ASSESSMENT CRITERIA**

<b>20—18 Excellent to good</b>	Correct use of English writing conventions; left and right margin, all needed capitals, paragraphs, indented, punctuation and spelling; very neat.
<b>17—15 Good to adequate</b>	Some problems with writing convention or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
<b>14—12 Adequate to fair</b>	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with the ideas.
<b>11—6 Unacceptable-not</b>	Serious problem with format of paper; parts of essay not legible, errors in sentence and punctuation and final punctuation; unacceptable to educated to the readers.

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<sup>28</sup> Brown douglas, Language Assessment; Principles Anded Classroom Practices (New York: Longman.com, 2004). 244-246

<b>5—1</b> <b>College-level work</b>	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margin, severe spelling problems.
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e. Style Quality Expression

Style and quality of expression refers to the vocabulary, idiomatic, words form and diction that commonly used in writing process. It is a process of selection words which suitable with the content and topic. In scoring style and quality of expression, if the students are able to mastery the use of the vocabulary, idiomatic and diction which suitable with the context, the students will get excellent score from 20—18 score. In contrast, if the students are not able use the appropriate vocabulary which is suitable with the context, the students will get low score from 5—1 score. Here is the scoring of style and quality of expression<sup>29</sup>:

**TABLE 1.7**

**STYLE AND QUALITY ASSESSMENT CRITERIA**

<b>20—18</b> <b>Excellent to good</b>	Precise vocabulary usage: use of parallel structures; concise; register good.
<b>17—15</b> <b>Good to adequate</b>	Attempts variety; good vocabulary; not wordy: register OK; style fairly concise.
<b>14—12</b> <b>Adequate to fair</b>	Some vocabulary misused; lacks awareness of register; may be too wordy.
<b>11—6</b>	Poor expression of ideas; problems in vocabulary; lacks variety of structure.

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<sup>29</sup> Brown douglas, Language Assessment; Principles Anded Classroom Practices (New York: Longman.com, 2004). 244-246

<b>Unacceptable-not</b>	
<b>5—1 College-level work</b>	Inappropriate use of vocabulary; no concept of register or sentence variety.

From the explanation above, it is known that there are five categories that will be assessed in writing. The categories consist of organization, content, grammar, mechanics, and style and quality of expression. In every category, commonly the students got 20 score as the highest score and 1 score as the lowest score. However, among the five categories of the assessment above, each category has different assessment criteria. Therefore, in assessing the result of students' writing the teacher or rater must consider those categories carefully.

## **B. Padlet As Teaching Media**

### **1. Padlet Application**

Padlet is an application where students can collaborate and share their writing. Here, they can post video, picture and short essay with the topic or theme. Based on the Fuchs result in 2014, by using Padlet students can participate in discussion and activities in asking some questions and give comments, so it was making them not bored and it can apply everywhere<sup>30</sup>. Padlet is an application to create an online bulletin board so that one can use it to display information for any topic.

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<sup>30</sup> Beth Fuchs, 'The Writing Is on the Wall: Using Padlet for Whole-Class Engagement', *LOEX Quarterly*, 240.4 (2014), 7.



## 2. Procedure of Padlet Application

Although registering is not required, it is free and easy to do via Padlet own registration portal, or using a Google (or open ID) account. Once users are registered, they can create their first bulletin board and (in the top left corner) edit the title and description of the “wall”. Teachers can create a topic, or simply post a question for students to answer. Users can also edit the image associated with the wall, which functions as an identifying logo. Lastly, users can select the design template and set access privileges (which includes a custom URL ID).

After the wall is established, users can add a “post it” note by double-clicking anywhere on the wall. Text, audio, videos, and images can be posted to the wall (videos and images automatically display a zoom picture when clicked on- a temporary pop-up window for viewing). How to use the tool in classroom:

- a. The teacher set up a wall with information to share with the students.
- b. The teacher set up a wall for the students to collaborate on a specific topic. Allowing students to share text, picture, link, or file to start collaborating
- c. The Teacher set up a wall for the students to provide feedback during a learning activity. Then, set up the wall to be up at all times so students can post questions that can address throughout the teacher or at the end of learning activity.



- d. The students have created unique presentation by designing their own wall and use to it express themselves over a topic or subject.

### **3. Teaching Writing Using Padlet**

The researchers as teacher used the right way in teaching writing in explanation texts. The researchers used Padlet as a media for learning to write explanation text because in teaching and learning activities to help deliver and explain material so that it can be understood by students, teachers need media. Appropriate learning media such as Padlet help and increase students' enthusiasm in learning to write explanation texts. This fact was obtained from the results of observations and interviews with three students. The use of Padlet application in explanation text learning aims to help students develop their writing, especially about writing explanation text. Here, students' involvement in learning explanation text assisted by Padlet.

First, learning activities to write explanation descriptive text using Padlet. The researchers conveyed explanation text material starting from the meaning of explanation text, purpose of explanation, general structure, language features in explanation text, and examples of explanation text. Then the teacher gives pictures and instructions to them for each student to give one characteristic of the picture. After that, they arrange the sentences that have been given by all their friends into a explanation text. The last, the students were asked to make a explanation text about the places they had visited. This form of learning can improve student collaboration. This explanation is supported by Awaludin et al their collaboration increases because, in Padlet, they need to collaborate, receive

and give feedback, check for errors in their posts, and exchange information with their friends<sup>31</sup>.

Second, Process of writing explanation text on Padlet to generate ideas. Through this theme, the researchers as the teacher asked the students to think of a explain of the image that had been displayed on Padlet and asked the students to make a explanation text. In other word students brainstorm or branch out using words for the topic. The brainstorming phase is equipped with students to have ideas for writing. Thus, students can make drafts after brainstorming. In addition, students begin to construct explanation texts. In the process of writing explanation texts, students are required to be able to come up with ideas to write explanation texts. By using this media can make it easier for students to come up with their ideas to be able to make the results of their explanation text writing better. In other words, they say that using this Padlet can be easily understood by them and helps them find the widest possible ideas when writing. This explanation is supported by Nugroho and Nurhamidah who stated that students showed a positive response because with Padlet, they could better express their ideas and saw Padlet as an application that had an attractive appearance and features<sup>32</sup>.

Third, when students use Padlet in learning to write explanation texts, they get the advantage of using the Padlet application in explanation text learning

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<sup>31</sup> Eko Noprianto, 'Student ' s Descriptive Text Writing in SFL Perspectives', 2.1 (2017), 65–81.

<sup>32</sup> Choiril Anwar, Kurniawan Yudhi Nugroho, and Idha Nurhamidah, 'Students' Perception at the Use of Padlet in Linguistics Class', *Notion: Journal of Linguistics, Literature and Culture*, 1.1 (2019), 35 <<https://doi.org/10.12928/notion.v1i1.714>>.

such as being a place for discussion, and increasing their vocabulary. This explanation is supported by Hamid, Rosli, and Yunus as a tool used to discuss, give assignments, and receive material, Padlet can also be used to develop students' vocabulary<sup>33</sup>. This happens because students are curious to know the meaning of words and structures in the post.

Fourth, the obstacle faced by students is internet connection. Padlet requires a stable connection to operate. Students stated that the obstacle in using Padlet is the network. Finally, every educational tool has challenged that students will eventually face when using it. In using the Padlet application, the challenge faced by students is that the internet connection is not good. This explanation is supported by Deni and Zainal where Padlet is not effective for students who have internal problems such as self-confidence and anxiety, and other problems such as connections, hardware, and the material presented<sup>34</sup>. Therefore, teachers need to pay attention to these challenges to be able to provide a clear explanation of the material and create a good environment for communication between teachers and students.

### **C. The Advantages and The Disadvantages of Using Padlet**

#### **1. The Advantages of Using Padlet Application in Education**

There are some advantages when using Padlet application in education.

According to Lestari, some advantages of using Padlet are Padlet able to

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<sup>33</sup> Harlena Deasy, Mukhaiyar, and Hamzah, *Collaborative Writing Strategy for Teaching Writing Descriptive Text* (Amsterdam: Atlantis Press, 2019).

<sup>34</sup> Ann Rosnida Deni and Zainor Zainal, 'Let's Write on the Wall: Virtual Collaborative Learning Using Padlet', *Turkish Online Journal of Educational Technology*, 2015.2 (2015), 364–69.

enhance the students' performance and grammar as well which make the students think that Padlet is very useful in their language learning activities<sup>35</sup>.

Also, some advantages of using Padlet as follows:

- a. it able to help the students to develop their knowledge of the language through visual mapping, enhancing their vocabularies, and create a meaningful learning activity<sup>36</sup>.
- b. It helps the students to combine and develop their cognitive experience such as organizing their thoughts and also strengthening their memory regarding the second language they learned.
- c. Padlet has been proven beneficial to help the students to improve their motivation in teaching and learning activity.
- d. It helps the students become less anxious or stress which means it also helps the students to lower their learning anxiety.
- e. Padlet able to enhance the students' engagement and create a good virtual classroom environment.

From these advantages, it can be concluded that Padlet can provide the learning activities through virtual classroom, where it helps the students to enhance their language skills especially for writing through the Padlet's features. Moreover, it also enhances the students' cognitive aspect through the safe virtual environment.

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<sup>35</sup> Beth Fuchs, 'The Writing Is on the Wall: Using Padlet for Whole-Class Engagement', *LOEX Quarterly*, 240.4 (2014), 7.

<sup>36</sup> Faiza Rostam Affendi and others, 'Advantages of Integrating Padlet as a Pre-Writing Strategy', *International Journal of Scientific and Technology Research*, 9.3 (2020), 4031–33.

## 2. The Disadvantages of Using Padlet Application in Education

Despite of its advantages, there are some disadvantages that need to be paid attention when using Padlet in education as follows:

- 1) The students and teachers need times to learn Padlet itself.
- 2) For the teachers, they need to reconsider about the students' devices and internet as well to access Padlet.
- 3) The teachers need to paid attention on the materials they shared on Padlet whether it is appropriate or not.

Moreover, the teacher should keep their eyes students' postings and comments in Padlet, since a bullying or inappropriate message can be posted by them. The teacher needs to paid attention to the students' interaction and the post as well in Padlet, such as the message from teacher themselves whether it is already clear or not for the student, and maybe the fact that they still not familiar with Padlet<sup>37</sup>.

## D. Theoretical Framework and Paradigm

### 1. Theoretical Framework

A theoretical framework is a model that allows the researcher to explore the relationships between variables in a logical and prescribed way. It clarifies questions by relating questions and their constituent sub-questions and it summarizes the overall concept under investigation. It

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<sup>37</sup> Sri Lestari, "Implementing Padlet application to improve writing ability in English writing skill for non-English department students", *LET; Linguistics, Literature, and English Teaching Journal*, 7.1 (2017),1.

means that theoretical framework is basic concept that supports relationship between two or more variables. The simple definition of theoretical framework is the explanation about the concept of two variables in the research.

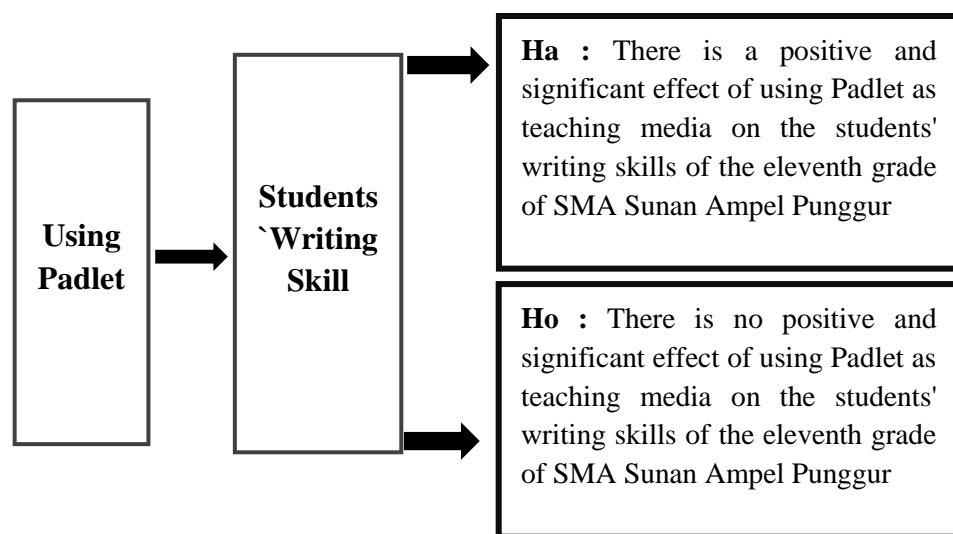
This is quantitative research. This research aims to know the influence of the independent variable (X) on the dependent variable (Y). There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is Padlet. And the dependent variable (Y) is students' writing. Padlet as a writing medium is used to teach basic writing skills that are applicable across grade levels and curriculum areas. It is a simplified graphic organizer for teaching writing to students in school.

Writing is an important subject for students to learn and is also an important factor in the learning process. In learning English students are expected to be able to use English in writing. Writing skills is one of the complementary English skills that students need to master because it is one of the difficult subjects in school. Therefore, the teacher must choose a good medium for teaching writing. The medium must also be appropriate to the level of the students.

Therefore, there is a positive and significant effect of using Padlet as teaching media towards students writing skills at eleventh grade SMA Sunan Ampel Punggur

## 2. Paradigm

Paradigm is a concept used by researchers to explain their theories. These are collaborative diagrams with flow paths and arrows. Basically, the paradigm clarifies the relationship between loosely coupled systems and can suggest research questions and lines of enquiry. Based on the theoretical framework above, the researcher describes the paradigm as follows:



**Figure 1.** The Diagram of Paradigm

Based on the paradigm above, we can see that if the result of using Padlet have two possibilities. If the result of using Padlet as teaching media has a positive and significant influence, Ha was accepted and Ho was rejected. Then, if the result of using Padlet as teaching media has no positive and significant influence, Ho was accepted and Ha was rejected.

