AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING EDMODO MEDIA ON THE STUDENTS'
WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE
OF SENIOR HIGH SCHOOL OF MUHAMMADIYAH 1
METRO**

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2019

THE INFLUENCE OF USING EDMODO MEDIA ON THE STUDENTS' WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL OF MUHAMMADIYAH 1 METRO

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for the Degree of Sarjana Pendidikan (S.Pd)

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Title : THE INFLUENCE OF USING EDMODO MEDIA ON THE STUDENTS` WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL OF MUHAMMADIAH 1 METRO

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             of Cynthia Ayu Yuliani

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Training
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Assalamu'alaikum, Wr. Wb

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

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Students Number : 13106797

Title   : THE INFLUENCE OF USING EDMODO MEDIA ON THE STUDENTS' WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL OF MUHAMMADIAH 1 METRO

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

Wassalmu'alaikumWr.Wb

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Assalamualaikum Wr.Wb.

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

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Judul Skripsi   : THE INFLUENCE OF USING EDMODO MEDIA ON THE STUDENTS' WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL OF MUHAMMADIAH 1 METRO

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE
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An Undergraduate thesis entitled: THE INFLUENCE OF USING EDMODO MEDIA ON THE STUDENTS' WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL OF MUHAMMADIYAH 1 METRO, written by Cynthia Ayu Yuliani, student number 13106797, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, January 9th 2019 at 09.30 – 11.30 a.m.

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**PENGARUH PENGGUNAAN MEDIA EDMODO
PADA MENULIS TEKS DESKRIPTIF SISWA
KELAS X SMA MUHAMMADIYAH 1 METRO**

ABSTRAK

Oleh:
CYNTHIA AYU YULIANI

Studi ini mempelajari penggunaan Edmodo sebagai media sosial untuk mengajar menulis teks deskriptif. Studi ini dilakukan untuk meningkatkan keterampilan menulis siswa melalui Edmodo kesepuluh kelas SMA Muhammadiah 1 Metro.

Penelitian ini merupakan penelitian kuantitatif. Tekhnik yang digunakan adalah cluster purposive sampling. Pengumpulan data peneliti menggunakan metode tes, observasi, dan dokumentasi. Subyek penelitian adalah siswa kelas sepuluh IPA 3 di SMA Muhammadiyah 1 Metro terdiri dari 20 siswa. Analisis data menggunakan T-tes.

Hasil penelitian ini meunjukan bahwa "t_{hitung}" = 10.7lebih tinggi dari pada "t_{table}" 5,9914dalam 5% dan 9,2103 dalam 1%. Ini berarti bahwa adapengaruh positif dan signifikan edmodo pada menulis teks deskriptif siswa di kelas X SMA Muhammadiyah1 Metro. Kesimpulannya adalah media edmodo merupakan salah satu alternatif yang bisa digunakan untuk meningkatkan kemampuan menulis teks deskriptif siswa di kelas X SMA Muhammadiyah 1 Metro.

THE INFLUENCE OF EDMODO MEDIA ON THE STUDENTS' WRITING DESCRIPTIVE TEXTAT THE TENTH GRADEOF SENIOR HIGH SCHOOL OF MUHAMMADIYAH 1 METRO

ABSTRACT

By:
CYNTHIA AYU YULIANI

This study examines the use of Edmodo as a social media to teach in teaching writing descriptive text. This study was carried out to improve the students' writing skill through Edmodo of tenth grade students of SMA Muhammadiah 1 Metro.

This research is quantitative research. Technique sampling used cluster purposive sampling. In data collecting of the writer applied method t-test. The subject of study is the tenth grade students of Senior High School of Muhammadiyah 1 Metro in X IPA 3 consists of 20 students. Data analysis using T-test.

The result of the study, confirmed that "$t_{observed}$" = 10.7 is higher than "t_{table}" 5,9914in 5% and 9,2103in 1%. Therefore, it can be concluded that " there is a positive and significant influence of edmodo on the students'writing descriptive text at the tenth grade of Senior High School of Muhammadiyah 1 Metro". The conclusion is edmodo media is one of the alternatives that can be used to improve the ability of writing descriptive text students in class X SMA Muhammadiyah 1 Metro.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name	: Cynthia Ayu Yuliani
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States that undergraduate thesis is originally the result of the writer's research , in exception of certain part which are excerpted from the bibliyograpies mentioned.

Metro , January 2nd , 2019

The writer

Cynthia Ayu Yuliani
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ORISINILITAS PENELITIAN

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Menyatakan bahwa skripsi ini benar-benar hasil penelitian dari penulis, kecuali bagian-bagian yang di kutip dari daftar pustaka yang disebutkan.

Metro , 2 Januari , 2019

Penulis

Cynthia Ayu Yuliani
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MOTTO

<div dir="rtl">

فَمَن تَبِعَ هُدَايَ فَلَا خَوْفٌ عَلَيْهِمْ وَلَا هُمْ يَحْزَنُوْنَ ﴿٣٨﴾

</div>

.....Then, whoever follows my guidance, no fear shall come upon them, nor shall

they grieve.

(Al-Baqarah :38)

"Think big, Dream big, Believe big, and the Results will be big"
(Evan Carmichael)

DEDICATION PAGE

This undergraduate thesis is dedicated to my beloved father (Supriyadi. Alm), mother (Sumiyati), and sister Marina Hindayanti, who always prayer me, thanks for your support and spiritual that was given as long as I live in this world. Besides that, all of the officer, lecturers IAIN Metro and all of my friends who has not been mentioned yet.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language holds an important role in human being. It can be used to communicate, interact, and negotiate with others. Language is needed by all people in their life especially English language. It has become an international language that is almost used by all countries as the first, the second or the foreign language.

Moreover, English is programmed as the first foreign or second language in many countries in this global era. That is why the experts on language teaching require in the every environment of the country. English has been declared as a formal language on International communication for a long time ago.

Realizing how important English is, our government decides to include English as the compulsory subject that should be taught at Junior High School up to Tertiary Level as a foreign language. Nowadays, English is also learned by the students in Elementary School as a local content. Therefore, English becomes an essential thing in thus global era as a means of transferring science, technology, art, culture, and also as a means of maintaining good relationship with others countries.

Writing is one of the language skills which is important to be learned by students. It becomes very important because through writing the teacher can know all about English skills of student including speaking, reading, and listening.

Furthemore, writing is one of the important aspects in language learning. By writing, the students can share information and ideas with others through written text.As a teacher, teachers have to guide their writing based on the purpose of the teaching and learning process. The purpose of teaching English as foreign language is to enable the students to use the language in communication both spoken and written through speaking, listening, reading and those include in English teaching and learning.

Nowadays, as already mentioned, there are many kinds of digital technologies which can be benefited by teachers in teaching writing. Concerning on the development of digital age recently, social networks have a high level of acceptance showed by the number of its users which are growing fastly and significantly. Teachers, of course, may use social networks as teaching tools to keep in touch and stay connected with their students everytime and everywhere.

Social networks are actually designed for connecting people in distance. Thus, one of the main gists of social network is on writing or typing to exchange direct conversation. There are many kinds of social networks which can be used as teaching media. However, only a few social networks

which are designed particularly for educational purpose. One of those is Edmodo.

Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. By using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips.

A teacher can assign and grade work on Edmodo,students can get help from the entire class on Edmodo. It is a safe environment. There is no bullying or inappropriate content, because the teacher can see everything that is posted on Edmodo. Also, parents can join the class to bring a level of transparency that is difficult to achieve without technology. The tool has proven to be mutually beneficial for both the teacher and students to help achieve the course objetives.

Considering that Edmodo can be an innovative media in teaching writing, teachers should know how to use Edmodo, and know how to bring students into virtual classroom that can give some advantages either for teachers or students. For teachers, social learning platform like Edmodo can make teachers keeping in touch to their students even though they do not meet each other in the classroom. It can be a sustainable process where the process of teaching and learning is not limited to classroom meeting only. For students, it can be a new experience for them to learn digitally and virtually. They will be more freely to share their ideas.

The writer has already held a pra survey on October 23rd, 2017 at the Senior High School Muhammadiyah 1 Metro to know the students' writing ability. There are (1) students at the ten grades who had gotten the highest score (100-76), and (19) students who got the lowest score (>75). Below the data of students' scoring :

Table 1

The result data of the students' writing at the Tenth Grade of Senior High School of Muhammadiyah 1 Metro

No	Name	Students'score of writing
1	A	70
2	B	72
3	C	63
4	D	73
5	E	38
6	F	58
7	G	63
8	H	72
9	I	63
10	J	70
11	K	50
12	L	68
13	M	38
14	N	60
15	O	28
16	P	53
17	Q	70
18	R	72
19	S	68
20	T	93

Table 2

The Percentage of Student's Vocabulary Mastery

No	Score	Category	Frequency	Percentage
1	>75	Pass	1	5%
2	<75	Fail	19	95 %
Total			20	100%

Source: the teacher's archives, taken on October 23rd 2017.

From the table above, it can be seen that they are low. It is still far from the minimum standart criteria (MSC). The minimum standart criteria (MSC) for English subject is 75. The writer found that many students of thetenth grade of senior high school Muhammadiyah 1 Metro are categorized into lowest category for the writing ability is still low, because there were 12students get lowest score.There were some problems which obstruct students' came from the students, the teacher and the facilities in the school. Based on the problems, the researcher tries to find the solution for this problem. Therefore, the researcher interested in applying a certain media in teaching writing. Occasionally, the writer wants to develop the students' writing ability notably in description text.

Based on these conditions, the writer would like to conduct a research entitled "The Influence of Using Edmodo Media on The Students' Writing Descriptive Text The Tenth Grade of Senior High School Muhmmadiyah 1 Metro."

B. Problem Identification

Referring to the background of the study above, the problems can be identified as follows:

1. The students have low skill in writing, especially to construct the descriptive text.

2. English writing ability of students have not reached maximum level.

C. Problem Limitation

Based on the problem above, the researcher limits this problem focused on the writing ability. That is the students have the dificulties to construct the descriptive text.

D. Problem Formulation

Based on the above problem, the researcher formulates the problem in this study as follows "Is there any positive and significant influence of using edmodo on the students' writingdescriptive text at the tenth grade of Senior High School of Muhammadiyah 1 Metro?

E. Objective and Benefit of The Study

1. Objective of The Study

This study is intended to find out whether there is any positive and significant influence of using edmodoon the students' writing descriptive text at the tenth grades of Senior High School of Muhammadiyah 1 Metro.

2. **Benefit of The Study**

    a. **For the students**

    1) The students would get easy to write descriptive text by using Edmodo.

    2) As contribution in solving the problem of English writing especially for descriptive text.

    b. **For the teachers**

    1) To give information for the English teacher, especially atthe Senior High School of Muhammadiyah 1 Metrothat edmodo is effective to be used in teaching descriptive text writing ability.