## **E. Research Hypothesis**

### **1. Hypothesis formulation**

Ha : There is a positive and significant effect of using Padlet as teaching media on the students' writing skills of the eleventh grade of SMA Sunan Ampel Punggur

Ho : There is no positive and significant effect of using Padlet as teaching media on the students writing skills of the eleventh grade of SMA Sunan Ampel Punggur.

### **2. Statistical Hypothesis**

If  $F_o > F_t$  : Ha is accepted and Ho is rejected

If  $F_o < F_t$  : Ha Is rejected and Ha is accepted





## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research is quantitative research. Muijs states that quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)<sup>38</sup>. The researcher concludes that this research is quantitative research because this research uses the numerical numbers that taken from the students.

The researcher will use quantitative research in the form of experimental design. Muijs decides that there are two main types of quantitative research design<sup>39</sup>, experimental design and non-experimental design. This research is experimental research by using pre-experimental design which consists of one group pre-test and post-test design. Jhon W. Best said that experimental is the classic method of the science laboratory where elements are manipulated and effects observed can be controlled<sup>40</sup>. The method use in this research is the pre-experimental desain which is a method of obtaining accurate data from the data to be studied, namely by conducting direct experiments on the object to be researched.

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<sup>38</sup> Daniel Muijs, *Doing Quantitative Research in Education* (London: Sage Publication, 2004).

<sup>39</sup> *Ibid.*, p.13

<sup>40</sup> W. Best John and V. Kahn James, *Research in Education*, Tenth Edit (United States: Pearson Education, 2006).

This research will be conducted at the eleventh grades of SMA Sunan Ampel Punggur. The researcher is intended to investigate whether there is any positive and significant effect of using Padlet as teaching media toward students' writing skills at eleventh grade SMA Sunan Ampel Punggur.

## **B. Variable and Operational Definition of Variable**

### **1. Variable**

A variable refers to the conditions or characteristics that the experimenter manipulates controls or observes<sup>41</sup>. This research consists of two variables; they are independent variable and the dependent variable.

The independent variable in this research is using Padlet as teaching media. Moreover, the dependent variable of this research is students' writing skills at the eleventh grade of SMA Sunan Ampel Punggur.

### **2. Operational Definition of Variables**

An operational definition is a definition based on the characteristics of the things that will be defined and it could be observed or measured. The operational definition variables are as follows:

#### **a. Independent Variable**

An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. Sometimes an intervening variable exists in a research study and sometimes it does not. In research studies, the researcher will find the independent

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<sup>41</sup> Jhon W. Best and James V. Kahn, *Research in Education*, Seventh Edition (New Delhi: Prentice-Hall of India Private Limited, 1995). p, 137

variables called factors, treatments, predictors, determinants, or antecedent variables. Regardless of name, researchers measure this type of variable distinctly (independently) from the dependent variable, and they identify these variables as worthy of study because they expect them to influence the outcomes. Padlet application as an independent variable was used to improve writing skills.

The researcher will measure the independent variable by using observation. Then, the researcher determines some indicators that should be attained by students in Padlet as teaching media (independent variable) as follows:

- 1) The students are able to operate the Padlet application.
- 2) The students are able to contribute and share ideas in the Padlet application.
- 3) The students are able to be more confident in participation.
- 4) The students are able to write an explanation text in Padlet application

b. Dependent Variable

A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. You may find them labeled in the literature as the outcome, effect, criterion, or consequence variables. Researchers typically investigate multiple dependent variables in a single study, although in many studies, one of the dependent variables is typically of central interest. Dependent

variables can be measured using continuous or categorical scores. The dependent variable is students' writing skills especially problems in content and organization in writing.

The researcher will measure the dependent variable by using a test. The researcher tested the students by asking them to write an explanation text with a given topic. It will be implemented for the students in the eleventh grade of SMA Sunan Ampel Punggur.

Regarding the dependent variable in this research, some indicators that should be attained by the students in writing explanation are:

- 1) The students are able to express and explore their background knowledge probing and ideas through written language.
- 2) The students are able to arrange a good sentence grammatically.
- 3) The students are able to write and organize an explanation text with an appropriate structure.
- 4) The students are able to use spelling and punctuation correctly.

## **C. Population, Sample, and Sampling Technique**

### **1. Population**

According to Yonges Kumarsingh, population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed<sup>42</sup>. It could be understood that the population is the whole

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<sup>42</sup> Yongesh Kumar Singh, *Fundamental Of research Methodology and Statistics*. (New Delhi: New Age International. 2006) p. 63

subject in observation. The total population in this research are 9 students of the eleventh grade of SMA Sunan Ampel Punggur.

## **2. Sample**

A sample is a small proportion of the population that is selected for observation and analysis. It means the sample is a part of the population that will be observed. The research sample of this study are 9 students of the eleventh grade of SMA Sunan Ampel Punggur.

## **3. Sampling Technique**

Sampling refers to the process of selecting the individuals who will participate in a research study. In this research, the researcher uses a cluster random sampling technique as a sampling technique which on previous knowledge of a population and the specific purpose of the research. The researcher chooses class XI to be investigated, because of their low score in writing.

## **D. Data Collection Technique**

### **1. Test**

According to Brown, a test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain<sup>43</sup>. The researcher uses pre-tests and post-tests to collect data and to measure of the students' writing explanation text.

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<sup>43</sup> Brown douglas, Language Assessment; Principles Anded Classroom Practices (New York: Longman.com, 2004).

a. Pre-test

The pre-test will be held in the first meeting before doing treatment in order to know the ability of the students before doing the action research to find out the capability and to know how far the students' writing explanation text.

b. Post-test

The post-test will be held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students 'achievement in the class or is there any significant different between the pre-test score before a treatment and post test score after treatment is given.

## **2. Documentation**

Documentation is a method which used to get information from written language of document (for example: books, syllabus, lesson plan, and others), photos, recordings or videos. The researcher used the documentation method to get detail information about the sum of the teacher, employers, students and organization structure of SMA Sunan Ampel Punggur.

## **E. Research Instrument**

Instrument is a tool of the research which used in each method. It meant that instrument is a tool or facility that used by the researcher to collect the data completely and systematically. Furthermore, the research instrument involves:

## 1. Instrument Blueprint

To get the data related to the research problems, the researcher design with indicators which have been decided. Moreover, the researcher used Pre-test and Post-test instrument.

In order to know students 'writing skill, the researcher measures the students 'writing skill by asking them to make explanation text. The researcher is instructing the students to make a simple composition which is determined. Moreover, the researcher uses test instrument to take the scale of instrument which the standard of the score writing test as follows:

Table 1.8

Instrument Blue Print

No	Variables	Indicators	Measurement
1.	Variable X (Padlet as Teaching Media)	<ul style="list-style-type: none"> <li>- Student are able to operate padlet</li> <li>- Student are able to finish writing in Padlet Application</li> </ul>	Observation
2.	Variable Y (Writing Skill)	<ul style="list-style-type: none"> <li>- Student are able to write explanation text</li> <li>- Content, organization, vocabulary grammar, mechanics</li> </ul>	Writing test/ Composing

## F. Data Analysis Technique

Data analysis is an ongoing process during research. It can help the researcher interpret data for the purpose of providing meaningful insights about the problem being examined. Based on the data obtained, the researcher



analyzes the test score of the pre-experimental class which consist of one group by calculating the formula t-test. Before using t-test, it is necessary to find out the normality and homogeneity values of the data. The normality is needed to know whether the data has been normally distributed. After the normality test, the homogeneity test is needed to know the data are homogeneous or not.

### **1. Normality Test**

The Kolmogorov-Smirnov and Shapiro-Wilk test do just this they compare the scores in the sample to a normally distributed set of score with the same mean and standard deviation<sup>44</sup>. Normality is calculating the probability that the sample is drawn from the normal population. The hypotheses for the normality test as following:

Ha: The data was called with a normal distribution if sig is positive  
> 0.05

Ho: The data was called with a non-normal distribution if the value of  
sig < 0.05

### **2. Homogeneity Test**

After the normality test, the researcher continues the test by testing the data with the homogeneity test. The researcher carries out the homogeneity test using SPSS use the Levene test. According to Andy Field Levene test tests the null hypothesis that the variances in different groups are equal<sup>45</sup>.

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<sup>44</sup> Andy Field, *Discovering Statistics Using SPSS*, Third Edition (London: SAGE, 2009).

<sup>45</sup> Ibid.

The homogeneity testing is the test performed has variants the determine two or more the data samples come from the population has variants the same (homogeneity). The hypotheses for the homogeneity test as following:

Ha: the variants of the data is homogeneity if sig value <0.05

Ho: the variants of the data is not homogeneity if sig value <0.05

### 3. Hypothesis Test

In hypothesis test, the researcher uses two formulas. Firstly, to investigate whether there is any positive influence of using Padlet toward students 'writing skill at the eleventh grade of SMA Sunan Ampel Punggur, the researcher uses the pre-experimental design in the form of t-test by using one group pretest-posttest design. According to Ary, the formulation of t-test as follows<sup>46</sup>:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

t : t ratio

$\bar{D}$  : Average difference

$\sum D^2$  : Different score aquared, then summed

$(\sum D)^2$  : Difference scores summed then squared

N : Number of Pairs

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<sup>46</sup> Ary Donald and others, *Introduction to Research in Education* (Wadsworth: Cengage Learning, 2010).

Secondly, to investigate whether there is any significant influence of using Padlet as teaching media toward students 'writing skill at the eleventh grade of SMA Sunan Ampel Punggur, the researcher used Chi-Square Formula.

According to Ary, when dealing with nominal data, the most widely used tests of significance are the chi-square tests<sup>47</sup>. They compare observed frequencies and expected frequencies. It is used to examine the significant differences between observed frequencies and expected frequencies in this research, the researcher uses Chi-Square formula. The formula of Chi-Square<sup>48</sup>:

$$X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Note:

$X^2$  : Chi-Square obtained

$f_o$  : Observed frequency

$f_e$  : Expected frequency.

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<sup>47</sup> Ibid

<sup>48</sup> Donald Ary and others, Introduction to Research in Education (Wadsworth: Cengage Learning, 2010).

## CHAPTER IV

### RESEARCH RESULT AND DISSCUSSION

#### A. Research Result

##### 1. Description of Profil of SMA Sunan Ampel Punggur

###### a. The Brief History of SMA Sunan Ampel Punggur

It began with the will of Al-Maghfurlah KH Maulana Imam Syuhada (Founder of the Wali Songo Islamic Boarding School in Bumiratu Nuban, Central Lampung) to his daughter Ning Afifatul Fadhillah and his son-in-law Gus Alie Fadhillah Musthofa to pioneer and build their own struggle in the context of religious propagation in the form of Islamic Boarding Schools.

So, from this forerunner, on March 26, 2014, Sunan Ampel Islamic Boarding School was established which is located on Jl. Raden Rahmat, RT / RW 021 / 009, Mulyokaton, Totokaton, Punggur, Central Lampung, Postal Code. 34152.

Just like other nahdliyyin-cultured Islamic boarding schools, Sunan Ampel Islamic Boarding School is oriented towards tafaquh fiddin (religious deepening) of the students with studies of the Qur'an, Hadith, Tauhid, Fiqh, Nahwu, Shorof, and so on accompanied by character building or akhlakul karimah, all of which are sourced from classic yellow book literature by salaf scholars. In

addition, to add to the skills of the students, extra activities are held in the form of hadroh, pencak silat, sports, dance, speech, and others.

Following up on government regulations, currently the Sunan Ampel Islamic Boarding School is under the auspices of the Sunan Ampel Punggur Foundation with Notarial Deed Hi. Sri Mulyono Herlambang, S.H, M.H Notarial Deed Number 61/30/XI/2016 and obtained the Decree of KEMENKUMHAM RI Number AHU-0045675.AH.01.04 Year 2016. The legality of Sunan Ampel Islamic Boarding School has been registered at the Ministry of Religious Affairs of the Republic of Indonesia with PPS Statistical Number: 5100180200135, and Madrasah Diniyah Takmiliah Sunan Ampel with NSDT: 311218020171.

Along with the development of Sunan Ampel Punggur Islamic Boarding School, the Head of the Sunan Ampel Punggur Foundation (Kiyai Alie Fadhilah Mustofa) established the Sunan Ampel Punggur Junior and Senior High School formal education institution which was established in 2019, because according to him students also need to study formal education but access to junior and senior high school institutions around the cottage does not allow students to leave every day from the foundation environment, so a formal institution was established which aims to enable students to study and study under the auspices of the Sunan Ampel Punggur Foundation.

At the beginning of this school, it only had 6 classrooms, these 6 classes were divided into local junior and senior high schools of Sunan Ampel Punggur, so that they experienced limited facilities and infrastructure including classrooms, but this did not last long, in 2021 the foundation built 2 classrooms, so that it was sufficient for junior and senior high school class learning capacity.

Various limitations have been passed but the struggle is not over, with the status of a pilot school in the 5th year, SMA Sunan Ampel Punggur besides focusing on the fulfillment of facilities also focuses on the quality of students and education personnel, as seen from the students of SMA Sunan Ampel Punggur who take part in competitions and participate in flag raising at the sub-district level every year. Mr. iman Prakso, S.Pd as the head of Sunan Ampel Punggur High School has the goal of making Sunan Ampel Punggur High School a boarding school and bilingual school which aims to prevent students from being eroded by increasingly modern times but still have akhlakhul kahrimah and good attitude in accordance with the vision and mission of the school.

**b. Vision and Mission of SMA Sunan Ampel Punggur**

a) Vision

As an educational institution that combines the boarding school curriculum and the national curriculum which will form a generation of Robbani, Quranic, Independent achievers and

people who have a balance of Spiritual, intellectual and akhlaqul karimah towards a generation highly committed to the benefit of the people mastering science and technology and having imtaq according to the demands of Ahlus Sunnah Wal Jama'ah.

b) Mission

- 1) Organizing Islamic education in accordance with the understanding. Ahlus Sunnah wal Jamaah.
- 2) Organizing an Islamic education process that is quality-oriented, highly competitive, and based on spiritual, intellectual and moral attitudes in order to realize leaders who become rahmatan lil alamin (QS. 39: 18).
- 3) Improving the positive image of high school educational institutions and Islamic boarding schools that are knowledgeable in science and information technology and have a modern Islamic culture (QS. 39: 18).

## **2. Description of Result Data Research**

### **a. Result of The Students Pre-Test**

The researcher was conducted the pre-test on June 3<sup>rd</sup>, 2024. The researcher has done the pre-test to measure the student's writing skill before the treatment was given. The pre-test which was used in this research is writing test. The result of pre-test can be identified as follow:

Table 1.13

The Result of the Students Pre-Test at the Eleventh Graders of  
SMA Sunan Ampel Punggur

No.	Name	CO	OR	VO	GR	MC	Score
1.	AAS	16	12	14	10	4	56
2.	AFK	15	16	17	14	5	67
3.	CAP	21	15	16	16	5	73
4.	D	13	13	16	11	4	57
5.	MVA	15	13	16	15	5	64
6.	MIH	21	15	20	16	5	77
7.	MRS	15	16	14	15	4	54
8.	NM	16	13	15	14	5	63
9.	NA	15	14	13	12	4	58
<b>Total</b>							569
<b>Average</b>							63,22
<b>The Highest Score</b>							77
<b>The Lowest Score</b>							54
<b>The number of the students who got 70 or more</b>							2

Source: The Result of Students 'Pre-Test on June 3rd, 2024.

Based on the table above, the researcher measured the class interval using Sugiono 's formula as follows<sup>49</sup>:

R = The highest score-the lowest score

$$= 77-54$$

$$= 23$$

K =  $1+3.3 \log n$

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<sup>49</sup> Sugiyono. 2012. "Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D. 16<sup>th</sup> edition. Bandung: Alfabeta."



$$\begin{aligned}
 &= 1 + 3.3 \log 23 \\
 &= 1 + 5.493 = 6.493 \\
 &= 7 \\
 P &= \frac{R}{K} \\
 &= \frac{23}{7} = 3,2 \\
 &= 4
 \end{aligned}$$

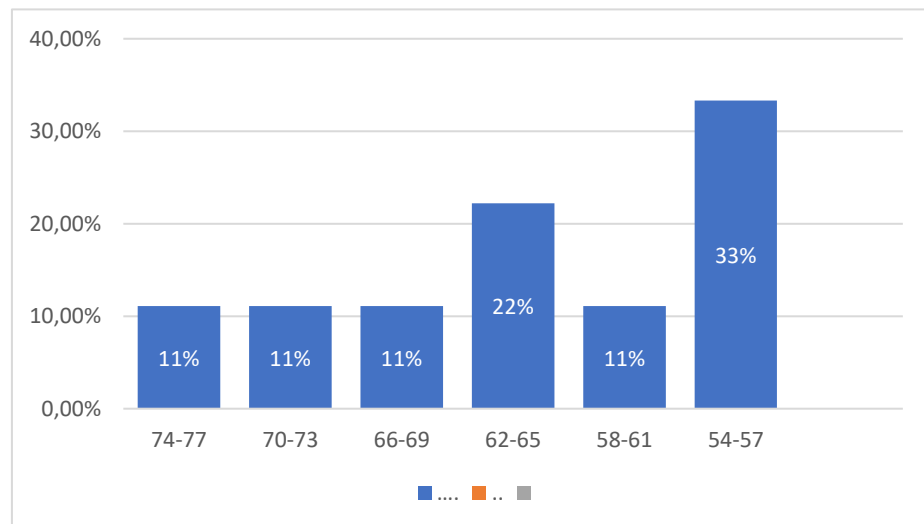
Based on Sugiono's formula, the interval class was obtained 4. After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 1.14  
Frequency Distribution as the Result of pretest at the Eleventh  
Graders of SMA Sunan Ampel Punggur

Interval	Frequency	Category	Percentages (%)
74-77	1	Good	11,11%
70-73	1	Good	11,11%
66-69	1	Low	11,11%
62-65	2	Low	22,22%
58-61	1	Low	11,11%
54-57	3	Low	33,33%
<b>Total</b>	9		100%

Based on the table of frequency distribution above, it can be inferred that only two students who passed from 70 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the student writing skills is very low.

### Pre-Test XI Class



The graph of table frequency distribution above described that the result of the students' scores of pre-tests. There were 1 (11%) student got score 74-77. Furthermore, there were 1 (11%) student who got score 70-73, 1 (11%) student who got score 66-69, 2 (22%) students who got score 62-65, 1 (11%) student who got score 58-61, and 3 (33%) students got score 54-57. From the data above, it can be seen that students writing skill in pre-test was unsatisfied.

#### **b. The Description of Treatment by Using Padlet as Teaching Media**

In this research, the researcher conducted the treatment by applying Padlet as teaching media in the process of research. The research was conducted at SMA Sunan Ampel Punggur carries out hybrid learning activities, so the treatment was done through Padlet during the research process, the researcher conducted research both

offline and online in the same time. The treatment was conducted on 3<sup>rd</sup> and 4<sup>th</sup> June 2024.

The first treatment, the researcher starts to open Padlet and share the link of Padlet to student. Then, the researcher researchers explain the steps to join Padlet. Starting from accessing the link that has been shared then logging in using their personal email. After logging in on the Padlet wall, the researcher introduces students to the features in the Padlet. Afterwards, the researcher starts to explain about explanation text by using Padlet as teaching media until the end of class.

The second treatment, the researcher continues to explain the material about explanation text by using Padlet as teaching media. All of students more active to participate on teaching and learning activities. If students have any question, they can ask trough Padlet. Finally, based on the researcher's observation most of the student have understood about the Padlet feature and explanation text material, then a post test will be conducted.

### **c. Result of The Students Post Test**

The researcher was conducted the post-test on June 4<sup>th</sup>, 2024. The researcher has done the post-test to measure the student's writing skill after the treatment (the implementation of Padlet) was given. The post-test which was used in this research is also writing test. The result of post-test can be identified as follow:

Table 1.15

The Result of the Students Post-Test at the Eleventh Graders of  
SMA Sunan Ampel Punggur

No.	Name	CO	OR	VO	GR	MC	Score
1.	AAS	20	14	13	16	4	67
2.	AFK	15	20	14	21	4	74
3.	CAP	20	14	15	26	4	79
4.	D	21	15	19	16	5	81
5.	MVA	15	23	17	13	5	83
6.	MIH	20	20	14	16	5	80
7.	MRS	18	13	16	11	5	63
8.	NM	20	15	12	17	4	78
9.	NA	23	20	19	17	5	84
<b>Total</b>							689
<b>Average</b>							76,55
<b>The Highest Score</b>							84
<b>The Lowest Score</b>							63
<b>The number of the students who got 70 or more</b>							7

Based on the table above, the researcher measured the class interval using Sugiono 's formula as follows<sup>50</sup>:

R = The highest score-the lowest score

$$= 84-63$$

$$= 21$$

K =  $1+3.3 \log n$

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<sup>50</sup> Sugiyono. 2012. "Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D. 16<sup>th</sup> edition. Bandung: Alfabeta."

$$\begin{aligned}
 &= 1 + 3.3 \log(21) \\
 &= 1 + 4.363 = 5.363 \\
 &= 6 \\
 P &= \frac{R}{K} \\
 &= \frac{21}{6} = 3.5 \\
 &= 4
 \end{aligned}$$

Based on Sugiono's formula, the interval class was obtained

4. After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

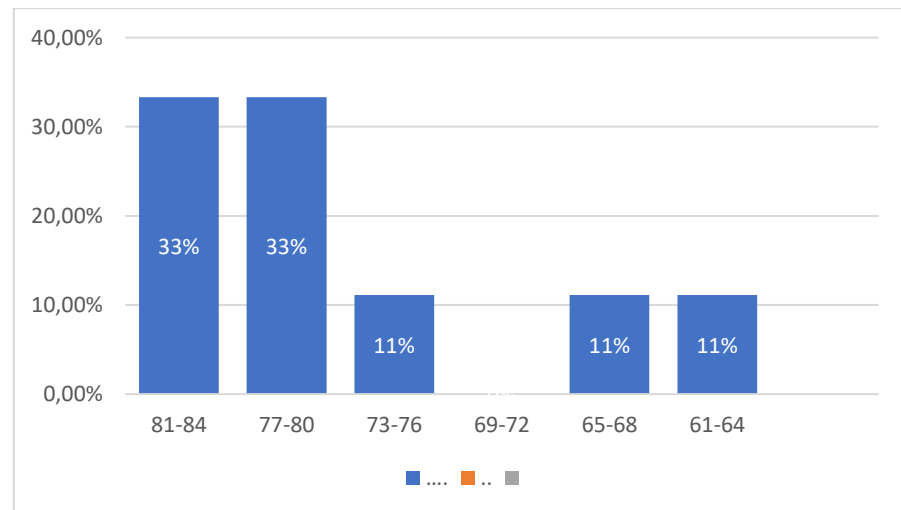
Table 1.16  
Frequency Distribution as the Result of post-test at the Eleventh  
Graders of SMA Sunan Ampel Punggur

Interval	Frequency	Category	Percentages (%)
81-84	3	Good	33,33%
77-80	3	Good	33,33%
73-76	1	Good	11,11%
69-72	0	Fair	0%
65-68	1	Low	11,11%
61-64	1	Low	11,11%
<b>Total</b>	9		100%

Based on the table of frequency distribution above, it can be inferred that there were 7 students who passed from 70 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it

can be concluded that the students writing skills in post-test was increased good.

### Post Test XI Class



The graph of table frequency distribution above described that the result of the students scores of post-tests. There were 3 (33%) students got score 81-84. Furthermore, there were 3 (33%) students who got score 77-80, 1 (11%) student who got score 73-76, 0 (0%) students who got score 69-72, 1 (11%) student who got score 65-68, and 1 student (11%) got score 61-64, it can be inferred that the students' writing skill was good.

### 3. Normality Test

Normality test is calculating the probability that the sample is drawn from the normal population. The result of normality test by using SPSS as follow:

### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		9
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	7.19086375
Most Extreme Differences	Absolute	.216
	Positive	.216
	Negative	-.119
Test Statistic		.216
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the results of the table regarding the test of normality it is known that the value of Sig. obtained is (.200). It means that the value of Sig. must be  $> 0.05$ , that is because according to Andy Field data is called normal data classified as normally distributed if the value of Sig.  $> 0.05$ . Therefore, it can be concluded that the data from this study were normally distributed.

#### 4. Homogeneity Test

A homogeneity test is a statistical test used to determine if the distribution of categorical data is similar across different groups or categories. The result of Homogeneity test by using SPSS as follow:

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.076	1	16	.786

Based on Median	.227	1	16	.641
Based on Median and with adjusted df	.227	1	15.341	.641
Based on trimmed mean	.099	1	16	.757

Based on the homogeneity research data, it is known that the value of Sig. research is (.757). That means the value of Sig. research results  $> 0.05$ . According to Andy Field if the value of Sig.  $> 0.05$  then the research data is homogeneous. Therefore, it can be conducted that the data from this study are homogeneous. The researcher found that the research data were normally distributed and homogeneous, so the researcher continued to process the data parametric test, namely by applying the paired sample t test.

## 5. Hypothesis Testing

After the researcher give treatment by Padlet application, the researcher analysing the data by using Paired Sample T-Test in order to prove whether there was any positive and significant influence of Padlet application toward students` writing skill at the eleventh graders of SMA Sunan Ampel Punggur as follow (Ho) is accepted, if there was a positive and significant influence of Padlet Application toward students `writing skill. And (Ha) was rejected, if there was no positive and significant influence of using Padlet Application toward students `writing skill.

### a. Getting The Data of Formula T-Test



To find whether there was any positive and significant influence of using Padlet as teaching media on the students' writing skill of the eleventh grade of SMA Sunan Ampel Punggur, the researcher using Paired sample T-test by using SPSS. The result of Paired Sample T-test as follow:

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre test - post test	-13.333	8.170	2.723	-19.613	-7.053	4.896	8	.001

Based on the SPSS result, it was investigated that the result of "t" in this research was 4.896. Moreover, the table below illustrated the result of the calculation of t-test in SPSS.

Level of significant	5%	1%
8	2.306	3.355

1. The critical value of t-test (t-table) for the 5% level is 2.306
2. The critical value of t-test (t-table) for the 1% level is 3.355

From all the data above, it can be found that

- a. "t-observed" = 4.896
- b. "t-table" level of significant 5% = 2.306

c. “t-table” level of significant 1% = 3.355

It means that “t<sub>observed</sub>” higher than “t<sub>table</sub>” or it can be written as  $2.306 < 4.896 > 3.355$ . It means that from the value above there was any positive and significant influence of Padlet as teaching media on the students’ writing skill of the eleventh graders at SMA Sunan Ampel Punggur. It can be seen from the result of the students’ pre-test and post-test

- If  $t_{\text{observed}} > t_{\text{table}}$ ,  $H_a$  is accepted and  $H_o$  is rejected.
- If  $t_{\text{observed}} < t_{\text{table}}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

The researcher has formulated the alternative hypothesis ( $H_a$ ) such as: There is any positive and significant influence of using Padlet as teaching media on the students’ writing skill of the eleventh graders at SMA Sunan Ampel Punggur.

Finally, the data confirmed that “t<sub>observed</sub>” = 4.896 was higher than “t<sub>table</sub>” level of significant 5% = 2.306 and “t<sub>table</sub>” level of significant 1% = 3.355. Therefore, it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means that there was an influence of using Padlet as teaching media on the students’ writing skill of the eleventh graders at SMA Sunan Ampel Punggur.

#### **b. Getting The Data of Formula Chi-Square ( $X^2$ )**

Chi-square is a statistical test used to examine the differences between categorical variables from a random sample in order to judge the goodness of fit between expected and observed results.