    2) To help the English teacher finds an appropriate media in teaching writing descriptive text.

CHAPTER II

THEORETICAL REVIEW

A. The Nature of Writing

1. The Concept of Writing

a. The Definition of Writing

According to Siahaan said that writing is the skill of a writer to communicate information to a reader or group of readers.[1] Writing is analytic, requiring evaluation and problem solving, yet it is also a synthetic, productive process, analysis and synthesis are not in position, but form part of the productive cycle of the text design.[2] It means writing is the skill to explore our imagination in the written text, to communicate each other and to give the information to the readers.

Therefore, writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper.[3] According to Khaled, writing is one of the most difficult skills that second-language (L2) learners are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and sociocultural competencies.[4]It means writing is the formulating to organize some

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[1] Siahaan, Sanggam. *The English Paragraph.*(Yogyakarta:Graha Ilmu. 2008). p. 2

[2]Shaples, Mike. *How We Write Writing as Creative Design.* (New York: Routledge.1999). p.10

[3]Bahrani,Taher. *International Journal of Language Learning and Applied Linguistics World.* (University Malaya: IJLLAL. 2013). p 33

[4]Barkaoui, Khaled. *Teaching Writing to Second Language Learners*: *Insights from Theory and Research*. (Canada: TESL Reporter 40, 1. 2007). p. 35

words to be good sentences ,paragraph ,and so on .Moreover , writingisalso one of the most difficult subject to master it ,because writing is the second language learners and we have to mastered many aspect about it.

Furthermore, Wallace said, writing is the final product of several separate acts that are hugely challenging to learnsimultaneously. Among these separable acts are note-taking, identifying a central idea, outlining ,drafting and editing.[5]The last, according to Patel that writing is a kind of linguistic behavior. It presents the sounds of language through visual symbols.[6] it means, writing is the last product after we done many process of writing such as, planning, drafting, editing, revising etc.

From the quotations above, I can be concluded that writing is activities that transfer the information to the others in a written form. Writing is also the act or art of forming letter and characters in a place or something for the purpose of recording the ideas which characters and word express, as well communicating them to others by visible signs.

The statement above is probably from the readers' point of view. Moreover, writing can be a means of communication. Throughwriting, they can express their ideas, experiences, thoughts, and feeling. Even, through writing, they can communicate over long

[5]Wallace, Trudy. Winifred E. Stariha and Herbert J. Walberg. *Teaching Speaking, Listening and Writing.* (Australia: International Academy of Education. 2004). p. 15

[6]Patel ,M.F and M .Jain .*English Language Teaching.*(Jaipur: Sunrise. 2008). p. 125

distance and period.It can be said that writing is a crucial part inthe global Let us society. imagine how this world is without writing.

Through writing, we can learn a lot of things, from thesimplest one such as how to make a glass of milkshake until how thisearth is formed, and the fact writing plays a significant role in our life.

b. The Process of Writing

According to Richards said, the term process writinghas been bandied about for quite a while in ESL classrooms. It is no more than a writing process approach to teaching writing.

The idea behind it is not really to dissociate writing entirely from the written product and to merely lead students.[7] So, a commitment to content, fluency, personal voice, and revising is often called process writing.[8]

Furthermore, Harmer defined that writing process is the stages a writer goes through in order to produce something in its final written form.[9] From the above definition, it can be summed up that writing process is the stages of the writer to write something to be written product that begin from planning – drafting – editing – and revising until it has been ready to published.

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[7]Richards, Jack C. & Willy A. Renandya. *Methododlogy in Language Teaching*. (New York: Cambridge University Press.2002). p.315
[8]*Ibid*. p.308
[9]Harmer, Jeremy. *How to Teach Writing*. (England. Longman. 2004). p. 4

Figure 1

The Diagram of Writing Process

According to Richard the diagram process of writing as below:
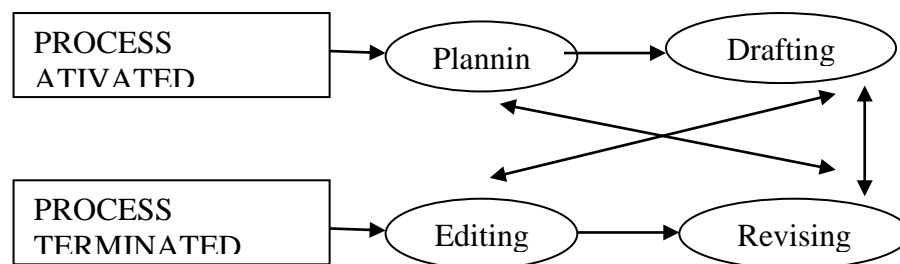
The diagram above is the stages of oriented a process of writing. It means, to be a good written product, a writer have to employ all of the stages to write something. In conjunction with the case, the stages of writing process may be described as follows:

1) **Planning (Pre-writing)**

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. It means that to produce information in writing we need some techniques. Some techniques of planning process are:

a) Brainstorming

Brainstorming is spew out ideas about the topic.[10] Then, Brown said brainstorming is one of several different ways to begin writing.[11] Furthermore, Zemach said brainstorming is a way of gathering ideas about a topic.[12]

So, D. Galko defined that brainstorming is a way to come up with ideas either alone or in group. The main principle behind brainstorming is to let your ideas flow without judging them.[13]It means that the writers write their ideas which come to their mind. It is way make them easy to write because everything they want to write is coming from their mind themselves.

b) Clustering

Students' form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernible clusters. Clustering is a simple yet powerful strategy. It means, clustering is one of the techniques to find the idea before we write down our written in the paper.

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[10] Richards, Jack C. *Methodology in Language Teaching.*, p.316

[11]Brown H. Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy*. (New York: Addison Wealey Longman. 2001). p.349

[12]Zemach. Dorothy. E & Lisa Rumisek. *Academic Writing from Paragraph to Essay.* (Macmillan Education: Macmillan publisher. 2003). p.6

[13]D. Galko, Francine. *Better Writing Right Now.*(New York: Learning Express. 2001). p. 20

c) Rapid Free Writing

Within a limited time of 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic. The time limit keeps the writers' minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.[14] In this section the writer is write down the point appropriate with the topic quickly.

2) Drafting

Drafting means writing a rough, or scratch, form of your paper. It's a time to really focus on the main ideas you want to get across in your paper. When drafting, you might skip sections or make notes to yourself to come back and add more examples in certain spots or to check your facts later. As you draft, you don't need to worry about grammar, spelling, or punctuation. You will have time to refine these mechanical parts of your paper at a later stage.[15] According to StevaPeha, drafting is to increase fluency and expression, sharing to get feedback.[16]

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[14]Richards, Jack C. *Methodology in Language Teaching*., p. 316
[15]D. Galko, Francine. Better Writing., p. 49
[16]Peha, Steve. *Assesing Writers, Assesing Writing"As Cited in Www.Ttms.Org"*.1995

From the above definition, it can be inferred that drafting is as the selection of a subject and organizing the information about the subject into meaningful clusters. Also it is finding the connection among those clusters and discovers the relationship that links the connection. The most important thing draft is collecting the word related with the part of our written and writes down in the paper.

3) Responding

According to Richard said responding to student writing by the teacher (or by peers) has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising.

It is the teacher's quick initial reaction to students' drafts. Response can be oral or in writing, after the students have produced the first draft and just before they proceed to revise.[17] It means the responding have to guide by the teacher, so the response not only by oral but it can also by the writing correction in the paper.

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[17]Richards, Jack C. *Methodology in Language Teaching*., p.317

4) **Revising**

When students revise, they review their texts on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors (i.e., editing).

It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.[18] Both drafting and revising are creative, but they differ in emphasis. Drafting is more spontaneous and active; revision, more thoughtful and critical. As a writer of a draft you must keep going and not get hung up on small problems.[19] It means that revising is a process of seeing again, discovering a new vision for the writing produced during planning and drafting. It is very important in writing process

.

5) **Editing**

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like.

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[18]*Ibid.*

[19]Kane. Thomas.S. *The Oxford Essential Guide to Writing*. (New York: Oxford Univrsity Press. 2000). p.36

Formal editing is deferred till this phase in order that is application not disrupts the free flow of ideas during the drafting and revising stages.[20] It means the student rewrite or just adding something appropriate with the suggestion or correction of the teacher.

c. The Purpose of Writing

According to Reid, he mentions there are three purpose of writing as follows:

1) To inform : it means the writers give the information about what he writers write about to the readers.

2) To explain : it means that writers interpret about something to the readers clearly.

3) To amuse the audience: it means that the writers hold the readers' attention pleasantly, and feel entertained through red in the writing.[21]

Those are the purpose of writing. Writing is not only aimed to increase the educational ability, but in general writing is also can entertained the reader, to inform something, and so on.

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[20] Richards, Jack C. *Methodology in Language Teaching*., p. 318

[21]Juitania, HanifPujiani&YantiSuryanti. *The Effect of Using Four Square Writing Method on Student's Writing Skill*.)E-Journal .Jakarta.: UNPAK. 2013). p.4

2. The Concept of Descriptive Text

a. The Definition of Descriptive Text

Descriptive text is a text in which a writer tries to picture out an object to his reader. The object can be anything. It can be a concrete object such as a person, or an animal, or a plan, or a car and it can also be an abstract object such as an opinion, or idea, or love, or hate, or believe, etc.[22]Description is about sensory experience-how something looks, sounds, tastes. Mostly, it is about visual experience, but description also deals with other kinds of perception.[23]

According to E. Zemach said, descriptive explains how someone or something looks or feels.[24]Description is describes a particular person, place or event in great deal. Description writing vividly portrays a person, place, or things in such a way that the reader can visualize the topic and enter into the writer's experience. It is a way to enrich others forms of writing or as a dominant strategy for developing a picture of what something looks like**.**[25]

Description deals with perceptions—most commonly visual perceptions. It is central problem is to arrange what we see into a

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[22]Siahaan, Sanggam. *The English Paragraph.*, p. 120
[23]Kane. Thomas.S. *The Oxford Essential*., p.351
[24]Zemach. Dorothy. *Academic Writing.*, P.25
[25]Bahrani,Taher. *International Journal.,* p.34

significant pattern. Description is about sensory experience—how something looks, sounds, taste[26]. A descriptive paragraph aims to present details to the reader as clearly as possible.[27]

Based on the explanation above, the descriptive text is to share with the readers about description of person, place, or thing. So, in choosing a subject of description, it will be written in the descriptive text composition which focuses on the topic sentence, the supporting details, and the conclusion. Because, it can be make impressed and interested description for the readers. The descriptive text has two generic structure, such as: Identification is to identifies the phenomenon (subject object) to be described and Description tells about describes parts, qualities, and characteristic

So, in writing descriptive text was about transfer information for the reader about describing something, someone, or place where it has the characteristics each other. Furthermore, a writer also have to know the generic structure of the text itself, because it will make the writer feels easier to start writing a descriptive text and it can becomes good written product.

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[26]Kane. Thomas.S. *The Oxford Essential*., P.7

[27]Ligon, Elisa. *English in Context.*(USA: Sadleback Educational Publishing. 2000).p.34

b. The Types of Descriptive Text

Taheer has mentioned the types of descriptive text as below:

1) Describing process

Describing a process not only explains how something was done, but also explains why it was done and what was needed to complete the process.[28] From the quotation, I can be conclude that describing process is the detail explanation about something.

2) Describing and event

To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that was happened in Japan. In this case, he / she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

3) Describing a personality

In describing a person, the first thing that we do was recognizing his/her individual characteristics. So, when we describes about personality or people we have to used the adjective character such as, big, small, long, tall, good, strong, etc. It means, We need to describe people occurs fairly areas of physical attribute and employ the adjective to describe person.

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[28]Bahrani,Taher. *International Journal.*,p. 34

4) Describing a place

Presenting something concrete was the way to describe place, for example: a home, a hospital, school and etc.

5) Describing an object

To describe an object accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on.[29]It means, to describe the object, the writer have to add an adjective to modifier it.

From the point that have been mentioned above, I can be conclude that the types of descriptive text is five component, it will be better if we can master all of those and apply it in the writing descriptive text.

c. **The Characteristics of Descriptive Text**

According to Taher, the characteristics of descriptive text is divided into three parts, they are:

1) The social function

Describe the characteristics and conditions of the object person, thing, place, or animal by using adjective and attribute.

2) Generic structure

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[29]*Ibid.*

It was divided into two parts, they are:

a) Identification was to identify the phenomenon that was described.

b) Description was to describe the qualities, characteristics, condition, and part of an object in detail.

3) Grammatical features

a) In description paragraph, it uses present tense as normally.[30]

b) Using adjectives, adjectives are words that tell us how things look, feel, taste, sound, or smell. Adjectives also describe how you feel about something. It is possible to use more than three or four adjectives to describe something, but it sounds a bit unnatural if you have as many as nine adjectives in front of a noun.[31]

c) The present perfect can be used to describe what has just happened.

d) The present continuous is used to describe what is happening in a picture.[32]

The quotation above is the grammatical features of writing descriptive text. It means, the grammatical feature is the essential

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[30]Bahrani,Taher. *International Journal.,*p.35
[31]Cory, Hugh.*Advanced Writing with English in Use*, (London: Oxford University Press. 1999). p.41
[32]*Ibid*.p.43

part of structure or rule to write something. Then, to be a good written product, a writer has to use it in his written text.

d. The Process of Writing Descriptive Text

A process is a directed activity in which something undergoes progressive change. Clearly, a descriptive text is more often about description of an object and to make a good descriptive text has two important parts. The first is identification and second is description. Based on the explanation to write a paragraph above, E. Dorothygives the example of Descriptive text that describe about place :

> Niagara Falls, a popular destination for thousands visitors each years, is a beautiful place. When you stand at the edge and look down at the 188 feet of white waterfalls, you feel amazed at the power of nature. The tree-lined river that leads into the falls is fast-moving, pouring over the edge of the falls and crashing to the bottom in a load roar. If you want to experience the falls close up, go for a boat ride. You'll come near enough to look up at the roaring streams of water flowing over the edge and fell the cool mist that rises as the water hits the rocks bellow. Seeing Niagara Falls is an unforgettable experience![33]

As the text above is telling and showing about the example of writing descriptive text. It is very good way for teaching to the students, because the writer tries in his/her writing to make the text itself to be very interested and easy to understand by the readers. Then, between the writer and the reader are feel not bored to write and read the written descriptive text.

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[33]Zemach. Dorothy. *Academic Writing.*,p.26

B. The Concept of Edmodo

1. The Definition of Edmodo

Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom.[34]Edmodo as a social networking website used for educational purposes. The Edmodo application is much like the commonly used Facebook website. Like Facebook, Edmodo is a site designed to keep people in touch with those who have similar interests and goals.[35]

Edmodo is described as a free, secure, social learning platform for teachers, students, schools and districts. Appearing very much like facebook to the use, Edmodo provides teachers and students with a secure and easy way to post classroom materials, share links and videos, access assessment tasks and co-ordinate activities using a calendar.[36]

In addition, another study on primary school students has reached the conclusion that Edmodo is a social network that has a positive effect on their learning in general.[37]

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[34]Cauley, P. (n. d.),"*A guide to expalin it all*", fromhttp://itbabble.com/ p.1

[35]Casey Stroud,"*Edmodo: A white paper*",(winthrop university,2010), p.2

[36]Duncan, J. C. and Chandler, P. D., *'A Community of Practice for Early Career Biology Teachers: Social Networking and Digital Technologies*, (Deakin University, Melbourne Burwood Campus. 2011.), p.6

[37] Dere, E., Yücel, Ü. A., & Yalçınalp, S. (2016). Opinions of K-12 Students about an Online Social Learning Environment: Edmodo. *Elementary Education Online*, *15*(3), 804-819

Edmodo is a private social platform which provides a secure space for teachers and students to connect and to collaborate.[38]

Edmodo is a private social network that is claimed to provide a secure learning platform for learners and educators. Edmodo creates an online environment for teachers and students to stay connected in an educational setting. This online learning space creates a secure environment for a class to share ideas, files, and assignments through mobile access and messaging.

By using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips. A teacher can assign and grade work on Edmodo; students can get help from the entire class on Edmodo. It is a safe environment. There is no bullying or inappropriate content, because the teacher can see everything that is posted on Edmodo. Also, parents can join the class to bring a level of transparency that is difficult to achieve without technology. More communication usually means less confusion, better work, and more time to be engaged.

2. **Steps in Applying Edmodo**

For the beginners, especially those who don't get used to apply technology in conducting teaching and learning process, using

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[38]Cauley, P. (n. d.),"A guide to expalin it all", from http://itbabble.com/, Retrieved September 5, 2017 accessed, at 11.00 a.m

Edmodo might be quite difficult. Stroud , provides the ten easy and applicable steps for the beginners (teachers and students) as follows:

a. Getting Started for Teachers Signing up: This is very easy. At the homepage, we simply click I'm a Teacher and a new dialogue box will open up. We need to fill out that information and click Sign up.

b. Group Code: Now that we're into Edmodo, it is time to start setting up our groups. Groups are basically classes for students to join. It is very easy to create a group and just as easy for students to join that group. To do this, we need to click on Create in the Groups area of Edmodo.

c. Group Code (cont.): After we have created the group, A window will pop up confirming the groups has been created and the code to join the group. This code can be distributed to students as they sign up. This will allow them to join our group and all the privileges that go with it.

d. Setting: This is the settings page. To access it we need to look under Account (in the upper right hand corner). It is pretty basic. We can change our profile picture by picking a logo provided by Edmodo or by uploading our own picture. Also, we can change our password, add notifications (either an email or text message), or our personal information.

e. Student Signup: Now that we have created our Group, we need to get our students into it, which is even easier than creating the class. First we must have the students go to www.edmodo.com and click on I'm a Student. They will need the Group Code we received when we signed up. If students are already signed up and using Edmodo. They do not need a new account. All they need is to Join the group. To do this they sign into Edmodo and on the left hand side they will see their class(es) they have joined. They merely need to click Join and type in the code. This way they can easily switch from one class to another. [39]

f. The Basics of Posting: This is the main feature of what makes Edmodo great. The ability for us and our students to post and respond to other posts easily and in real time. It is very easy to do and very helpful. It is pretty easy to see what we need to do. We only need to type our message in the larger blank box. Then where it says Send to... type in which group or person (people) we want to send the message to. Click Send and we're done!

g. Posting Alert: Alerts are used to send important messages to people or groups. It is done the same way but will appear in larger font and in bold. It will also show up in the Notifications. To create an Alert, we need to click on Alert at the top of the Comment Box and the rest is the same as creating a note. We only have 140 characters to help us distill our thoughts.

h. Posting Polls: Polls are pretty neat. We can create questions with multiple choices and the people in the group vote on it. To use it, we need to click on Poll at the top of the Comment Bubble to get started. Then, we must write the question and the different choices. At first we only have two choices, but we can add plenty more). We can pick who we want to send it to and click Send.

i. Creating Assignments Like writing a Note, Alert, or Poll Question, creating an Assignment is very easy. On the Comment Bubble, we need to click on Assignment. Filling in the necessary fields is self explanatory. What is great about creating an assignment in Edmodo is we can attach just about any type of file we want to the assignment. We can add as many files as we want to an assignment but we must add them individually. In other words, we cannot select ten files and upload them simultaneously. The last is we can send it to the appropriate Group(s) and we are done.

j. Grading Assignments: Grading an assignment is easy as well. In the Default Total: at the top right corner, we must type in the total possible points and click Set. Then, we must click on a student's name in the list on the left. There assignment will show up on the right. We can view their work, give them a grade, we can even post a comment about their assignment,

attach a file (like a rubric) or even record our voice and add an audio file. When we click Grade, it will immediately show up on that student's Edmodo as well. If we make a mistake we can always click Clear and input a new grade. We can also edit, delete, or reattach anything we like. The student will be alerted immediately about the comment and the grade. [39]

3. The Advantages of Using Edmodo

By using Edmodo, teachers and students can use it appropriately and easily to keep in touch each other and make the teaching and learning process sustainable. Cassey Stroud suggests the benefits of Edmodo are follows:

a. By giving teachers and students a secure place to share thoughts and ideas, Edmodo connects teachers and students both inside and outside of the classroom. Edmodo is available from any computer making it possible to access information outside of the classroom environment.

b. Teachers have the ability to post resources they find useful and of good quality in the library tab. This gives students another resource for academic information and cuts out the time they would spend trying to find it.

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[39]Cavus, N. & Mohammed, A. K. (2017). Investigating faculty members' awareness on social media usage in teaching and learning. *New Trends and Issues Proceedings on Humanities and Social Sciences, 3*(3), 227-234.

c. Provides quick and easy access to assignments, polls, calendars, and other information on the web .

d. Parents are able to log-on to account with class code and see what students are learning/doing in the classroom. The hope is to create more parent involvement by giving parents a way to communicate with the teacher without having to come to the classroom. Parents can log-on when and where is convenient for them.

e. Students will have a running record of when assignments are due and a complete description of what is expected. If students finish an assignment early, they will be able to move on to the next assignment if they choose .

f. Teachers can share files, ideas, and other materials with other teachers. This allows them to expand their own library and teaching techniques.[40]

4. The Disadvantages of Edmodo

In fact, using Edmodo is not always easy and effective. Still, Cauley (n.d) points out the disandvantages which might intervene the implementation of Edmodo as follows:

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[40] Thongmak, M., "*Social Network System in Classroom: Antecedents of Edmodo*", Journal of e-Learning and Higher Education, MIS Department, Thammasat Business School, Thammasat University, Thailand,(2013), p.2

a. Students may use technology as more of a social networking site than as an educational tool. Students may want to participate in more social conversation than academic.

b. It is difficult to filter what students write on each other's wall. Inappropriate and non- academic content can easily be written on a student's main page.

c. Some students may not have access to computers at home, leaving them at a disadvantage if assignments are given through Edmodo.

d. Students will easily be able to share and access other student's files. This could lead to ethical issues in cheating and copying of others' work.

e. Students will forget passwords. These can be reset but will take time away from classroom teaching.