The formula of Chi-Square<sup>51</sup>:

$$X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Note:

$X^2$  : Chi-Square obtained

$f_o$  : Observed frequency

$f_e$  : Expected frequency

The result of chi-square test by using SPSS as follow:

### Case Processing Summary

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
pre test * post test	9	100.0%	0	0.0%	9	100.0%

### pre test \* post test Crosstabulation

		post test									Total
		63	67	74	78	79	80	81	83	84	
pre test 54	Count	1	0	0	0	0	0	0	0	0	1
	Expected Count	.1	.1	.1	.1	.1	.1	.1	.1	.1	1.0
56	Count	0	1	0	0	0	0	0	0	0	1
	Expected Count	.1	.1	.1	.1	.1	.1	.1	.1	.1	1.0
57	Count	0	0	0	0	0	0	1	0	0	1
	Expected Count	.1	.1	.1	.1	.1	.1	.1	.1	.1	1.0
58	Count	0	0	0	0	0	0	0	0	1	1
	Expected Count	.1	.1	.1	.1	.1	.1	.1	.1	.1	1.0
63	Count	0	0	0	1	0	0	0	0	0	1
	Expected Count	.1	.1	.1	.1	.1	.1	.1	.1	.1	1.0
64	Count	0	0	0	0	0	0	0	1	0	1
	Expected Count	.1	.1	.1	.1	.1	.1	.1	.1	.1	1.0
67	Count	0	0	1	0	0	0	0	0	0	1
	Expected Count	.1	.1	.1	.1	.1	.1	.1	.1	.1	1.0

<sup>51</sup> Donald Ary and others, Introduction to Research in Education (Wadsworth: Cengage Learning, 2010).

	Expected Count	.1	.1	.1	.1	.1	.1	.1	.1	.1	1.0
73	Count	0	0	0	0	1	0	0	0	0	1
	Expected Count	.1	.1	.1	.1	.1	.1	.1	.1	.1	1.0
77	Count	0	0	0	0	0	1	0	0	0	1
	Expected Count	.1	.1	.1	.1	.1	.1	.1	.1	.1	1.0
Total	Count	1	1	1	1	1	1	1	1	1	9
	Expected Count	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	9.0

### Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	72.000 <sup>a</sup>	8	.230
Likelihood Ratio	39.550	8	.993
Linear-by-Linear Association	1.428	1	.232
N of Valid Cases	9		

a. 81 cells (100.0%) have expected count less than 5. The minimum expected count is .11.

From data above, the value of chi-square was 72.000.

	5%	1%
df 8	15.507	20.090

- 1) The critical value of  $\chi^2_{\text{table}}$  for 5% level was, 5,99
- 2) The critical value of  $\chi^2_{\text{table}}$  for 1% level was, 9,21

From all data analysis above, it could be known that:

- 1)  $\chi^2_{\text{observed}} = 72.000$
- 2)  $\chi^2_{\text{table}}$  or expectancy = 5% (15.507) and 1% (20.090)

The Degrees of freedom is 8. So, the values of  $\chi^2_{\text{table}}$  on degrees of freedom are 5% = 15.507 and 1%= 20.090. In this research, the students have been done all of the tests individually. It

was benefit to know the influence of using Padlet as teaching media on the students writing explanation text from the result of those tests.

From the data above shown the comparison of  $\chi^2_{\text{observed}}$  with  $\chi^2_{\text{table}}$  was:  $15.507 < 72.000 > 20.090$  in 5% and 1% significance. It means that alternative hypothesis ( $H_a$ ) accepted which explains: There is a positive and significant influence of using Padlet as teaching media on the students' writing skill at the eleventh graders of SMA Sunan Ampel Punggur.

## **B. Discussion**

In this research, there are two variables consisting of independent variable and dependent variable. Independent variable (X) is Padlet as teaching media and dependent variable (Y) is writing skill in explanation text. The researcher found the problems on the students' writing skill explanation text. All of them feel difficult to express their idea in writing explanation text. So, based on the problem, the writer gave Padlet as teaching media on the student writing explanation text in the class. The student can be interaction and share information with their teacher and friends about the material.

Padlet is one of the teaching media that used in writing skill. This study In line with the study from Ilham Sukma Taufikurahman conducted the research entitled "The effectiveness of using Padlet in teaching writing" He stated that, Padlet can make the student more active by socially supportive peers and can improve their knowledge of writing, although

sometimes it need time consuming. Padlet provides students a platform for sharing their writing with teachers and peers<sup>52</sup>.

The results of this study are relevant to the research previously conducted by Munirah Haris, Melor Md. Yunus and Jamaludin H.J. Badusah stated that, the students gain new experiences in learning to write. Using Padlet as a learning medium is one of the supporting aspects in hybrid learning that can increase students' writing skills. The writers concluded that student's perception of the use of Padlet in developing students descriptive text writing had influence in their writing ability<sup>53</sup>.

In addition, this research also relevant to the research result conducted by Alfia Rachma Firnanda. Padlet provides learners with equal opportunities to expand their knowledge, become more self-assured, and take responsibility for their learning process. She also stated that it was clear that the students were aware of their errors and attempted to correct one another. The result of her research points out that by using Padlet application as media can improve students' writing ability<sup>54</sup>.

After the student gave this teaching media, their knowledge about explanation text will be increase. The students at the eleventh grade of SMA Sunan Ampel Punggur had done pre- test and post- test where by

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<sup>52</sup> Ilham Sukma Taufikurohman, 'The Effectiveness of Using Padlet in Teaching Writing Descriptive Text', *JALL (Journal of Applied Linguistics and Literacy)*, 2.2 (2018), 71.

<sup>53</sup> Munirah Haris, MelorMd. Yunus, and JamaludinHj Badusah., 'The Effectiveness of Using Padlet in Esl Classroom.', *International Journal of Advanced Research*, 5.2 (2017), 783–88.

<sup>54</sup> Suryani Suryani and Azlim Azlim, 'The Use of STAD to Improve Students' Writing Skill', *Journal of ELT Research*, 3.1 (2018), 38 <[https://doi.org/10.22236/jer\\_vol3issue1pp38-42](https://doi.org/10.22236/jer_vol3issue1pp38-42)>.

before holding the post test, the researcher gave them certain treatment that consisted Padlet as teaching media. There was a significant influence of Padlet as teaching media to them. It concludes that Padlet is an alternative media that had influence on the students 'writing skill in explanation text. It could be seen by the result of pre- test and post- test. The score they had got before and after treatment was so different that in the pre-test, the average score was 63,22 and in post-test was 76,55.

To investigate whether there is a positive and significant influence of Padlet as teaching media on the students 'writing skill explanation text the researcher was tested by using formula of T-test and Chi-Square. Finally, the data confirmed that " $t_{\text{observed}} = 4.896$  was higher than " $t_{\text{table}}$ " level of significant 5% = 2.306 and " $t_{\text{table}}$ " level of significant 1% = 3.355. It means that  $H_a$  was accepted and  $H_o$  was rejected. Additionally, the critical value of  $\chi^2_{\text{observed}}$  in this research was 72.000 was higher than the critical value of  $\chi^2_{\text{table}}$  for 5% = 15.507 and the critical value of  $\chi^2_{\text{table}}$  for 1% = 20.090 which revealed that  $H_a$  was accepted and  $H_o$  was rejected. Finally, there was any positive and significant influence of using Padlet as teaching media on the students' writing skill of the eleventh grade of SMA Sunan Ampel Punggur.

## CHAPTER V

### CONCLUSSION AND SUGGESTIONS

#### A. Conclusion

According to the result of this study, it can be concluded that to investigate whether there is a positive and significant influence of using Padlet as teaching media on the students 'writing skill the researcher was tested by using formula of T-test and chi – square. If  $t_{\text{observed}} > t_{\text{table}}$ ,  $H_a$  is accepted and  $H_o$  is rejected. In this research, result of the critical value  $t_{\text{observed}}$  higher than “ $t_{\text{table}}$ ” or it can be written as  $2.306 < 4.896 > 3.355$ , which revealed that  $H_a$  is accepted and  $H_o$  is rejected.

In this research the critical value of  $\chi^2_{\text{observed}} = 72.000$  was higher than the critical value of  $\chi^2_{\text{table}}$  for 5% = 15.507 and the critical value of  $\chi^2_{\text{table}}$  for 1% = 20.090 which revealed that  $H_a$  was accepted and  $H_o$  was rejected. According to the result of this study, it can be concluded that, there was any positive and significant influence of using Padlet as teaching media on the students' writing skill of the eleventh grade of SMA Sunan Ampel Punggur.

#### B. Suggestion

Based on the explanation above, the researcher suggests some points as follows:



1. To Teacher

The teacher should choose a great media in teaching English especially in writing class in order that the students can more participate fully in the class and understand the material that is delivered by the teacher, because by a great technique in teaching and learning, it can automatically improve the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.

2. To Students

- a. The students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
- b. The students should to care more about grammar and punctuation in their writing.
- c. The students are suggested to improve their writing skill.

3. To Headmaster

- a. The researcher greatly expects that this study can give contribution for the school, such as a good inspiration for further studies in learning writing skill.
- b. The school is recommended to make the further study in applying Padlet as teaching media which is done by the teacher in learning writing.

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# APPENDICES

## THE LESSON PLAN 1

The Name of School	: SMA SUNAN AMPEL PUNGGUR
Class/Term	: XI (Eleventh)/ 2 (second)
Subject	: English
Kind of Text	: Explanation Text
Skill	: Writing
Time Allocation	: 2 × 45 Minutes

### A. Standard competence

An analyzing social functions, structure text, and linguistic elements in the short explanation text about natural and social phenomena in the context in which it is used.

### B. Basic competence

Properly compose simple oral and written explanation texts about natural and social phenomena, taking into account the purpose, structure of the text, and linguistic elements, correctly and according to the context.

### C. Indicators

1. Identify similarities and differences in social functions, text structures, and linguistic elements of explanation texts.
2. Identify the parts of the explanation text structure.
3. Understand the structure of the explanation text when giving and requesting information related to natural or social phenomena.
4. Understand the linguistic elements of explanation texts when giving and requesting information related to natural or social phenomena.

### D. The purpose of learning

1. Students are able to use simple present tense to explain the general object in explanation text.
2. Students are able to write a text in form explanation on Padlet.

### E. The material

#### 1. Definition of explanation text

*What is explanation text? Explanation text is a text which explains how and why a phenomenon happens. It includes both natural and social*

*phenomena.*

## **2. Kind of explanation text**

There are two types of explanation text, what are they?

### **1) Sequential Explanation Text**

This text describes a process in order and time.

Example: How seawater becomes salty. (Bagaimana air laut bisa asin.)

### **2) Cause and Effect Explanation Text**

This text explains the cause and effect of the phenomenon.

Example: Why people feel sleepy after a meal. (Mengapa seseorang merasa ngantuk setelah makan.)

## **3. Generic structure of explanation text**

Explanation text consists of four parts, namely title, general statement, explanation, and conclusion.

### **1) Title**

The first structure is the title. The title gives an overview of the content of the text.

### **2) General Statement**

In the second part, the general statement, there will be an overview of what is described in the text.

### **3) Explanation**

Next, there is the explanation section. This section provides a series of processes about how and why something happens or cause and effect explained through a sequence of events. FYI, this explanation section can consist of more than one paragraph.

### **4) Conclusion**

Finally, there is the conclusion section, which contains the conclusions of the entire process that has been explained previously.

## **4. Language feature of explanation text**

### **1) Simple present tense**

Why do explanation texts use simple present tense? The answer is related to the purpose of this text, guys, which is to explain how and why something can happen. Well, the name of the process, the event

must be a fact. Therefore, the tenses used must show facts, namely simple present tense.

What does the simple present tense pattern look like? Here's the formula!

**Subject + Verb 1 (-s/-es) atau to be + Object**

## 2) **Passive Voice**

Passive voice is used to emphasize that a person or object is experiencing something. It is also used when the perpetrator is unknown and when it is not important to know the perpetrator.

So, why is passive voice used in explanation texts? So, explanation texts emphasize the object being explained, without knowing who is doing the work. Therefore, explanation texts often use passive voice. In accordance with the tense used in explanation texts, the passive voice used is also in simple present tense.

## 3) **Connective Word**

As the name implies, connective words are words that connect ideas. In explanation text, connective words are divided into two, as follows.

### a) **Sequential Connective Words**

Sequential Connective Words are connective words based on order or time. Examples:

- Then (Kemudian)
- After that (Setelah itu)
- However (Akan tetapi)
- Although (Meskipun)
- In addition (Selain itu)
- Moreover (Selain itu)

### b) **Cause and Effect Connective Words**

Cause and Effect Connective Words are connective words that show cause and effect. Examples:

- Because (Karena)
- Since (Karena)
- As (Karena)
- Because of (Oleh sebab)
- So (Jadi)
- Therefore (Oleh karena itu)
- Caused by (Disebabkan oleh)

- Due to (Disebabkan oleh)

#### 4) Technical Terms

Technical terms mean technical terms related to the phenomena discussed.

#### 5. Example of explanation text

<b>Title:</b>	<b>How Seawater Becomes Salty?</b>
<b>General Statement:</b>	Two-thirds of the Earth's surface is covered in water, and 97% of that is salty seawater. Only 3% of our planet's water is fresh such as water in rivers, lake, and streams. This fresh water plays a big role in explaining how the sea becomes salty. Water moves around our planet in a cycle powered by the sun: from the sea, to the sky, to the land and then back to the sea.
<b>Explanation:</b>	When the sun heats the water in the sea, it changes into gas called water vapour and rises into the air, through a process called evaporation. After that, the water vapour turns back into liquid water while floating in the air, forming clouds through a process called condensation. Then this water eventually falls from the clouds in the sky as rain, sleet, hail or snow in which the process is also called precipitation. When these flows into streams and rivers, and eventually makes its way back to the sea. Furthermore, the rain that falls from the sky contains small amounts of chemicals called carbon dioxide and sulphur dioxide which makes the rain slightly acidic. This acid can absorb small amounts of mineral salts, including sodium and chloride. These mineral salts are dissolved from the rocks which then enter the water.
<b>Conclusion:</b>	Thus, the main salt in seawater is sodium chloride. The rain water flows off the land and into the rivers and streams that lead all the way to the sea, carrying the dissolved salts along with it that makes the seawater salty.