C. Teachers will have to spend more time in front of the computer setting up the classroom, editing files, and creating assignments. Each time a new class enters, the online environment will have to be edited.[41]

D. Theoretical Framework and Paradigm

1. Theoretical Framework

Theoretical framework is a model which allows the researcher to explore the relationship among variables in a logical and prescribed

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[41] Ibid., 4-5.

fashion.[42] It clarifies questions by relating questions and their constituent sub questions and it summarizes the overall concept being investigated. It means that theoretical framework is foundation concept that support relationship two or more variable. The simple definition of theoretical framework is the explanation about the concept of two variables in the research.

This is a quantitative research. This research is aimed to know the influence of the independent variable (X) toward 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 edmodo. And the dependent variable (Y) is the students' writing descriptive text. Edmodo as a medium of writing is used for teaching basic writing skills that is applicable across grade levels and curriculum areas. It is a simplified graphic organizer for teaching writing to students in school.

Descriptive text writing is the material in English learning that must be mastered by the students. This is the skill that students are required to produce written work in all their core subjects. They are required to hand in reports, descriptive and narrative essays, biographies, as well as other forms of writing needed in their various class and homework assignments. Therefore, there is an important need for them to be instructed and provided with practice activities to

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[42]Anderson, Gary. *Fundamentals of Educational Research*. (Franch: Falmer press. 2005).p. 62

develop their writing skill in order to ensure their success in their school life.

Writing is an important subject for the students to acquire and also important factor among all the factors in learning process. In learning English students are expected to be able to use English in writing. Writing is one of English complement that must be mastered by students because it is one of the difficult subjects in the school. Therefore, the teacher has to choose a good medium in instruction of writing. The medium also must be appropriate with the students' level.

Writing have taught in the student of Senior High School of Muhammadiyah 1 Metro. Starting from tenth grade but there are many student get lowest score in writing descriptive text because the students have low understanding in writing, especially to construct the descriptive text and the media that is used is not effective.

Therefore, there is a positive and significant the influence of using edmodo on the students' writing descriptive text at the tenth grade of Senior High School of Muhammadiyah 1 Metro.

2. Paradigm

Paradigm is concept that used the researcher to explain their theories. These are collaborate diagrams with flow path and arrow.[41] Basically paradigm clarifies relationship among loosely coupled systems and can suggest research questions and lines of inquiry. Based on the

theoretical framework above the researcher describes the paradigm as following:

Figure 2

The diagram of paradigm

Using Edmodo →	**Students' Writing Descriptive Text** → **Good** → / **Average** → / **Bad** → **HYPHOTHESIS**
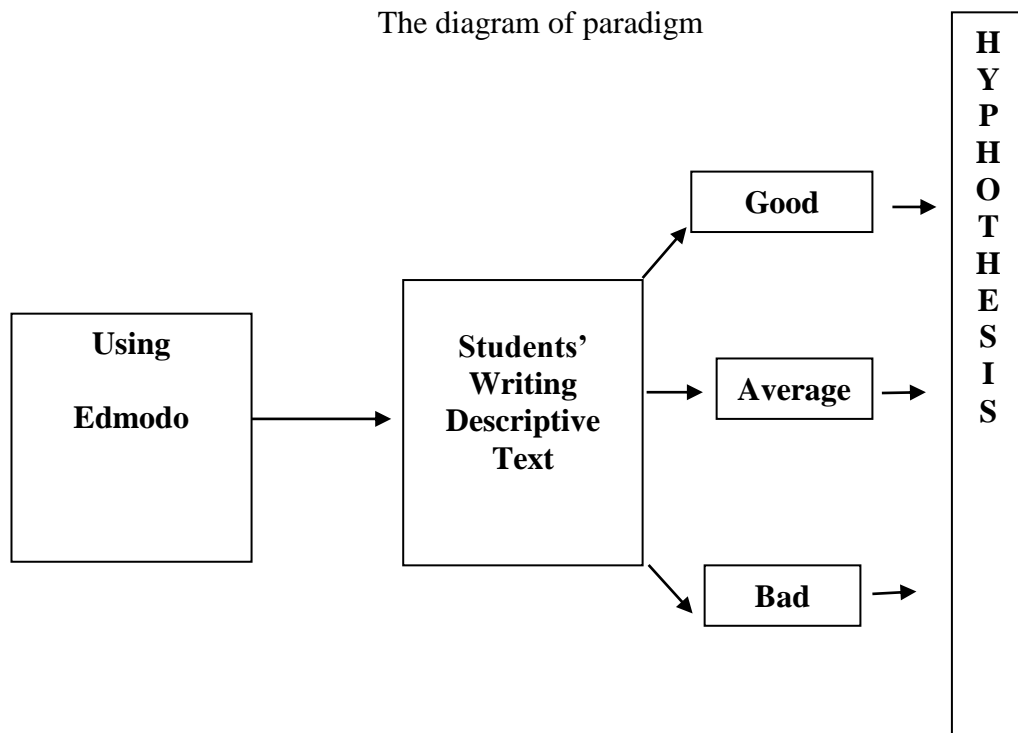
Based on the paradigm above it can be seen that, if the result of using edmodo is good and the students' writing descriptive text score is also good . So, if the result of using edmodo is average then the students' writing descriptive text is also average.

However, if the grade of edmodo is bad and the students' writing descriptive text score is also bad. So there is a positive significant in using edmodo on the students' writing descriptive text the tenth grade of Senior High School of Muhammadiyah 1 Metro.

3. Hypothesis

According to Daniel defined a hypothesis is a tentative explanation that accounts for a set of facts and can be tested by further investigation.[43] Furthermore, Donald Ary said hypothesis should be presented in the form of a concise declarative statement[44]A complete and concisely stated hypothesis makes clear what the researcher needs to do and to test it. Based on the theoretical framework and paradigm above the researcher formulated and statistic hypothesis as follows:

a. Formulation Hypothesis

Based on the theoretical framework and paradigm above the researcher formulates the hypothesis as follows:

1) Alternative Hypothesis (Ha)

There is a positive and significant influence of using edmodo on the students' writing descriptive text at the tenth grade of Senior High School of Muhammadiyah 1 Metro.

2) Null Hypothesis (Ho)

There is not a positive and significant influence of using edmodo on the students' writing descriptive text at the tenth grade of Senior High School of Muhammadiyah 1 Metro.

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[43] Mujis Daniel. *Doing Quantitative Esearch in Education with SPSS*. (London: Sage Publications. 2004). p. 8

[44]Ary, Donald..*Introduction to Research in Education Eighth Edition*. (USA: WADSWORTH cengange learning. 2010).Page. 90

b. Statistical Hypothesis

Based on the explanation above, the writer can make a conclusion that hypothesis are:

1) If "t observed" > t table. Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected.

2) If "t observed" < t table. Alternative Hypothesis (Ha) is rejected and Null Hypothesis (Ho) is accepted.

BAB III

RESEARCH METHOD

A. Research Design

Research designs is the specific procedures involved in the research process: data collection, data analysis, and report writing.[45] It means that research design is very important in the procedure of research process because in research design there is specific component or step that we have to do in the research.

The researcher was research conducted at the tenth grade of Senior High School of Muhammadiyah 1 Metro class IPA 3, on 23rd October. The researcher chosen this class because this class has the lowest English ability especially in their understanding of writing descriptive text is very poor appropriate with the pre-survey result. In this research the researcher use numeric data.

In this research the writer use quantitative research. Quantitative research is 'Explaining phenomena by collecting numerical data that is analyzed using mathematically based methods (in particular statistics).'[46] Quantitative research use number of describe what exists. A major benefit of these data is that they may be fed into a computer where they can be counted, stored, and manipulated; however, numbers is often a poor substitute for a researcher's vivid descriptions. The researcher will use quantitative research.

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[45]Creswell, W John. *Educational Research*. . (New York:Pearson. 2012). p. 20

[46]Mujis, Daniel. *Doing Quantitative Esearch in Education with SPSS*. (London: Sage Publications. 2004). p. 1

B. **Population, Sample and Sampling Technique**

1. **Population**

According to Kumarsingh said "population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed".[47] Furthermore, Donald Ary said, a population is defined as all members of any well-defined class of people, events, or objects.[48] It means that a population as the larger group on which in formatting is obtained. There are many classes at the tenth grades of Senior High School of Muhammadiyah 1 Metro,but only 2 classes that Mrs. Rosya Gusnaida handle as follow as:

Table 2
The Classes and The Quantity Student at Senior High School of Muhammadiyah 1 Metro.

NO	Classes	Quantity
1	IPA 3	20 Students
2	IPA 4	22 Students
	Total	42 Students

[47] Kumarsingh,Yongesh.*Fundamental of Research Methodology and Statistics*.(New Delhi: New Age International (P) Limited. 2006). p. 82

[48] Ary, Donald. *Introductionto Research In Education*. (USA: Wadsworth. Cengage Learning. 2010). p. 148

2. **Sample**

According to Gay, R Loraine he said Sample is a group of individuals, items, or events that represents the characteristic of the larger group from which the sample is drawn.[49] Moreover, a sample can be defined a portion of a population. The writer take one classes as population.

3. **Sampling Technique**

In this case, the cluster random sampling technique is use. Random sampling is intract groups, not individuals, is randomly selected. From this method, the writer take one class as sample.

C. **The Operational Definition of Variables**

According to Lorraine said earlier we defined variable as a placeholder that can assume any one of a range of values. The variable must be able to take on at least two values or scores. We deal with variables in all our research studies. It means that a variable refers to a characteristic of attribute of an individual or an organization that can be measured or observed.

Based on the quotation above, the operational definitions of variables as following:

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[49]Gay, R. Lorraine. *Educationl Research Competencies for Analysis and Applications.*(USA. Pearson. 2012). P. 129

1. **Independent Variable**

    The independent variables is variable (probably) cause, influence or effect outcome. They is also called treatment. The variables examine is classified into independent and dependent variable. Independent variable of this research isedmodo as the variable (X). Edmodo is one of the media that use for teaching writing. Edmodo can make easy the students to write a kind of paragraph in the paper. In this research the writer give a treatment about edmodo.