## 6. Teaching learning activities

### Pre-activity

- a. Teacher gives greeting to students
- b. Praying
- c. Teacher calls roll of the students
- d. Teacher gives warming up to students about the last topic
- e. Teacher start to prepare Padlet by using LCD Projector
- f. Teacher give the link of Padlet to the student
- g. Students sign in to Padlet by using their personal E-mail
- h. After all have done prepare, learning activities can be started

### While activity

**Pre-Test:** The teacher gives the students a topic about natural and social phenomena and asks them to make an explanation text on the blank paper.

- a. Teacher starts to open Padlet and share the link of Padlet to student
- b. Teacher ask the student to open their smartphone and then open the link to join in the Padlet wall
- c. Teacher explains what explanation text, its generic structure and language features of explanation text.
- d. Teacher gives an example explanation text and discuss with student
- e. Teacher gives the students some topics about natural and social phenomena.
- f. Each student chooses one of the topics which they want to write.
- g. Each student writes an explanation text base on the topic.
- h. The teacher and students discuss about the student writing in Padlet.

### Post-Activity

- a. Teacher will provide the conclusions of the material have been learned.
- b. Teacher gives reflection.
- c. Teacher gives closing greeting.

## 7. Media in learning activities

- a. LCD Projector, screen, and laptop.
- b. Smartphone
- c. White board.
- d. English book.
- e. English dictionary.

## 8. Evaluation

- a. Technique : Skill-assessment
- b. Type : Writing test

c. Instrument : Write an explanation text based on the topic which you have gotten. At least three paragraphs

d. Scoring standard :  
The Standard Score

Scoring Element	Scale	Quality	Description
Content	30-27	Excelent to very Good	Knowledgeable, substantive, etc.
	26-22	Good to average	Some knowledge of subject, adequate, range, etc.
	21-17	Fair to poor	Does not show knowledge of subject, little substance, etc.
	16-13	Very poor.	Does not show knowledge of subject, non substantive, etc.
Organization	20-18	Excelent to very Good	Fluent expression, ideas clearly, stated, etc.
	17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, etc.
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	21-19	Good to Average	Effective but simple constructions, etc.

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Mechanics	5	Excelent to very Good	Demonstrates mastery of conventions Mechanics.
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	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, etc.
	2	Very poor.	No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paraghraping, etc.

## THE LESSON PLAN 2

The Name of School	: SMA SUNAN AMPEL PUNGGUR
Class/Term	: XI (Eleventh)/ 2 (second)
Subject	: English
Kind of Text	: Explanation Text
Skill	: Writing
Time Allocation	: 2 × 45 Minutes

### A. Standard competence

An analyzing social functions, structure text, and linguistic elements in the short explanation text about natural and social phenomena in the context in which it is used.

### B. Basic competence

Properly compose simple oral and written explanation texts about natural and social phenomena, taking into account the purpose, structure of the text, and linguistic elements, correctly and according to the context.

### C. Indicators

1. Identify similarities and differences in social functions, text structures, and linguistic elements of explanation texts.
2. Identify the parts of the explanation text structure.
3. Understand the structure of the explanation text when giving and requesting information related to natural or social phenomena.
4. Understand the linguistic elements of explanation texts when giving and requesting information related to natural or social phenomena.

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Finally, there is the conclusion section, which contains the conclusions of the entire process that has been explained previously.

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must be a fact. Therefore, the tenses used must show facts, namely simple present tense.

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- Caused by (Disebabkan oleh)

- Due to (Disebabkan oleh)

#### 4) Technical Terms

Technical terms mean technical terms related to the phenomena discussed.

#### 5. Example of Explanation Text

<b>Title:</b>	<b>How does rain happen?</b>
<b>General Statement:</b>	We all know that rain is primary source of fresh water for most areas of the world, providing suitable condition for diverse ecosystems. Rain is water that descends from the sky through several processes until the rain occurs. Do you know how does rain happen?
<b>Explanation:</b>	The phenomenon of rain is actually a water circle. The concept of water circle includes the sun heating the Earth's water surface and causing the water surface to evaporate. Earth's water includes water from lake, river, and ocean. Then, the water vapor experiences condensation and becomes condensed vapor. Condensed vapor is formed from droplets so that when the air temperature is higher, it makes the droplets gather, condensed and formed into clouds. The presence of winds helps clouds move and gather in other places that have lower temperatures. At that time, the droplets become heavier and unstoppable and cause the droplets to fall so that there is rain.
<b>Conclusion:</b>	If the droplets drop in an area with very cold temperatures, the droplets will drop as snow. However, not all rain reaches the surface. Some evaporates while falling through dry air. This is called Virga, a phenomenon which is often seen in hot, dry desert regions.

#### 6. Teaching learning activities

Pre-activity
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p. After all have done prepare, learning activities can be started
<p>While activity</p> <ol style="list-style-type: none"> <li>Teacher starts to open Padlet and share the link of Padlet to student</li> <li>Teacher ask the student to open their smartphone and then open the link to join in the Padlet wall</li> <li>Teacher explains what explanation text, its generic structure and language features of explanation text.</li> <li>Teacher gives an example explanation text and discuss with student</li> </ol> <p><b>Post test:</b> After the material on the explanation text has been delivered and has been understood by the students, a post-test is conducted:</p> <ol style="list-style-type: none"> <li>Teacher gives the students some topics about natural and social phenomena.</li> <li>Each student chooses one of the topics which they want to write.</li> <li>Each student writes an explanation text base on the topic.</li> </ol>
<p>Post-Activity</p> <ol style="list-style-type: none"> <li>Teacher will provide the conclusions of the material have been learned.</li> <li>Teacher gives reflection.</li> </ol> <p><b>Teacher gives greeting closing</b></p>

## 7. Media in learning activities

- 1) LCD projector, screen, and laptop.
- 2) Smartphone
- 3) White board.
- 4) English book.
- 5) English dictionary.

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- 1) Technique : Skill-Assessment
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	3	Fair to poor	Frequent errors of spellingpunctuation, capitalization, etc.
	2	Very poor.	No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paraghraping, etc.

## WRITING TEST

### A. PRE-TEST

1. The teacher gives 5 topics about both natural and social phenomena.
2. The students choose one of the topics about natural and social phenomena
3. Students will write at least 3 paragraphs of explanation text based on the topics on the blank paper.
4. Make sure yours writing different with your friends

### B. POST-TEST

1. The teacher gives 5 topics about natural and social phenomena
2. The students choose one of the topics about natural and social phenomena
3. The students write the explanation text based on the topics at least 3 paragraphs in Padlet
4. Make sure yours writing different with your friends



# SILABUS BAHASA INGGRIS

Satuan Pendidikan : SMA Sunan Ampel Punggur  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI / 1-2 (Ganjil & Genap)  
Alokasi Waktu : 3 JP/Minggu  
Tahun Pelajaran : 2022/2023

## Standar Kompetensi (KI)

- KI-1 dan KI-2** : Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i> )	<ul style="list-style-type: none"> <li>Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</li> <li>Struktur Teks               <ul style="list-style-type: none"> <li>Memulai</li> <li>Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>Unsur Kebahasaan               <ul style="list-style-type: none"> <li>Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</li> <li>Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks</li> <li>Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran</li> <li>Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisikan dan tawaran dengan ucapan dan tekanan kata yang benar</li> <li>Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</li> <li>Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas</li> <li>Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016</li> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>
4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan	<ul style="list-style-type: none"> <li>Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>Topik</li> </ul>	<ul style="list-style-type: none"> <li>Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas</li> <li>Menanggapi saran dan tawaran yang diajukan kepadanya</li> </ul>					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI						
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion)	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi situasi yang memunculkan pernyataan pendapat dan pikiran</li> <li>• Menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran</li> <li>• Memahami struktur teks dari pernyataan pendapat dan pikiran</li> <li>• Memahami unsur kebahasaan dari pernyataan pendapat dan pikiran</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran</li> <li>- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud</li> <li>- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</li> <li>- Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas</li> <li>- Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>	6 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		<ul style="list-style-type: none"> <li>• Menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas</li> </ul>					
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi</li> <li>• Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> <li>- Sapaan</li> <li>- Isi</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</li> <li>• Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</li> <li>- Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>- Penutup</li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan dan istilah yang digunakan dalam undangan resmi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik <ul style="list-style-type: none"> <li>Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul> </li> <li>• Multimedia <ul style="list-style-type: none"> <li>Layout yang membuat tampilan teks lebih menarik.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Memahami struktur teks undangan resmi</li> <li>• Memahami unsur kebahasaan dari undangan resmi</li> <li>• Membuat undangan resmi terkait kegiatan sekolah</li> <li>• Menampilkan undangan dengan menempelkan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> </ul>		<ul style="list-style-type: none"> <li>- Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan</li> <li>- Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai</li> <li>- Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya</li> <li>- Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		<ul style="list-style-type: none"> <li>ikbud, Revisi Tahun 2016</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	
4.3 Teks undangan resmi 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja 4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> <li>• Fungsi Sosial <ul style="list-style-type: none"> <li>Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis</li> </ul> </li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>Dapat mencakup <ul style="list-style-type: none"> <li>- Pendapat/pandangan</li> <li>- Argumentasi secara analitis</li> <li>- Kesimpulan</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Menganalisis unsur-unsur eksposisi dari sebuah kalimat</li> <li>• Memahami struktur teks eksposisi analitis</li> <li>• Memahami unsur kebahasaan dari teks eksposisi analitis</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda.</li> <li>- Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya</li> <li>- Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
4.4 Teks eksposisi analitis 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan	<ul style="list-style-type: none"> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan seperti <i>I believe, I think</i></li> <li>- Adverbial <i>first, second, third ...</i></li> <li>- Kata sambung <i>Therefore, consequently, based on the arguments</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Menemukan dan menyusun kembali teks eksposisi analitis dari kalimat yang tersusun secara acak</li> <li>• Membacakan teks-teks eksposisi dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar</li> </ul>					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>• Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya</li> </ul>		<ul style="list-style-type: none"> <li>- Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar</li> <li>- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya.</li> <li>- Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		didik dan guru	
3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)	<ul style="list-style-type: none"> <li>• Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam passive voice</li> <li>- Preposisi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Benda, binatang, tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>• Memahami struktur teks dalam memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah</li> <li>• Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif</li> <li>- Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>- Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar</li> <li>- Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	6 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan	<ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Benda, binatang, tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>• Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>• Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar</li> </ul>					



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		<ul style="list-style-type: none"> <li>Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</li> </ul>					
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>Fungsi Sosial Menjalin kedekatan hubungan antar pribadi</li> <li>Struktur Teks Dapat mencakup <ul style="list-style-type: none"> <li>Tempat dan tanggal</li> <li>Penerima</li> <li>Sapaan</li> <li>Isi surat</li> <li>Penutup</li> </ul> </li> <li>Unsur Kebahasaan <ul style="list-style-type: none"> <li>Ungkapan keakraban yang lazim</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi ungkapan keakraban yang lazim digunakandalam surat pribadi</li> <li>Memahami struktur teks dari surat pribadi</li> <li>Memahami unsur kebahasaan surat pribadi</li> <li>Menganalisis unsur-unsur eksposisi surat pribadi</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar.</li> <li>Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar</li> <li>Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya</li> <li>Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya</li> <li>Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya</li> </ul>	10 JP	<ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016</li> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>
4.6 Teks surat pribadi 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya 4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang	<ul style="list-style-type: none"> <li>Unsur Kebahasaan <ul style="list-style-type: none"> <li>Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>Topik Pengalaman, informasi, hal lain yang terkait dengan</li> </ul>	<ul style="list-style-type: none"> <li>Membaca surat pribadi dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar</li> <li>Mengelompokkan dan menyusun kembali tiga surat pribadi yang dicampur aduk secara acak menjadi tiga surat pribadi yang koheren, seperti aslinya</li> <li>Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya</li> </ul>					

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI			- Melakukan refleksi tentang proses dan hasil belajar			
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...)	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kata yang menyatakan hubungan sebab akibat: <i>because of ..., due to ..., thanks to ...</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi situasi yang memunculkan pernyataan sebab akibat</li> <li>• Menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud</li> <li>• Memahami struktur teks dalam memberi dan meminta informasi terkait hubungan sebab akibat</li> <li>• Memahami unsur kebahasaan dari sebuah teks dalam memberi dan meminta informasi terkait hubungan sebab akibat</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan sebab akibat</li> <li>- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud</li> <li>- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</li> <li>- Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pemuatan sebab akibat dan kemudian dibacakan ke kelas</li> <li>- Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>	6 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		<ul style="list-style-type: none"> <li>• Menulis teks pendek yang melibatkan pemuatan sebab akibat dan kemudian dibacakan ke kelas</li> <li>• Membuat beberapa pandangan dari hasil pengamatan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya</li> </ul>					
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena</li> <li>• Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> <li>- fenomena</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks explanation</li> <li>• Mengidentifikasi bagian-bagian struktur teks report</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX</li> <li>- Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>- identitas gejala</li> <li>- rangkaian penjelasan</li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Adverbia <i>first, then, following, finally</i></li> <li>- Hubungan sebab-akibat (<i>if-then, so, as a consequence, since, due to, because of, thanks to</i>)</li> <li>- Kalimat pasif, dalam tenses yang <i>present</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI</li> </ul>	<ul style="list-style-type: none"> <li>• Memahami struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</li> <li>• Memahami unsur kebahasaan dari teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</li> </ul>	<ul style="list-style-type: none"> <li>• Kerja sama</li> </ul>	<p>cara penggunaannya, seperti yang dicontohkan</p> <ul style="list-style-type: none"> <li>- Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda</li> <li>- Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana.</li> <li>- Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya</li> <li>- Mempresentasikan teksnya kepada teman-teman yang datang membaca</li> <li>- Melakukan langkah yang sama dengan topik fenomena sosial</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		<ul style="list-style-type: none"> <li>XI, Kemendikbud, Revisi Tahun 2016</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI		<ul style="list-style-type: none"> <li>• Membuat teks-teks tentang fenomena alam pendek dan sederhana</li> <li>• Membuat teks-teks tentang fenomena sosial pendek dan sederhana</li> <li>• Menampilkan dan mempresentasikan teksnya kepada teman-teman yang datang membaca</li> </ul>					
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</li> <li>• Mengidentifikasi unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca</li> <li>- Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya</li> <li>- Menyimak, dan menirukan guru membaca lirik lagu secara bermakna</li> <li>- Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu</li> <li>- Membahas pemilihan kata tertentu terkait dengan tema lagu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	6 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK		<ul style="list-style-type: none"> <li>• Menirukan lirik lagu secara lisan</li> <li>• Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu</li> <li>• Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</li> </ul>					