2. **Dependent Variable**

    Dependent variables is variables that depend on the independent variable. Dependent variable in this research is descriptive text writing ability (Y) includes content, organization, vocabulary, grammar and mechanic. It means that the students can make a descriptive text based on writing indicators. They are content, organization, vocabulary, grammar and mechanic. It refers to the level of students' ability in the descriptive text.

    The writer use the several ways to measure the writing text ability by making the writing descriptive text. The writer also establishes the measurement of good text in writing. The good text must consist of some paragraph that appropriate with the generic structure of descriptive text which have a good content, organization, vocabulary, grammar and mechanic. Obviously, the writer decided some specifications as follows:

Table 3
The Specification of Writing Text

Measurement	Indicators	Score
Content	1. The competence to make thesis statement 2. The competence to make the related idea 3. The competence to make the procedure	0-25
Organization	1. The competence in effectiveness of introduction 2. The competence in logical sequence of ideas 3. The competence to make conclusion	0-15
Discourse	1. The competence in making goal 2. The competence in making material 3. The competence in making steps	0-15
Vocabulary	1. The competence in choosing vocabularies	0-15
Mechanics	1. The competence in spelling 2. The competence in punctuation	0-15
Grammar	1. The competence in using appropriate grammar	0-15
Total		100

D. Data Collection Method

1. Observation

Here, the reseacher directly organizes observation in the field research. Observation is the most commonly used method especially in studies relating to behavioral sciences.[50]The reseacher used this method to get data information about the using of edmodo by the teacher, and the condition of students, learningfacilities, and location sketch of the school,Employees.

2. Test

According to Donald Ary, a testis a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.[51] So, Lorraine said that a test is a formal, systematic, usually paper-andpencilprocedure for gathering information about peoples' cognitive and affective characteristics.[52]Moreover, the researcher uses test as a data collection method to measure both of the variable. In this research, the writer use description of place, event, person, and animal. The writer use test to collect the data.

The writer use pre-test and post-test as data collection method to measure of the students' descriptive text writing ability. Then, it is conducted for experimental class and control class.

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[50] C.R. Kothari, *Research Methodology: Methods & Techniques*, (New Age International (P) Limited, Publishers, 2004), p.96
[51]Ary, Donald. *Introductionto Research.,* p. 201
[52]Gay, R. Lorraine. *Educationl Research.,* p. 154

a. Pre – test

The writer give the pre- test to the students. This step is done before give presenting the special treatment to find out the capability and to know how far the students' descriptive text writing ability.

b. Post – test

The post – test is done after the treatment in order to find out whether using this media can influence of the students' writing descriptive text.

3. Documentation

Documentation as the method which is use to get information from written language of document (for example: books, magazine, rule, note and others). The writer use the documentation method to get detail information about history of the school, the sum of the teacher, employers, students and organization structure at Senior High School of Muhammadiyah 1 Metro.

E. Research Instrument

According to Lorraine said an instrument is a tool use to collect data.[53] It means that instrument is a tool or facilities that is use by the writer to collect the data completely and systematically.Furthermore, the researcher instrument involves:

1. Instrument Blueprint

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[53]*Ibid.* P. 151

To obtain the data related to the research problem. The writer use written test. The writer use the same type pre-test and post-test instruments in this research. The pretest instrument is different with the post-test instrument, but have the same difficulty level. The pre-test and post-test is making a descriptive essay.

This test is chosen as the instrument because it is required the students to express their own idea and to decide the scale of instrument. It isuse to measure certain writing abilities more be effective than the objective test. Moreover the students write in their own idea and creativity, it could motivate the students to improve their writing ability. The writer make some question that should be answered by the students. Here is the blueprint:

Table 4
The Instrument Blueprint

NO	Variable	Indicator	Item Number	Form
1.	Edmodo (X)	The students understand edmodo	1	Test
		The Student knows the process of using edmodo as a media into a descriptive text		
2.	Writing descriptive text ability (Y)	The students can write a good descriptive text.	1	Composing
		The students can identify the social function and generic structure of descriptive text.		

2. Instrument Calibration

Instrument calibration is the scale of measurement which use to decide the instrument standard. Furthermore, instrument calibration is screening or examination of items of instrument that made by the researcher. It can be inferred that the instrument calibration is the scale of measurement which use to decide the action in this research made by the researcher.

In addition, the writer would collect the data by using the test. There is one in this test consist of making a descriptive text essay. The test

is consisting only one question about making the descriptive text. The research use content validity in order the instrument has a good quality and the instrument would be relevant to the focus of the research. The content validity use to give easy for the writer to decide the students' writing ability, likes fair, good, poor, and others. Therefore, the writer use content validity based on the syllabus and materials at the Senior High School of Muhammadiyah 1 Metro.

F. Data Analysis Technique

In applying experimental research to find out the differences between two samples is utilized Chi-Square formulation. The formula of Chi-Square was used to find out the differences of significant between the frequencies which used to observe and the frequencies in hope. The writer analyzes the data by using Chi-Square.

The formulation of Chi-Square:

$$\chi^2 = \sum \left[\frac{(Fo - Fe)^2}{Fe} \right]$$

Note:

χ^2 = Value of chi square

$f0$ = Observed frequency

*f*e= Expected frequency.[54]

The writer will use simple statistical formula to comparing the result of pre-test and post-test. To know the influence of using electronic dictionary on students' vocabulary mastery at the eighth grade of Junior High School 5 Metro. The writer analyzes the data by using T-test.

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

Explanation:

t   : t value for correlation sample

$\overline{D}$: The average from difference score (average from D)

D   : *(difference)*, difference between pre-test score with post-test score

D^2 : Square of D

N : Total of participant[55]

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[54]Donald Aryand Lucy Cheser Jacobs, *Introduction to Research in Education*. (Canada: WadworthCengage Learning, 2010), P. 188.
[55] ibid, pg.177

CHAPTER IV

RESULT OF THE RESEARCH

A. Result of the Research

1. Description of Resesarch Setting

a. Short history of SMA Muhammadiyah 1 Metro

SMA Muhammadiyah 1 Metro was established on area 6.960 m^2 in 1964. The location of SMA Muhammadiyah 1 Metro is Khairbras street 14/IV Metro. The status of SMA Muhammadiyah 1 Metro now is admitted. Begin 1989, by (MP PK No: 001/c/Kep/1/1989 (Surat Keputusan Pimpinan Wilayah Muhammadiyah Lampung, Majelis Pendidikan, Pengajaran dan kebudayaan). Headmaster SMA Muhammadiyah 1 Metro is Drs. Ruslani M. Ro'i.

b. The buildings of SMA Muhammadiyah 1 Metro has following buildings; 21 classrooms, 1 teacher room, 1 Library, 3 Laboratory, 1 bathroom for teachers and principal, 4 bathrooms for the students, 1 parking area, 1 Headmaster room, 1 consult room.

c. The condition of teacher and official employers in SMA Muhammadiyah 1 Metro

The Numbers of Teachers and Official Employers

Table 5
The Condition of Teachers in SMA Muhammadiyah 1 Metro

N	Name	Sex	Job Description	Subject
1	Drs. Ruslani M. Ro'i	Male	Headmaster	
2	Badrun, BA.	Male	Teacher	Geography
3	Eko Suwarno, S.Pd	Male	Teacher	Guidance and Counseling
4	Ristuning, Dra.	Female	Teacher	Geography
5	Alfiati, Dra.	Female	Teacher	History
6	Mardiyati, Dra.	Female	Teacher	Indonesian Language
7	Wastamah, Dra	Female	Teacher	Al-islam

		l e		
8	Asnawilis, Dra.	Fe n a l e	Teacher	Math
9	Bulan Purwandari S.Pd	Fe n a l e	Teacher	Biology
1	Tengku Miswati, S.Pd	Fe n a l e	Teacher	Physics
1	Mukhisban, Drs.	Mal e	Teacher	Al-islam
1	Ngaderi, S.Pd	Mal e	Teacher	English Language
1	Nurhasim, S.Ag	Mal e	Teacher	Al-islam
1	Heni Widiyarti, S.Pd	Fe n a l e	Teacher	Chemistry
1	Ahkaf Fikri, S.E	Mal e	Teacher	Economic
1	Arsi Herawati, S.Pd	Fe n a l e	Teacher	Physics
1	Iwan	Mal	Teacher	Econo

	Suparli, S.Pd	e		mic
1	Desna Iriani, S.Pd	Female	Teacher	Biology
1	Dwi Rahayu Supratiwi, Dra	Female	Teacher	Chemistry
2	Neni Agustia Pakti, S.Pd	Female	Teacher	Economic
2	M. Nurissalam, S.Si	Female	Teacher	Chemistry
2	Heru Munawaroh S.Pd	Female	Teacher	Biology
2	Baiturrahman, S.Pd. I	Male	Teacher	Arabic Language
2	Diah Indriyani, S.Pd	Female	Teacher	Guidance and Counsel

				ing
2	Edi Turpuji Astono, Drs	Male	Teacher	Indonesian Language
2	Fitri Ayu Arum Sari, S. S	Female	Teacher	Japan Language
2	Fitria Nurul Fatimah S. Sos	Female	Teacher	Sosiology
2	Iskandar	Male	Teacher	Computer Science
2	Jamal Al-fajri, S.Pd. I	Male	Teacher	Arabic Language
3	Karmana, S.E	Male	Teacher	Economic
3	Maman Sudirman, S.Pd	Male	Teacher	Sport
3	Muslihudin, S. Kom. I	Male	Teacher	Al-islam

3	Ngatini, Dra	Female	Teacher	Indonesian Language
3	Nopa Asiska Sari	Female	Teacher	English Language
3	Resesi Darmawati S.Pd	Female	Teacher	Guidance and Counseling
3	Rifa'i , S.Pd, M.Pd	Male	Teacher	English Language
3	Ridwan Awaludin S.Pd	Male	Teacher	Sport
3	Roni Faslah, S.Pd	Female	Teacher	Math
3	Rudion S.Pd. I	Male	Teacher	KMD
4	Samsul Hadi,	Male	Tea	English h

		S.Pd. I		cher	Language
4	Sari Yunis, S.Pd	Female	Teacher	Indonesian Language
4	Siti Maisaroh, S.Ag	Female	Teacher	Civics
4	Siti Suwarni, Dra	Female	Teacher	Biology
4	Sri Haridayati, Dra	Female	Teacher	History
4	Sriyanto, S. Si	Male	Teacher	Computer Science
4	Suyadi, BA.	Male	Teacher	Economic
4	Wariyanti, S.S	Female	Teacher	Indonesian Language

4	Waryoto, S.Pd	Female	Teacher	Math
4	Siti Fatimah, S.Pd.I	Female	Teacher	Art
5	Dra. Sri Hananing Hartati	Female	Teacher	Sosiology
5	Ristuning Waluyati, S.Pd	Female	Teacher	English Language
5	Burhan Isro'i, S.Pd.I	Male	Teacher	Al-Islam
5	Agus Pramono	Male	Teacher	Art

Source: Documentation result in SMA Muhammadiyah Metro

Table 6
The Staff Officer of SMA Muhammadiyah 1 Metro

No	Name	Sex	Occupation
1	Ariansa Deby Prasetiyo, S. Kom	Male	Leader
2	Sony	Male	Administration Staff
3	Ani Rosa	Female	Finances
4	Helmi Novitasari. S.E	Female	Librarian
5	Marwiyono	Male	Administration Staff
6	Junaidi	Male	Security
7	Rahmadi	Male	Treasurer
8	Sumarjo	Male	Security
9	Slamet	Male	Cleaning Service

Source: Documentation of SMA Muhammadiyah 1 Metro

d. Organizasion Structure

Figure 3
Organization Structure


```
                          ┌─────────────────────┐
                          │   KEPALASEKOLAH     │
                          │    DRS. RUSLANI     │
                          │   NBM: 772 931      │
                          └─────────────────────┘
┌──────────────────┐                              ┌──────────────────────┐
│     DINAS        │                              │  MAJELIS DIKDASMEN    │
│ PENDIDIKANPROPINSI│                             │  PIMPINAN CABANG      │
│    LAMPUNG       │                              │  MUHAMMADIYAH         │
│                  │                              │  METRO BARAT          │
└──────────────────┘                              └──────────────────────┘

┌──────────────────┐
│  Komite Sekolah  │  - - - - -
└──────────────────┘
```

KEPALASEKOLAH — DRS. RUSLANI — NBM: 772 931

DINAS PENDIDIKANPROPINSI LAMPUNG

MAJELIS DIKDASMEN PIMPINAN CABANG MUHAMMADIYAH METRO BARAT

Komite Sekolah

WAKA KURIKULUM — M. NURISSSALAM, M.Si — NIP. 19790310 200604 1 020

WAKA KESISWAAN — SAMSUL HADI, S.Pd — NBM. 951098

WAKA SARPRAS — AHKAF FIKRI, SE — NBM: 1034 675

WAKAHUMAS AL-ISLAM — RUDION, M.PD.I — NBM: 1029 424

KOORDINATOR BK — DIAHINDRIYANI, S.PSI — NBM: 1081 103

Kepala TAS — Ariansa Deby P, S.Kom — NBM: 1115 409

Team Pengembang Kurikulum

Kepala Laboratorium — Desna Iriani, S.Pd — NIP. 19631229 199103 2 005

KepalaPerpustakaan — Dra. ALFIATI — NIP: 19600423

WALIKELAS

GURU

SISWA

f.   Location Sketch

Figure 2
Location Sketch
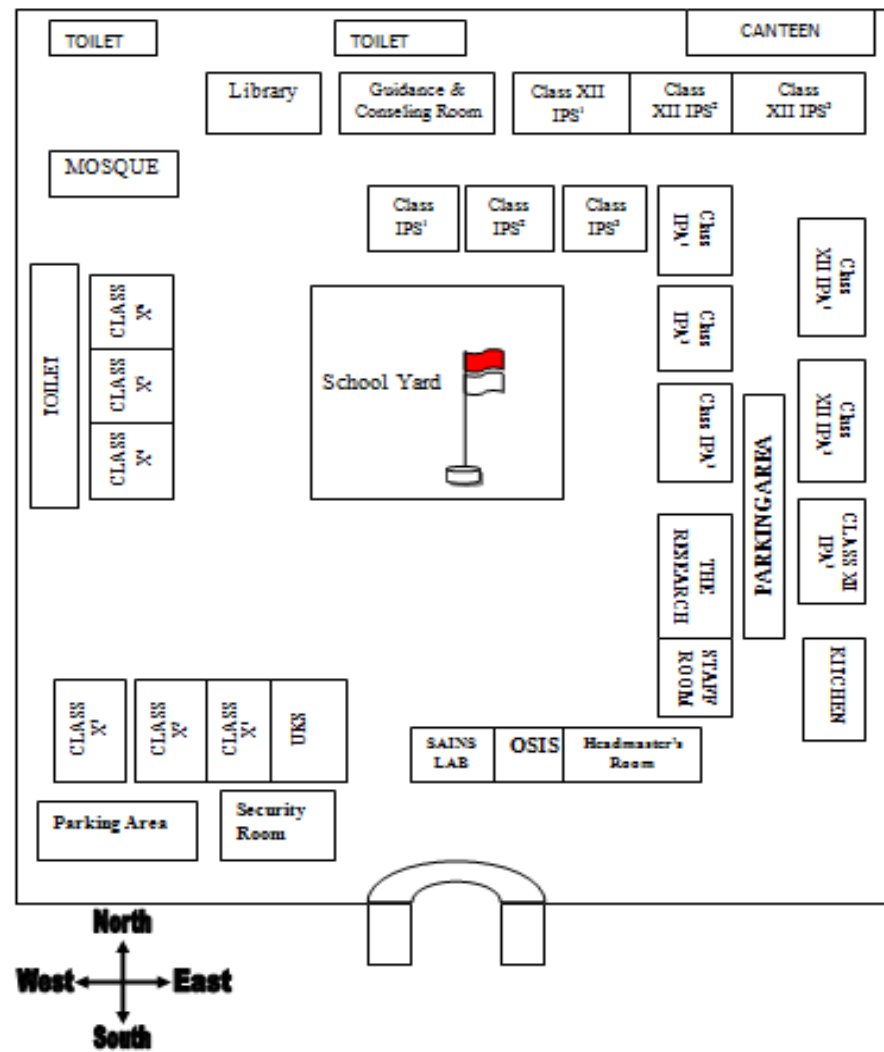
2.Research Data

a. The students pre-test result

The purpose of pre-test is to know the students writing descriptive
text. The test was used by the reseacher in pre-test before giving
experimental treatments by using edmodo. The result of pre-test can be
identified in the table, as followed:

Table 7

**The Result of Pre-test of Students' Writing Descriptive Text at
the Tenthgrade of Senior High School of Muhammadiyah 1 Metro.**

No	Name	Score
1	A	40
2	B	40
3	C	45
4	D	45
5	E	20
6	F	65
7	G	20
8	H	65
9	I	65
10	J	65
11	K	50
12	L	30
13	M	70
14	N	60
15	O	30
16	P	50

17		(	30
18		I	60
19		S	80
20		T	40
Total (ΣX)			960
Maximal Score			80
Minimal Score			20
Average			48

Taken on July 10th, 2018

Based on the data above, it can be found that the highest score was 80 and the lowest score was 20. So, the researcher measured the class interval (P) by using the formula as followed:

R = The highest score -- The lowest score

R = 80 -- 20

R = 60

K = 1 + 3,3 log n

K = 1 + 3,3 log 20

K = 1 + 3,3 x 1,30

K = 1 + 4,29

K = 5, 29 $\longrightarrow$ 5

$P = \dfrac{R}{K}$

$P = \dfrac{60}{5}$

P = 12

Note:

R = A distance from score maximum and score minimum

K = The number of interval class

P = The length of interval class

    The total of class interval of this result pre-test research was 5. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as followed:

Table 8
The Table of Frequency Distribution of Pre-test Score

No	Interval	Frequency	Percentage
1	80 - 84	1	5%
2	75 - 79	0	0%
3	70 - 74	1	5%
4	65 - 69	4	20%
5	60 - 64	2	10%
6	55 - 59	0	0%
7	50 – 54	1	5%
8	45 – 49	2	10%
9	40 – 44	4	20%
10	35 – 39	0	0%
11	30 – 34	3	15%
12	25 – 29	0	0%
13	20 – 24	2	10%

Total	20	100 %

Figure5

The Chart of Frequency of Students Writing Descriptive text Score in Pre Test
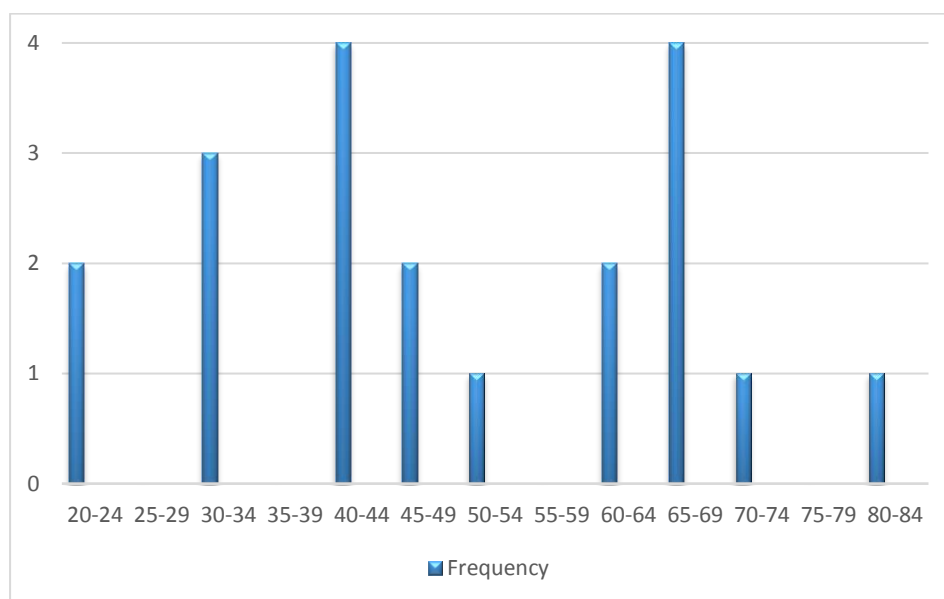
Based on the table frequency distribution above, it can be inferred that 20 students as the reseacher sample can be divided:

1) For the class interval of 80 – 84, there were 1 students or 5%

2) For the class interval of 75 – 79, there were 0 student or 0%

3) For the class interval of 70 – 74, there were 1 students or 5%

4) For the class interval of 65 – 69, there were 4 students or 20%

5) For the class interval of 60 – 64, there were 2 students or 10%

6) For the class interval of 55 – 59, there were 0 students or 0%

7) For the class interval of 50 – 54, there were 1 students or 5%

8) For the class interval of 45 – 49, there were 2 students or 10%

9) For the class interval of 40 – 44, there were 4 students or 20%

10) For the class interval of 35 – 39, there were 0 students or 0%

11) For the class interval of 30 – 34, there were 3 students or 15%

12) For the class interval of 25 – 29, there were 0 students or 0%

13) For the class interval of 20 – 24, there were 2 students or 10%

Based on the table above, it can be seen that the students who failed the test was the students who got score under 70.

b. The student post-test result

A post-test was to measure the students writing skill after being giving a treatment. This test was followed 20 students. The result of post-test can be shown, as followed:

Table 9

The Result of Post-test of Students' Writing Descriptive Text at the Tenth grade of Senior High School of Muhammadiyah 1 Metro.