Mengetahui,  
Kepala Sekolah

**Iman Prakoso, S.Pd**  
NIP. -

Totokaton, 2022/2023

Guru Mata Pelajaran

**Sekar Winda Putri, S.Pd**  
NIP. -

DAFTAR NILAI PRE-TEST

SISWA KELAS XI SMA SUNAN AMPEL PUNGGUR

No.	Name	CO	OR	VO	GR	MC	Score
1.	Ali Akbar Sholihin	16	12	14	10	4	56
2.	Ayub Fathir Kurniawan	15	16	17	14	5	67
3.	Chandra Artha Permana	21	15	16	16	5	73
4.	Destian	13	13	16	11	4	57
5.	Muflizar Viky Aldino	15	13	16	15	5	64
6.	Muhammad Ilham Hidayat	21	15	20	16	5	77
7.	Muhammad Rizal Saputra	15	16	14	15	4	54
8.	Nabila Mukaromah	16	13	15	14	5	63
9.	Nur Anisa	15	14	13	12	4	58
<b>Total</b>							569
<b>Average</b>							63,22
<b>The Highest Score</b>							77
<b>The Lowest Score</b>							54
<b>The number of the students who got 70 or more</b>							2

Punggur, 4 Juni 2024

The Researcher

Lukman Hakim  
NPM. 2001051016

DAFTAR NILAI POST-TEST

SISWA KELAS XI SMA SUNAN AMPEL PUNGGUR

No.	Name	CO	OR	VO	GR	MC	Score
1.	Ali Akbar Sholihin	20	14	13	16	4	67
2.	Ayub Fathir Kurniawan	15	20	14	21	4	74
3.	Chandra Artha Permana	20	14	15	26	4	79
4.	Destian	21	15	19	16	5	81
5.	Muflizar Viky Aldino	15	23	17	13	5	83
6.	Muhammad Ilham Hidayat	20	15	14	16	5	80
7.	Muhammad Rizal Saputra	18	13	16	11	5	63
8.	Nabila Mukaromah	20	15	12	17	4	78
9.	Nur Anisa	23	20	19	17	5	84
<b>Total</b>							689
<b>Average</b>							76,55
<b>The Highest Score</b>							84
<b>The Lowest Score</b>							63
<b>The number of the students who got 70 or more</b>							7

Punggur, 4 Juni 2024

The Researcher

Lukman Hakim  
NPM. 2001051016

## PROFIL OF SMA SUNAN AMPEL PUNGGUR

### c. School Identity of SMA Sunan Ampel Punggur

Name of school	: SMA Sunan Ampel Punggur
NPSN	: 70023853
Status	: Private
Ownership Status	: Foundation
Adress	: JL. Raden Rahmat Kampung Totokaton, Punggur, Lampung Tengah
Telp/HP	: 085279420043
Postal Code	: 34152

### d. The Condition of SMA Sunan Ampel Punggur

#### 1) Buildings of SMA Sunan Ampel Punggur

Table 1.9

Buildings of SMA Sunan Ampel Punggur

No.	Room Name	Conditions		Total
		Good	Bad	
1.	Classroom	✓	-	3
2.	Computer Room	✓	-	1
3.	Teacher's Room	✓	-	1
4.	Headmaster Room	✓	-	1
5.	Teacher's Toilet	✓	-	1
6.	Student's Toilet	✓	-	3
7.	UKS	✓	-	1
8.	Library	✓	-	1
9.	Volleyball Field	✓	-	1
10.	Football Field	-	✓	1
11.	Parking Area	-	✓	1

#### 2) Condition of Teacher and Official Employers in SMA Sunan Ampel Punggur

Conditions of teacher and official employers in SMA Sunan Ampel Punggur have been good enough for learning process. The numbers of teacher and official employers in SMA Sunan Ampel Punggur can be identified as follows:

Table 1.10

Teacher education background

TEACHER STATUS	CERTIFICATION	DEGREE	TOTAL

PERMANENT	HONORER	YES	NO	D	S1	S2	
11	-	-	✓	-	✓	-	11 TEACHER

While the total and condition of the educational staff of SMA Sunan Ampel can be seen in the following table:

Table 1.11  
Teaching staff background

SMP	SMA	D3	S1	S2
-	-	-	2	-

### 3) Number of Students at SMA Sunan Ampel Punggur

The number of students in SMA Sunan Ampel Punggur is that can be identified as follows:

Table 1.12  
The numbers of students in SMA Sunan Ampel Punggur

Class	Male	Female	Total
<b>XII</b>	<b>7</b>	<b>5</b>	<b>12</b>
<b>XI</b>	<b>3</b>	<b>6</b>	<b>9</b>
<b>X</b>	<b>7</b>	<b>8</b>	<b>15</b>
<b>Total</b>	<b>17</b>	<b>19</b>	<b>36</b>

T-TABLE



cum. prob	f <sub>.50</sub>	f <sub>.75</sub>	f <sub>.80</sub>	f <sub>.85</sub>	f <sub>.90</sub>	f <sub>.95</sub>	f <sub>.975</sub>	f <sub>.99</sub>	f <sub>.995</sub>	f <sub>.999</sub>	f <sub>.9995</sub>
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
<b>Z</b>	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	<b>Confidence Level</b>										

CHI TABLE

Degrees of freedom (df)	Significance level ( $\alpha$ )							
	.99	.975	.95	.9	.1	.05	.025	.01
1	-----	0.001	0.004	0.016	2.706	3.841	5.024	6.635
2	0.020	0.051	0.103	0.211	4.605	5.991	7.378	9.210
3	0.115	0.216	0.352	0.584	6.251	7.815	9.348	11.345
4	0.297	0.484	0.711	1.064	7.779	9.488	11.143	13.277
5	0.554	0.831	1.145	1.610	9.236	11.070	12.833	15.086
6	0.872	1.237	1.635	2.204	10.645	12.592	14.449	16.812
7	1.239	1.690	2.167	2.833	12.017	14.067	16.013	18.475
8	1.646	2.180	2.733	3.490	13.362	15.507	17.535	20.090
9	2.088	2.700	3.325	4.168	14.684	16.919	19.023	21.666
10	2.558	3.247	3.940	4.865	15.987	18.307	20.483	23.209
11	3.053	3.816	4.575	5.578	17.275	19.675	21.920	24.725
12	3.571	4.404	5.226	6.304	18.549	21.026	23.337	26.217
13	4.107	5.009	5.892	7.042	19.812	22.362	24.736	27.688
14	4.660	5.629	6.571	7.790	21.064	23.685	26.119	29.141
15	5.229	6.262	7.261	8.547	22.307	24.996	27.488	30.578
16	5.812	6.908	7.962	9.312	23.542	26.296	28.845	32.000
17	6.408	7.564	8.672	10.085	24.769	27.587	30.191	33.409
18	7.015	8.231	9.390	10.865	25.989	28.869	31.526	34.805
19	7.633	8.907	10.117	11.651	27.204	30.144	32.852	36.191
20	8.260	9.591	10.851	12.443	28.412	31.410	34.170	37.566
21	8.897	10.283	11.591	13.240	29.615	32.671	35.479	38.932
22	9.542	10.982	12.338	14.041	30.813	33.924	36.781	40.289
23	10.196	11.689	13.091	14.848	32.007	35.172	38.076	41.638
24	10.856	12.401	13.848	15.659	33.196	36.415	39.364	42.980
25	11.524	13.120	14.611	16.473	34.382	37.652	40.646	44.314
26	12.198	13.844	15.379	17.292	35.563	38.885	41.923	45.642
27	12.879	14.573	16.151	18.114	36.741	40.113	43.195	46.963
28	13.565	15.308	16.928	18.939	37.916	41.337	44.461	48.278
29	14.256	16.047	17.708	19.768	39.087	42.557	45.722	49.588
30	14.953	16.791	18.493	20.599	40.256	43.773	46.979	50.892
40	22.164	24.433	26.509	29.051	51.805	55.758	59.342	63.691
50	29.707	32.357	34.764	37.689	63.167	67.505	71.420	76.154
60	37.485	40.482	43.188	46.459	74.397	79.082	83.298	88.379
70	45.442	48.758	51.739	55.329	85.527	90.531	95.023	100.425
80	53.540	57.153	60.391	64.278	96.578	101.879	106.629	112.329
100	61.754	65.647	69.126	73.291	107.565	113.145	118.136	124.116
1000	70.065	74.222	77.929	82.358	118.498	124.342	129.561	135.807

PRE-TEST

NAMA : Ali Akbar Solihin  
KELAS : XI

Instructions!

Write an explanation text based on the topic below:

1. Natural phenomena

- Flood
- Earthquake
- Tsunami
- Rainbow
- Thunderstorm

2. Social phenomena

- Culture
- Bullying
- Brawl
- Poverty
- Traffic violation

Answer:

→ Bullying

→ Bullying is the use of violence, threat or coercion to abuse or intimidate another person. This behavior can become habitual and involves an imbalance of social or physical power. It may include verbal abuse or threats, physical violence or coercion, and may be based on race, religion, gender, sexual orientation or ability. There are four types of bullying: emotional, physical, verbal and cyber. Bullying habit can develop anywhere there is interaction between people, for example in government, organizations, schools, workplaces, families and neighbourhoods.

CO = 16

OR = 12

VO = 14

GR = 10

MC = 4

56

## PRE-TEST

NAMA : Ayubfathir K.  
KELAS : XI

### Instructions!

Write an explanation text based on the topic below:

#### 1. Natural phenomena

- Flood
- Earthquake
- Tsunami
- Rainbow
- Thunderstorm

#### 2. Social phenomena

- Culture
- Bullying
- Brawl
- Poverty
- Traffic violation

Answer:

#### Thunderstorms

Lightning is a natural phenomenon that usually occurs during the rainy season. It consists of a brief, blinding flash of light in the sky. A few moments later, it is followed by a booming sound that is called thunder. The difference between the speed of sound and the speed of light is responsible for the difference in the time of their appearance. Lightning is formed by cumulonimbus clouds. There are positively and negatively charged particles gather at the top of the clouds and the negative particles gather at the bottom. When the particles rub against each other and there is enough energy in them, the energy is released in the form of a lightning bolt.

CO = 15

OR = 16

VO = 17

GR = 14

MC = 5

67

PRE-TEST

NAMA : Chandra Artha P.  
KELAS : XI

Instructions!

Write an explanation text based on the topic below:

1. Natural phenomena

- Flood
- Earthquake
- Tsunami
- Rainbow
- Thunderstorm

2. Social phenomena

- Culture
- Bullying
- Brawl
- Poverty
- Traffic violation

Answer:

Poverty is a state of being unable to meet basic needs such as food, clothing, shelter, education and healthy. Poverty can be caused by a lack of basic necessities or a lack of access to education and employment. Poverty is a global issue. Some people understand it from an established scientific point of view, and so on. Supporting individual circumstance can reduce poverty. There are many kinds of policies to change the situation of the poor on an individual basis, including educations, employment, pay rise and so on.

CO = 21

OR = 15

VO = 16

GR = 16

MC = 5

73

## PRE-TEST

NAMA : Destian .....  
KELAS : XI .....

### Instructions!

Write an explanation text based on the topic below:

#### 1. Natural phenomena

- Flood
- Earthquake
- Tsunami
- Rainbow
- Thunderstorm

#### 2. Social phenomena

- Culture
- Bullying
- Brawl
- Poverty
- Traffic violation

### Answer:

Brawl

Students do not brawl for no reason, the cause of Brawls are usually grudges between schools or between high schools. With a strong sense of solidarity, these students will retaliate against the treatment of students who are perceived to be harming a student or defaming the school. In a student fight, there is always physical violence involved, both parties who are fighting arms each other and injury each other, causing casualties. ~~It is~~ This fight is not only a loss for the perpetrator, but also causes harm to others, both intentionally and unintentionally.

CO = 13

OR = 13

VO = 16

GR = 11

MC = 4

57

## PRE-TEST

NAMA : M. Viki Aldo  
KELAS : XI

### Instructions!

Write an explanation text based on the topic below:

#### 1. Natural phenomena

- Flood
- Earthquake
- Tsunami
- Rainbow
- Thunderstorm

#### 2. Social phenomena

- Culture
- Bullying
- Brawl
- Poverty
- Traffic violation

### Answer:

#### Traffic Violation

A traffic violation is an act or action by a road user that does not comply with the applicable regulations. These actions can endanger and harm other people and themselves, either ~~substantially~~ directly or indirectly. There are many examples of traffic offences that can be seen on the road, such as not wearing a seatbelt or an approved helmet. Other examples of traffic offences that affect others include running traffic lights and exceeding the speed limit. These types of offences can lead to road accidents that can be fatal.