No	Name	Score
1	A	65
2	B	60
3	C	60
4	D	75
5	E	55
6	F	75
7	G	80
8	H	75
9	I	80
10	J	75
11	K	70
12	L	75
13	M	85
14	N	85
15	O	45
16	P	60
17	Q	70
18	R	60
19	S	85
20	T	70
Total (ΣX)		1405

Maximal Score	85
Minimal Score	45
Average	70,25

Taken on July 17th, 2018

Based on the data above, it can be found that the highest score was 85 and the lowest score was 45. So, the researcher measured the class interval (P) by using the formula, as followed:

R = The highest score - The lowest score

R = 85 - 45

R = 40

K = 1 + 3,3 log n

K = 1 + 3,3 log 20

K = 1 + 3,3 x 1,30

K = 1 + 4,29

K = 5, 29 $\longrightarrow$ 5

$$P = \frac{R}{K}$$

$$P = \frac{40}{5}$$

P = 8

Note:

R = A distance from score maximum and score minimum

K = The number of interval class

P = The length of interval class

The total of class interval of this result post-test research was 3. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as followed:

Table 10
Table of Frequency Distribution of Post-test Score

No	Interval	Frequency	Percentage
1	85 – 89	3	15%
2	80 – 84	2	10%
3	75 – 79	5	25%
4	70 – 74	3	15%
5	65 – 69	1	5%
6	60 – 64	4	20%
7	55 – 59	1	5%
8	50 – 54	0	0%
9	45 – 49	1	5%
Total		**20**	**100 %**

If the data was put into the graphic, it can be seen as followed:

Figure 6

Chart of Frequency of Students Writing Descriptive text Score in Post Test
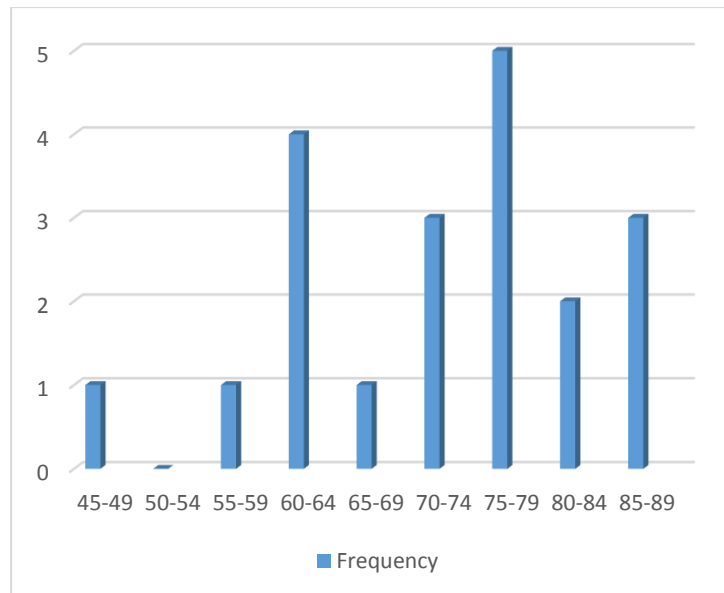
Based on the table frequency distribution above, it can be inferred that 20 students as the reseacher sample can be divided:

1) For the class interval of 85 – 89, there were 3 students or 15%

2) For the class interval of 80 – 84, there were 2 students or10%

3) For the class interval of 75 – 79, there were 5 students or 25%

4) For the class interval of 70 – 74, there were 3 students or 15%

5) For the class interval of 65 – 69, there were 1 students or 5%

6) For the class interval of 60 – 64, there were 4 students or 20%

7) For the class interval of 55 – 59, there were 1 students or 5%

8) For the class interval of 50 – 54, there were 0 students or 0%

9) For the class interval of 45 – 49, there were 1 students or 5%

Based on the table above, it can be seen that the students who passed the test was the students who got score minimum 75, there were 13 students or 65%. Then, the students who got score under 75, there were 7 students or 35%.

B. Hypothesis Testing

After applying the test and getting the documentation, the researcher analyzed the data by using t-test in order to prove whether there is the influence of using edmodo on the students'writing descriptive text at the tenth grade of Senior High School of Muhammadiyah 1 Metro, as followed:

1. **Putting the data into the formula Chi-Square (X^2)**

   After administering the written test method, the researcher analyzed the data by using of Chi-Square (X^2) with two variables in order to prove whether there is a positive and significant influence of using Edmodo Media on The Students' writing Descriptive Text At The Tenth Grade of Senior High School of Muhammadiyah 1 Metro, as followed:

$$\chi2 = \sum \left(\frac{(Fo - Fe)2}{Fe} \right)$$

Table 9

The Contingency Table of the expected Frequency at the Result of

Students Vocabulary Masteryin Pre-test and Post-test

Variables	Category			Total
	Good	Average	Bad	
Pre-test	1	5	4	N = 20
Post-test	10	4	6	N = 20
Total	Cn = 11	Cn = 9	Cn = 20	N = 20

Hypothesis testing by using Chi-square analyzed as followed:

Table 10
The Testing of Data

Cell:	f_0	$f_e = \dfrac{Cn\ x\ R}{n}$	f_0-	$(f_0-f_e)^2$	$\dfrac{(f0-fe)2}{fe}$
1	1	$\dfrac{11\ x\ 20}{40} = 5,5$	-	20,25	3,7
2	4	$\dfrac{9\ x\ 20}{40} = 4,5$	-	0,25	0,05
3	22	$\dfrac{20\ x\ 20}{40} = 10$	4	16	1,6
4	3	$\dfrac{11\ x\ 20}{40} = 5,5$	4,5	20,25	3,7
5	12	$\dfrac{9\ x\ 20}{40} = 4,5$	-	0,25	0,05
6	11	$\dfrac{20\ x\ 20}{40} = 10$	-4	16	1,6
Total		Fe = 40	-1	-	10,7

From table above, the value of Chi-square was 10,7. Then, to know critical value of Chi-square, the reseacher firstly counted df. It was degree of freedom. The formulation of df, as followed:

Df = (c-1) (r-1)

= (3-1) (2-1)

= 2

Note:

Df = Degree of freedom

c = column

R = row

Table 11
Table of Critical Value of Chi-square

Level of significant	5%	1%
Df2	5,9914	9,2103

a. The critical value of X^2 table for 5% level was 5,9914

b. The critical value of X^2 for 1% level was 9,2103

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

a. $X^2_{observed}$ = 10,7

b. $X^2_{table\ of\ expectancy}$ = 5% (5,9914) and 1% (9,2103)

The degrees of freedom is 2, so the values of X^2_{table} on degrees of freedom are 5% = 5,9914 and 1% = 9,2103.

2. **Putting the data into formula t-test**

The researcher used the t-test formula to find whether there is positive and significant influence of edmodo on the students'writing descriptive text at the tenth grade of Senior High School of Muhammadiyah 1 Metro. Firstly, the researcher prepared the table and put the data into the formula t-test as below to get "t observation".

a. Preparing the table in order to prove whether there is the influence of edmodo on the students'writing descriptive text at the tenth grade of Senior High School of Muhammadiyah 1 Metro.

Table 11

The Score Pre-test and Post-test result of the Students Descriptive Text

		N	Pre-test (X_1)	Post-test (X_2)	$D(X_2-X_1)$	$D^2(X_2-X_1)^2$
			40	65	25	625
			40	60	20	400
			45	60	15	225
			45	75	30	900
			20	55	35	1225
			65	75	10	100
			20	80	60	3600
			65	75	10	100
			65	80	15	225
			65	75	10	100
			40	70	30	900
			30	75	45	2025

		70	85	15	225
		60	85	25	625
		30	45	15	225
		50	60	10	100
		30	70	40	1600
		60	60	0	0
		80	85	5	25
		40	70	30	900
	$\sum$	1405	$\sum D = 442$	$\sum D_2 = 14125$	
	48	70,25	22,1	706,25	

The average of $\sum D = (442 : 20) = 22,1$

b. Putting the data above into the formula of t-test in order to get "$t_{observed}$"

a.

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

$$t = \frac{22,1}{\sqrt{\dfrac{14125 - \dfrac{(442)^2}{20}}{20(20-1)}}}$$

$$t = \frac{22,1}{\sqrt{\dfrac{14125 - \dfrac{195.364}{20}}{20(19)}}}$$

$$t = \frac{22,1}{\sqrt{\dfrac{14125 - 9768,2}{380}}}$$

$$t = \frac{22,1}{\sqrt{\dfrac{4356,8}{380}}}$$

$$t = \frac{22,1}{\sqrt{11,46}}$$

$$t = \frac{22,1}{3,38}$$

$$t = 6,59$$

Therefore, $t_{observation}$ is 6,59 as result of the counting by using t_{test} formula above. To know the critical value of t_{test} (t_{table}), the reseacher firstly counted df, df is degree of freedom. The formulation of df = N-1. N is the number of research population:

$$df = N-1$$
$$= 20-1$$
$$= 19$$

Furthermore, the researcher demonstrated the data which was analyzed by using t_{test} in SPSS in the table below:

Table 12
Descriptive Statistic

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	20.00	80.00	48,00	17,3281
Posttest	20	45.00	85.00	70,75	10,93943
Valid N (listwise)	20				

The table above demonstrated that the total sample of pre-test or before treatment was 20 with the minimum value was 20 and maximum 80, mean of pre-test was 48 with the standard deviation was 17,3281. Meanwhile the total sample of post-test or after treatment was 20 with the minimum value was 45 and maximum 85, it mean of post-test was 70,75 with the standard deviation 10,93943. Moreover, the table below illustrated the result of the calculation of t_{test} in SPSS.

After considering the t_{test} table by using df 19, so it can be found that:

Table 13
Table of Critical Value of t-test

Level of significant	5%	1%
Df 19	1,729	2,860

1) The critical value of t-test (t_{table}) for the 5% level is 1,729

2) The critical value of t-test (t_{table}) for the 1% level is 2,860

Based on the data analysis above, it can be found that:

1) "$t_{observed}$" $= 6,59$

2) "t_{table}" level of 5% $= 1,729$

3) "t_{table}" level of 1% $= 2,860$

Its mean that "$t_{observed}$" higher than "t_{table}" or it can be written as 1,729 < 6,59 > 2,860. From the value above, it can be inferred that there is positive and significant influence of edmodo on the students'writing descriptive text at the tenth grade of Senior High School of Muhammadiyah 1 Metro

C. Interpretation

1. Interpretation of "$X^2_{observed}$"

If $X^2_{observed}$ > X^2_{table}, Ha is accepted and Ho is rejected

If $X^2_{observed}$ < X^2_{table}, Ha is rejected and Ho is accepted

The critical value of "$X^2_{observed}$" was 10.7, in conclusion, edmodo can influence on the students'writing descriptive text at the tenth grade of Senior High School of Muhammadiyah 1 Metro.