CO = 15

OR = 13

VO = 16

GR = 15

MC = 5

64

PRE-TEST

NAMA : M. Ilham Hidayat  
KELAS : XI

Instructions!

Write an explanation text based on the topic below:

1. Natural phenomena

- Flood
- Earthquake
- Tsunami
- Rainbow
- Thunderstorm

2. Social phenomena

- Culture
- Bullying
- Brawl
- Poverty
- Traffic violation

Answer:

flood

a) flood is a catastrophic natural event that occur when an excessive flow of water inundates land. floods are caused by the volume of water in a body of water, such as a river or lakes overflowing, or by a dam overflowing so that water comes out of the river. floods often cause damage to home and businesses built on natural river floodplains. Although flood damage can be avoided by moving away from rivers and other bodies of water, people settle and work near water to makes a living.

CO = 21

OR = 15

VO = 20

GR = 16

MC = 5

77



PRE-TEST

NAMA : M. Rizal Saputra  
KELAS : XI

Instructions!

Write an explanation text based on the topic below:

1. Natural phenomena

- Flood
- Earthquake
- Tsunami
- Rainbow
- Thunderstorm

2. Social phenomena

- Culture
- Bullying
- Brawl
- Poverty
- Traffic violation

Answer:

tsunami

A tsunami occurs when a large fault under the ocean floor suddenly slips. The displaced rock pushes the water above it like a giant paddle, creating powerful water waves at the ocean surface. The ocean waves spread out from the earthquake's source and travel across the ocean until they reach the coastline, where their height increase as they reach the continental shelf, the part of the Earth's crust that slopes or rises from the seafloor to the land. A tsunami is very large ocean wave generated by a disturbance on the ocean floor. This disturbance can be an earthquake, landslide or volcano eruption. A tsunami is undetectable far out in the ocean, but once it reaches shallow water, this fast-moving wave becomes very large.

54

CO = 15

OR = 16

VO = 14

GR = 15

MG = 4

PRE-TEST

NAMA : Nabila Mukaromah  
KELAS : XI

Instructions!

Write an explanation text based on the topic below:

1. Natural phenomena

- Flood
- Earthquake
- Tsunami
- Rainbow
- Thunderstorm

2. Social phenomena

- Culture
- Bullying
- Brawl
- Poverty
- Traffic violation

Answer:

Earthquakes

Earthquakes are the most deadly natural disasters, striking without warning and leaving catastrophes in their wake, with terrible loss of human life and economic damage. Technically, an earthquake (also known as a tremor, quake or temblor) is a types of vibration through the earth crust. This powerful movements cause an rapid release of energy, creating seismic waves that travel through the earth. Earthquakes is usually brief, but can recur over long periods of time. Earthquakes are divided into large and small earthquakes.

CO = 16

OR = 13

VD = 15

GR = 14

MC = 5

63

## PRE-TEST

NAMA : NUR ANISA  
KELAS : XI

### Instructions!

Write an explanation text based on the topic below:

#### 1. Natural phenomena

- Flood
- Earthquake
- Tsunami
- Rainbow
- Thunderstorm

#### 2. Social phenomena

- Culture
- Bullying
- Brawl
- Poverty
- Traffic violation

Answer:

RAINBOW

A rainbow is a natural phenomenon that occurs when an arc of colour appears in the sky as a result of light hitting water droplets. The phenomenon usually occurs after rain. The sequence of rainbow colours always starts with red, followed by orange, yellow, green, blue, indigo, and violet. First, sunlight passes through the water droplet. Next, the white light is separated into the spectrum of light. The colour that have been separated again into the very small parts. Actually, sunlight has more colours than red, orange, yellow, green, blue, indigo, and violet. But our eyes can only see these colours. Each colour is bent at different angles. Purple is the colour of the first bend, while red is the last. Eventually, these colours form an arc of lights called a rainbow.

CO = 15

OR = 14

VO = 13

GR = 12

MG = 4

58

## ALI AKBAR SHOLIHIN

How do floods happen?

Flooding is a disaster which commonly happens in large and densely populated cities. In Indonesia, the floods hit Jakarta very often and cause many victims. Then, do you know the process of how flood happens?

The process of natural flooding is preceded by rain which falls to the surface of the earth. Then the rain water is absorbed by the ground surface and flows to the lower place. Once that condition happens, evaporation and the water appear to the surface of the land. Flooding can be disastrous for humans when floods happen in an area that people live because the water carries along objects like houses, bridges, cars, furniture and even people.

On the other hand, the process of non natural flooding is usually caused by bad habits of humans who do not care about the environment, such as littering that can make water flow clogged. This makes the water deposited in landfills which gradually becomes more common. When water reservoirs can no longer hold water discharge, the water then overflows out the land and cause flooding.

$$CO = 20$$

$$OR = 14$$

$$VO = 13$$

$$GR = 16$$

$$MC = 4$$

67

# AYUBFATHIR KURNIAWAN

## The rise of traffic violations

Traffic violations are actions or actions of a road user that are not in accordance with applicable regulations. These actions can endanger and harm other people and oneself, either directly or indirectly.

There are many examples of traffic violations that can be seen on the road, such as not using a seat belt or licensed helmet. Other examples of traffic offences that impact others include running traffic lights and exceeding the maximum speed limit. These types of offences can lead to traffic accidents that can be fatal. To overcome this, we should obey all traffic rules, and be more careful when driving. Because, after all, traffic violations will not have a positive effect, but only harm yourself and others.

Therefore, road users must obey and comply with the applicable regulations. Because, these rules are made for our own good.

CO = 20  
OR = 14  
VO = 13  
GR = 16  
MC = 4

74

## CHANDRA ARTHA PERMANA

How is a rainbow formed?

A rainbow is a natural phenomenon caused by the refraction and reflection of light in water droplets, resulting in a spectrum of light appearing in the sky. A rainbow appears as a colourful arch. When they are caused by water and the sun, a rainbow will appear on the side of the sky directly facing the sun. They can sometimes form a complete loop, but to the average observer only the arc will be seen.

The colours in the rainbow are those that can be found within the spectrum of white light when it is split. There are 7 main colours that can be seen in the rainbow which are red, orange, yellow, green, blue, indigo and violet. When the sunlight touches the water droplets, 7 colours are created.

A rainbow is a set of raindrops suspended in the atmosphere which, like a prism, refracts sunlight into 7 colours.

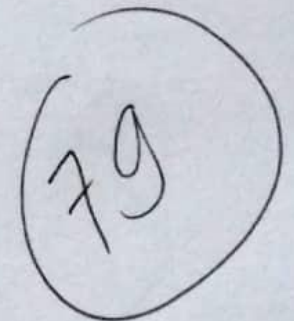
$$CO = 20$$

$$OR = 14$$

$$VO = 15$$

$$GR = 26$$

$$MC = 4$$



# DESTIAN

## Poverty

Poverty is not having enough material possessions or income for a person's needs. It means lack of basic capacity to participate effectively in society. Relatively, poverty occurs when a person cannot meet a minimum level of living standards, compared to others in the same time and place.

There are a lot of things that can cause poverty at this era. Poverty can strike during an unexpected crisis: a serious health problem, job loss, or divorce. People who's experiencing poverty are faced with a lack of emotional, psychological or financial support. Poverty also exists because of bigger systems: changing market demand for skills or labour, the high costs of education and health or because of discrimination.

Despite the many definitions, one thing is certain; poverty is a complex society issue. No matter how poverty is defined, it is an issue that requires everyone's attention. It is important that all members of our society work together to provide the opportunities for all our members to reach their full potential. It helps all of us to help one another .

CO = 21  
OR = 15  
VO = 19  
GR = 16  
MC = 45

81

# MUFLIZAR VIKY ALDINO

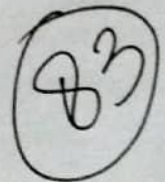
## Thunderstorm

Lightning is a massive electrostatic discharge between the electrically charged regions within clouds or between a cloud and the Earth's surface. It is so hot with an average temperature of 34.000 degree centigrade that the air around it suddenly expands with a loud blast. This is the thunder we hear.

Lightning occurs due to negative charges transfer (electrons) to the positive charges (protons). Scientists suspect jumps own electric sparks occur, there are several steps that are usually passed. The first is the compression of electric charge on the cloud question.

Lightning occurs in hot, wet storms. Most air is driven up to a great height. It forms a type of cloud called cumulonimbus. When the cloud rises high enough, the moisture free1es and ice crystals and snowflake are formed. These begin to fall, turning to rain on the way down. When a cloud is fully charged with this electricity, it discharges it as a lightning flash.

CO = 15  
OR = 23  
VO = 17  
GR = 13  
MC = 5





# MUHAMMAD ILHAM HIDAYAT

## Brawl

A brawl between students is a physical fight that occurs because of a conflict between students or their groups. The first is a large brawl, which is an attack by a group of students against another group that usually comes from a different school. The second is brawls between bases that have usually been bitter enemies for a long time.

Brawls can be caused by the influence of friends and the upholding of group solidarity. Usually the conflict starts when a group of friends is bullied by a group from another school. Finally, the grudge triggers a brawl between groups and even between schools. Brawls can also occur after a match or competition is held. The winning side usually taunts the losing team excessively, triggering conflict.

Maintaining attitudes, behaviour and morals is the obligation of everyone including students. In addition, the role of parents, teachers, and the community is also important to guide students not to get involved in brawls. Furthermore, the role of the government and authorities is also needed to always maintain the environmental situation to remain conducive.

$$CO = 20$$

$$OR = 20$$

$$VO = 14$$

$$GR = 16$$

$$MC = 5$$



# MUHAMMAD RIZAL SAPUTRA

## Bullying

A school is a place where bullying occurs. There is much news in newspapers and social media that do not stop discussing the issue of bullying because many victims choose to end their lives. Bullying is an act that hurts, humiliates, and intimidates a group of people.

People who have physical or mental differences become targets of bullying. The perpetrator will corner and intimidate the victim by constantly mentioning their shortcomings. People who cannot adjust to a new environment will also become the target of bullies. Bullies like to bully weak people.

CO = 18  
OR = 13  
VO = 16  
GR = 11  
MC = 5

13

# NABILA MUKAROMAH

## Tsunami

Tsunami occurs when major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the earth crust that slopes, or rises, from the ocean floor up to the land.

A tsunami washes ashore with often disastrous effects such as severe flooding, loss of lives due to drowning and damage to property. A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or a volcanic eruption. A tsunami is undetectable far out in the ocean, but once it reaches shallow water, this fast traveling wave grows very large.

$$C_0 = 20$$

$$O_R = 19$$

$$V_D = 12$$

$$G_R = 17$$

$$M_C = 4$$



# NUR ANISA

## Earthquakes

Earthquakes being the most deadly natural hazards strike without any prior warning leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time (earth science 2001). Earthquakes are classified as large and small.

Large earthquakes usually begin with slight tremors but rapidly take form of violent shock. The vibrations from a large earthquake last for few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (Richter 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year. That's why earthquakes are dreaded by everyone.

CO = 23  
OR = 20  
VO = 19  
GR = 17  
MC = 5

BA



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-2273/In.28/J/TL.01/05/2023  
Lampiran :-  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
Kepala Sekolah SMA SUNAN AMPEL  
PUNGGUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **LUKMAN HAKIM**  
NPM : 2001051016  
Semester : 6 (Enam)  
Jurusan : Tadrис Bahasa Inggris  
THE INFLUENCE OF USING PADLET AS TEACHING MEDIA  
Judul : TOWARD STUDENTS` WRITING SKILL AT ELEVENTH  
GRADE SMA SUNAN AMPEL PUNGGUR

untuk melakukan prasurvey di SMA SUNAN AMPEL PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 21 Mei 2023

Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004



YAYASAN SUNAN AMPEL PUNGGUR  
AKTA NOTARIS : NOMOR 61/30/XI/2016  
SK KEMENKUMHAM RI : Nomor AHU-0045675.AH.01.04. TAHUN  
2016

NPSN :70023853 NIB: 1230000730022

**SMA SUNAN AMPEL PUNGGUR**

Alamat : JL.Raden Rahmat Kampung Totokaton Kecamatan Punggur  
Kabupaten Lampung Tengah  
Kode Pos.34252 HP.085357010472

## **SURAT KETERANGAN**

Nomor : 056/SMA.SA/III/VIII/2023

***Assalamu'alaikum Wr.Wb***

Sehubungan dengan surat izin prasurvey dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan nomor : B-2273/In.28/J/TL.01/05/2023 hal : izin prasurvey tertanggal 21 mei 2023, Maka Kepala SMA Sunan Ampel Punggur dengan ini menerangkan mahasiswa di bawahini :

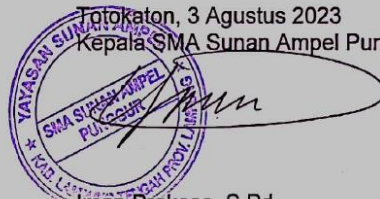
Nama : **Lukman Hakim**  
NPM : 2001051016  
Semester : 6 (Enam)  
Jurusan : Tadris Bahasa Inggris  
Judul : THE INFLUENCE OF USING PADLET AS TEAVHING  
MEDIA TOWARD STUDENT'S WRITING SKILL AT  
ELEVENTH GRADE SMA SUNAN AMPEL PUNGGUR

Benar telah mengadakan prasurvey di SMA Sunan Ampel Punggur pada Rabu, 2 Agustus 2023 guna melengkapi data pada penyusunan skripsi "THE INFLUENCE OF USING PADLET AS TEAVHING MEDIA TOWARD STUDENT'S WRITING SKILL AT ELEVENTH GRADE SMA SUNAN AMPEL PUNGGUR"

Demikian surat keterangan di perbuat untuk dapat di pergunakan sebagaimana mestinya

***Wassalamu'alaikum Wr.Wb***

Totokaton, 3 Agustus 2023  
Kepala SMA Sunan Ampel Punggur



**Iman Prakoso, S.Pd**  
NIP.-



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-2545/In.28/D.1/TL.00/05/2024  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMA SUNAN AMPEL  
PUNGGUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2544/In.28/D.1/TL.01/05/2024, tanggal 31 Mei 2024 atas nama saudara:

Nama : **LUKMAN HAKIM**  
NPM : 2001051016  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA SUNAN AMPEL PUNGGUR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA SUNAN AMPEL PUNGGUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING PADLET AS TEACHING MEDIA ON THE STUDENTS' WRITING SKILLS OF THE ELEVENTH GRADE OF SMA SUNAN AMPEL PUNGGUR".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 31 Mei 2024  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



YAYASAN SUNAN AMPEL PUNGGUR  
AKTA NOTARIS : NOMOR 61/30/XI/2016  
SK KEMENKUMHAM RI : Nomor AHU-0045675.AH.01.04. TAHUN 2016  
NPSN : 70023853 NIB: 1230000730022  
**SMA SUNAN AMPEL PUNGGUR**  
Alamat : JL.Raden Rahmat Kampung Totokaton Kecamatan Punggur  
Kabupaten Lampung Tengah  
Kode Pos.34252 HP.085357010472

**SURAT KETERANGAN**  
No. 421.3/059 /VI.06/SMA.SA/ /2024

Yang bertanda tangan di bawah ini Kepala SMA Sunan Ampel Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama : **Lukman Hakim**  
NPM : 2001051016  
Semester : 6 (Enam)  
Jurusan : Tadris Bahasa Inggris  
Judul : THE INFLUENCE OF USING PADLET AS TEACHING MEDIA  
TOWARD STUDENT'S WRITING SKILL AT ELEVENTH GRADE  
SMA SUNAN AMPEL PUNGGUR

Akan mengadakan research/penelitian pada Selasa, 14 Mei 2024 untuk tugas akhir yaitu pembuatan skripsi dengan judul : **"THE INFLUENCE OF USING PADLET AS TEACHING MEDIA TOWARD STUDENT'S WRITING SKILL AT ELEVENTH GRADE SMA SUNAN AMPEL PUNGGUR"**

Berdasarkan surat dari Wakil Dekan Akademik dan Kelembagaan Institut Agama Islam Negeri Metro Fakultas Tarbiyah Dan Ilmu Keguruan, nomor : B-2545/In.28/D.1/TL.00/05/2024 Perihal izin research/penelitian

Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses pembelajaran di SMA Sunan Ampel Punggur.  
Demikian surat keterangan ini di buat untuk dapat di pergunakan sebagaimana mestinya .

Punggur, 16 Mei 2024  
Kepala Sunan Ampel Punggur  
  
H. H. Prakoso, S.Pd  
NIP. -





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Lukman Hakim  
NPM : 2001051016

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	24/2024 /1 Rabu	I	Chapter I 1. Start writing about 'writing/ writing skill 2. Support Your Paragraph writing with the previous research or the previous finding. Give Citation/ Footnote 3. Tell what did you do in the pre-survey - what problems did you find in this school related to students writing skill - Classroom teaching and learning - Media used in that school	



Dosen Pembimbing

Yeasy Agustina Sari, M.Pd  
NIDN. 2012089002



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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Lukman Hakim  
NPM : 2001051016

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
2	29/1 2024 Senin	I	4. Prior Research Analyze the similarity and the differences of the Prior research and your current research. What is the interesting of your research?  Chapter II 1. What kinds of writing will you research? 2. Find the theories about -types of writing - Assessment of writing - Teaching writing using padlet. 3. Be consistent in using bodynote or postnote.  Chapter III 1. Revise page 27 2. Add some test - Validity - Homogeneity - Reliability - Hypothesis	



Dosen Pembimbing

Yeasy Agustina Sari, M.Pd  
NIDN. 2012089002



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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Lukman Hakim  
NPM : 2001051016

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3.	05/24 /03 Selasa	I	- Background of study; add "Why you choose padlet" - Revise chapter II	
4.	06/24 /03 Rabu	I	- Sharpen Background of study - Analyse more deeply in prior research - Enrich the theory with journal	
5.	15/2024 /03 Jumat	I	- Correct typo - Bibliography - Table of contents	



Dosen Pembimbing

Yeasy Agustina Sari, M.Pd  
NIDN. 2012089002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Lukman Hakim  
NPM : 2001051016

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6.	18/03 Senin	J	Acc to proposal Seminar	

Mengesahkan  
Ketua Program Studi TBI



**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP. 198803082015031006

Dosen Pembimbing

**Yeasy Agustina Sari, M.Pd**  
NIDN. 2012089002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**RATIFICATION PAGE**

No:

The Research Proposal entitled: THE INFLUENCE OF USING PADLET AS TEACHING MEDIA ON THE STUDENTS' WRITING SKILL OF THE ELEVENTH GRADE OF SMA SUNAN AMPEL PUNGGUR, written by: Lukman Hakim, Student Number: 2001051016, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on April 2nd, 2024 at 08.00-09.30 a.m.

**BOARD OF EXAMINERS**

Chairperson : Yeasy Agustina Sari, M.Pd

Examiner I : Dr. Umi Yawisah, M.Hum

Examiner II : Linda Septiyana, M.Pd

Secretary : Leny Setyana, M.Pd

(.....)  
(.....)  
(.....)  
(.....)

Head of English Education Department



**Dr. Much Deinatun, M.Pd.B.I.**

NIP. 198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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## **SURAT TUGAS**

Nomor: BELUM DIPROSES MOHON TUNGGU 1X24 JAM DARI PERMOHONAN

BELUM DIPROSES MOHON TUNGGU 1X24 JAM DARI PERMOHONAN, menugaskan kepada saudara:

Nama : **LUKMAN HAKIM**  
NPM : 2001051016  
Semester : 8 (Delapan)  
Program Studi : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA SUNAN AMPEL PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING PADLET AS TEACHING MEDIA ON THE STUDENTS` WRITING SKILLS OF THE ELEVENTH GRADE OF SMA SUNAN AMPEL PUNGGUR".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal :

Mengetahui,  
Pejabat Setempat

BELUM DIPROSES MOHON TUNGGU  
1X24 JAM DARI PERMOHONAN,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**NOTA DINAS**

Nomor : -  
Lampiran : -  
Perihal : **Mohon Diseminarkan Proposal  
Lukman Hakim**

Kepada yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro

*Assalamu'alaikum Wr. Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya  
maka proposal yang disusun oleh :

Nama : Lukman Hakim  
Npm : 2001051016  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Prodi : TBI  
Judul : THE INFLUENCE OF USING PADLET AS TEACHING  
MEDIA TOWARD STUDENTS' WRITING SKILLS AT  
ELEVENTH GRADE SMA SUNAN AMPEL PUNGGUR

Sudah kami dapat persetujuan dan dapat diajukan untuk diseminarkan, demikian  
harapan kami atas perhatiannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*



Metro, 19 March 2024  
Dosen Pembimbing,

Yeasy Agustina Sari, M.Pd  
NIP. 19900812 202 321 2 049



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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APPROVAL PAGE

Name : Lukman Hakim  
NPM : 2001051016  
Department : English Education  
Faculty : Tarbiyah and Teacher Training  
Title : THE INFLUENCE OF USING PADLET AS TEACHING  
MEDIA TOWARD STUDENTS' WRITING SKILLS AT  
ELEVENTH GRADE SMA SUNAN AMPEL PUNGGUR

APPROVED BY:

To be discussed in the proposal (seminar) in Tarbiyah and Teacher Training  
Faculty of State Islamic Institute (IAIN) of Metro.

Metro, 19 March 2024

Sponsor

**Yeasy Agustina Sari, M.Pd**  
NIP. 199008122023212049





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**NOTIFICATION LETTER**

Number : -  
Appendix : -  
Matter : **In order to hold the Seminar  
of Lukman Hakim**

To:  
The Honorable the Head of Tarbiyah and Teacher Training Faculty  
of State Islamic Institute (IAIN) of Metro

*Assalamu'alaikum Wr. Wb.*

We have given guidance and enough improvement to research proposal  
script which is written by:

Name : Lukman Hakim  
St. Number : 2001051016  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education  
Title : THE INFLUENCE OF USING PADLET AS TEACHING  
MEDIA TOWARD STUDENTS' WRITING SKILLS AT  
ELEVENTH GRADE SMA SUNAN AMPEL PUNGGUR

It has been agreed so it can be continued to the Tarbiyah and Teacher Training  
Faculty in order to be discussed on the seminar. Thank you very much.

*Wassalamu'alaikumWr. Wb.*



Metro, 19 March 2024  
Sponsor

**Yeasy Agustina Sari, M.Pd**  
NIP. 19900812 202 321 2 049



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Nomor : 1875/In.28.1/J/TL.00/04/2024  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Yeasy Agustina Sari (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **LUKMAN HAKIM**  
NPM : 2001051016  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : THE INFLUENCE OF USING PADLET AS TEACHING MEDIA ON THE STUDENTS' WRITING SKILL OF THE ELEVENTH GRADE OF SMA SUNAN AMPEL PUNGGUR

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 23 April 2024  
Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Lukman Hakim  
NPM : 2001051016

Program Studi : TBI  
Semester : VIII

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	6/6 2024		<ul style="list-style-type: none"><li>- Narrate about doing treatment.</li><li>- Add the normality test.</li><li>- Discuss the research result to the previous reserch.</li><li>- Find the novelty of your research</li><li>- Write on "Discussion" part.</li><li>- Revise chapter 3.</li></ul>	
2.	7/6 2024		<ul style="list-style-type: none"><li>- Narrate treatment 1 &amp; 2</li><li>- Add some theory</li><li>- Appendix</li><li>- Make abstract (Complete your thesis)</li></ul>	



Much Delelani, M.Pd.TBI

Much Delelani, M.Pd.B.I.  
NIP. 198803082015031006

Dosen Pembimbing

Yeasy Agustina Sari, M.Pd  
NIP. 19900812 202321 2 049



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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
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IAIN METRO

Nama : Lukman Hakim  
NPM : 2001051016

Program Studi : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3.	10/6 2024		<ul style="list-style-type: none"><li>- Narrate treatment 1 &amp; 2</li><li>- Add some theory from prior research and citation.</li><li>- Make simple conclusion.</li><li>- Revise Abstract</li></ul>	
4.	11/6 2024		Acc to Munagasyah	

Mengetahui,  
Ketua Program Studi TBI



Dosen Pembimbing

Yeasy Agustina Sari, M.Pd  
NIP. 19900812 202321 2 049



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

**NPP: 1807062F0000001**

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Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-466/ln.28/S/U.1/OT.01/05/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : LUKMAN HAKIM  
NPM : 2001051016  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001051016

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 31 Mei 2024

Kepala Perpustakaan



Dr. Asad, S. Ag., S. Hum., M.H., C.Me.  
NIP: 19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Lukman Hakim  
NPM : 2001051016  
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 10 Juni 2024

Ketua Program Studi TBI



**Dr. Much Deiniatur, M.Pd.B.I**  
NIP. 198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**BLANKO PERSETUJUAN TIM MUNAQOSYAH  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
SEMESTER GANJIL TAHUN AKADEMIK 2023/2024**

PENGUMUMAN/PENUNJUKKAN  
No. P. .... 2855 /In.28/J/PP.00.9/... 6/...2024

Nama : Lukman Hakim

NPM : 2001051016

Judul Skripsi : THE INFLUENCE OF USING PADLET AS TEACHING MEDIA ON  
THE STUDENTS' WRITING SKILL OF THE ELEVENTH GRADE OF  
SMA SUNAN AMPEL PUNGGUR

Hari/Tanggal : Rabu, 19 Juni 2024

Waktu : 10.00 – 12.00 WIB

Tempat : R. Munaqosyah 4 (GKT FTIK )

TIM	Nama Dosen	Paraf/Tanda Tangan
Ketua/Moderator	Yeasy Agustina Sari, M.Pd	
Penguji I	Syahreni Siregar, M.Hum	
Penguji II	Yeni Suprihatin, M.Pd	
Sekretaris	Aisyah Sunarwan, M.Pd	
Petugas	Aisyah Sunarwan, M.Pd	



Metro, 14 Juni 2024  
Program Studi TBI

**Aruch Peiniatur, M.Pd.B.I**  
NIP. 19880308 201503 1 006

# Lukman Hakim 2001051016 (The Influence of Using Padlet As Teaching Media On The Students Writing Skills of The Eleventh Grade of SMA Sunan Ampel Punggur)

by Turnitin



---

**Submission date:** 11-Jun-2024 09:49AM (UTC+0100)

**Submission ID:** 227720743

**File name:**

Lukman\_Hakim\_2001051016\_The\_Influence\_of\_Using\_Padlet\_As\_Teaching\_Media\_On\_The\_Students\_Writing\_Sk.docx  
(249.94K)

**Word count:** 16178

**Character count:** 84351



# Lukman Hakim 2001051016 (The Influence of Using Padlet As Teaching Media On The Students Writing Sk.docx)

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## CURRICULUM VITAE



Lukman Hakim was born on April 03, 2002 in Kenanga Sari, Seputih Surabaya as the second son of Mr. Jaelani S.Pd.i and Mrs. Siti Matoyah. The researcher's first level of education is State Elementary School 1 Srimulyo Jaya in 2009 and graduated in 2014. After finishing elementary school, the researcher continued his education at SMP N 1 Seputih Surabaya in 2014 and graduated in 2017. After that, the researcher continued his education at State Senior High School 1 Seputih Surabaya in 2017 and graduated in 2020. In the same year, the researcher was accepted at the Faculty of Tarbiyah and Teacher Training of the State Islamic Institute of Metro with the English Education Study Program with the Independent pathway Since being accepted as a student of FTIK, the researcher completed an undergraduate thesis session with the title *The Influence Of Using Padlet As Teaching Media On The Students` Writing Skills Of The Eleventh Grade Of SMA Sunan Ampel Punggur* with Supervisor Mrs. Yeasy Agustina Sari, M.Pd on the same day the researcher passed.