2. Interpretation of "$t_{observed}$"

The researcher formulated to "$t_{observed}$" to "t_{table}" as followed:

a. if $t_{observed}$ > t_{table}, Ha is accepted and Ho is rejected

b. If $t_{observed}$ < t_{table}, Ha is rejected and Ho is accepted

The researcher has formulated the Alternative Hypothesis (Ha) such as "there is a positive and significant influence of edmodo on the students'writing descriptive text at the tenth grade of Senior High School of Muhammadiyah 1 Metro."

Finally, the data confirmed that "$t_{observed}$" = 10.7 is higher than "t_{table}" 5,9914 in 5% and 9,2103 in 1%. Therefore, it can be concluded that " there is a positive and significant influence of edmodo on the students'writing descriptive text at the tenth grade of Senior High School of Muhammadiyah 1 Metro"

D. Discussion

In this research, there are two variable, the independent variables is edmodo medium (X) and dependent variables is writing descriptive teext (Y). The variables were tested by using calculation of Chi-Square and T test to investigate whether there is a positive and significant influence of using edmodo on the students' writing descriptive text at the tenth grade of Senior High School of Muhammadiyah 1 Metro.

Furthermore, based on the result of hypothesis Chi-Square result demosntrated that $\chi^2_{observed}$ 10,7 $<$ χ^2_{table} = 5% (5,9914) and 1% (9,2103). It means that the correlation between using edmodo and the students' writing descriptive text is significant. In addition, the result of calculation of T test demonstrated that"$t_{observed}$" = 6.59 was higher than "t_{table}" in 5% = 1.729, and 1% = 2.860. It is also significant.

During the research, the writer observed that the children were interested in learning descriptive text through the edmodo. They were enthusiastic during the learning process. All students always attended the class from the first treatment until the last treatments, they were also active in the class during the presentation of the material by using the edmodo. The writer assumed that teaching and learning by using the edmodo can influence students' writing descriptive text.

Through edmodo, the students learn a new experience in an easier way because the students could make the decriptive text more easily and effectively. This medium can used to ask the students how to use edmodo in right context and enrich writing descriptive text. Finally, the result of this research explained that the theory of the influence of using edmodo media on the students' writing descriptive text was succes at the tenth grade of Senior High School of Muhammadiyah 1 Metro.

E. Limitation

This research was conducted at SMA Muhammadiyah 1 Metro. The subjects of the research were the tenth grade of SMA Muhammadiyah 1 Metro. The choice the subject was edmodo. The result of this research did not discuss all of the problems that faced by the students. The instruments were suitable with the subject that learnt by students, but focus on the students writing descriptive text problem in learning English as a foreign language. So, the result of it cannot be generalized.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Edmodo is one of media in English Learning, especially writing descriptive text. By using edmodo as a medium appropriately, it can influence the students' English result. Through edmodo, the students learn new experiece in an easier way. It is very pleasant because edmodo made the students actively in the class when the material presented. Based on the data analysis, the writer concludes that:

1. Edmodo is an alternative medium that can influence students' writing descriptive text. It can be seen from the score comparison between pre-test and post-test (see chapter IV).

2. There was a significant influence of edmodo on the students writing descriptive text at the tenth grade of SMA Muhammadiyah 1 Metro. It could be seen from the critical value "$X^2_{observed}$" = 10.7 and "X^2_{table}" in 5% = 5.9914, and 1% = 9.2103, the data confirmed that "$X^2_{observed}$" was higher than "X^2_{table}". Besides, the data confirmed that "$t_{observed}$" = 6.59 was higher than "t_{table}" in 5% = 1.729, and 1% = 2.860

Based on the analysis data above, the researcher concluded that "there was a positive and significant influence of edmodo on the students' writing descriptive text the tenth grade of SMA Muhammadiyah 1 Metro."

B. Suggestion

After the researcher conducted the research at eight grade students of SMA Muhammadiyah 1 Metro, the researcher would like to give some suggestions as follows:

1. For the headmaster

   a. The headmaster is suggested to support the English learning process by preparing the facilitation and instrument completely.

   b. The headmaster is suggested to adapt and to improve the English syllabus based on the real problems faced by the students.

2. For the students

   a. It is suggested to develop their ability in order that can success in learning English.

   b. This strategy can progress the students in studying English, especially to learn English material given.

   c. To be more active in learning English by edmodo because it can help the students to enjoy in following the material that the teacher given.

3. For the Teacher

   a. It is better for the teacher to use mediumin teaching English material because it can improve the student's English learning result.

   b. It is suggested to the teacher gives knowledge to the student to be active in every English teaching learning process.

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SYLLABUS

School : Senior High School of Muhammadiyah 1 Metro

Subject / Class/ Semester : English / X / 2

Standard of competence : Writing

Basic competence	Material of instrument	The activity of instructional	indicator	Evaluation			Time	Score of instrument
				Technique	Instrument form	Example of instrument		
1. The give expression of meaning in the write text and short essay form simple discriptive and procedure for interaction the near environment	Function text 1. Language characteristic of descriptive text 2.text rhetorical steps of descriptive text	1. Writing descrivtion text with the topic : place, person, animal and things. 2. Generic Structure Explanation about gerund and continous	1.used the present continous and gerund in the sentence, 2. the different about continous and gerund write sentences in good sentences about continous and gerund	Write short and simple descriptive text by using right rhetoric step	Essay	1. Students are able to used the present continous and gerund in the sentence. 2. Students are able the different about continous and gerund 3.Students are able to write sentences in good sentences	2x40 minutes	1.Relevant book 2 Examples of functional text 3.English story book
2. The give expression of meaning and steps of retorika	Functional text 1.Invitation 2.Announcemt	1.writing descrivtion text with the topic :	1.Used the simple past in making a	Written test	Essay	1.Students are able to used the simple past in	2x40 minutse	1.Relevant book 2 Examples of

in short essay simple with used the kinds of write language in accurate manner,fast,and thanks for intraction the near environment in the form the text discriptive / procedure	3.Short massage	place, person, animal and things. 2.Generic structure (simple past) Recelling Vocabulary	discriptive text 2.Identgtify a generic structure of camping text Write sentence in good sentence		making a discriptive texts 2.Student capable to identify a generic structure of camping text 3.Students are able to write sentences in good sentences	functional text 3.English story book

THE LESSON PLAN

Subject   : English

Theme   : My Idol

Basic competence : writing descriptive text

Class   : X

Time   : 2 x 40 minutes

I. Standard competence :

Students are able to communicate their ideas and thought in descriptive text

II. Basic competence :

❖ Students are able to write a good descriptive text about their idol.

❖ Students are able to write a descriptive text based on generic structure

❖ Students are able to able to write a descriptive text grammatically in present tense.

III. Media

List of exercise

IV. Learning – Teaching Activity

Pre writing

1. The teacher greets the students
2. The teacher checks the attendance list
3. The teacher asks the students about their daily activities

4. The teacher asks some students some questions about their idol.

Drafting writing

5. After that, the teacher wrote all her answers on the whiteboard, she arranged sentence by sentence become good organization based on the genre structure and lexicogrammatical features of descriptive text. The arrangement could be seen as follows.

JOKOWIDODO

IR. h. Joko Widodo or the more familiar greeted Jokowi (born in Surakarta, Central Java, 21 June 1961; age 54 years) wasthe 7th President of Indonesia who took office on October 20, 2014. He was elected along with Vice President Jusuf Kalla in the 2014 presidential election. Jokowi served as the Governor of DKI Jakarta since 15 October 2012 up to 16 October 2014accompanied Basuki Tjahaja full moon as Deputy Governor. Previously, he was the Mayor of Surakarta (Solo), since July 28,2005 and ended on October 1, 2012 accompanied F.X. Hadi Rudyatmo as Deputy Mayor. the two years of his second periodbecame the Mayor of Solo, Jokowi was appointed by his party, the Indonesia Democratic Party of struggle (PDI-P), to fight inthe election of the Governor of DKI Jakarta to pair with Basuki Tjahaja full moon (Ahok).

Joko Widodo came from a simple family. In fact, his home was once condemned as much as three times, when he was a child, but he was able to complete his studies in the Faculty of forestry University of Gajah Mada. After graduation, he waspracticing his profession as a furniture businessman. his political career began with being Mayor of Surakarta in 2005. he is best known is considered successful after changing the face of Surakarta city became a city of tourism, city of culture, and the city of batik. on September 20, 2012, Jokowi won the election in Jakarta. His victory reflects popular support for was considered a leader of the "young" and "clean", although he was more than fifty years.

Since being elected as Governor, his popularity continued to soar and became the spotlight of the media. as a result, emerging discourse to make a presidential candidate for the general election of the President of Indonesia,

2014. in addition, the survey results indicate, the name Jokowi continues to Excel. at first, the General Chairman of the PDI-P, Megawati Sukarnoputri declared that he would not announce a presidential candidate of the PDI Perjuangan until after the legislativeelections of 9 April 2014. However, on March 14, 2014, Jokowi received a mandate from Megawati to advance as a presidential candidate, three weeks before the legislative elections and two days before the campaign.

6. Next, the teacher explained about the generic structure, lexicogrammatical features, and social function of descriptive text.

7. Furthermore, she explained about the tense commonly used in descriptive text and the use of appropriate graphic convention.

8. The teacher moves among the students to control their activities.

   Revising Writing

9. Next, the teacher asked the students to rewrite or revise their descriptive text writing in order to get better result.

10. Finally, the teacher asked all the students to submit their assignments.

11. The teacher closed the class.

Metro, July 2018

Researcher

Cynthia Ayu Yuliani
NPM. 1310697

THE LESSON PLAN

Subject   : English

Theme   : Lembah Pelangi Waterfall

Basic competence : Writing Descriptive Text

Class   : X

Time   : 2 x 40 minutes

I. Standard competence :

Students are able to communicate their ideas and thought in descriptive text

II. Basic competence :

- ❖ Students are able to write a good descriptive text about their brother or sister.
- ❖ Students are able to write a descriptive text based on generic structure
- ❖ Students are able to able to write a descriptive text grammatically in present tense.

III. Media

List of exercise

IV. Learning – Teaching Activity

Pre writing

1. The teacher greets the students
2. The teacher checks the attendance list
3. The teacher asks the students about their daily activities
4. The teacher asks some students some questions about place that they ever visited.

Drafting writings

5. After that, the teacher asked a question to the students, for example, she asked, "Do you know Lembah Pelangi Waterfall?", the teacher write on whiteboard " *Lembah Pelangi Waterfall* " the arrangement could be seen as follows.

Lembah pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive.

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soo the both your eyes.

6. by giving text organization such example, the students would understand the material about descriptive text faster.

7. Next, the teacher explained about the generic structure, lexicogrammatical features, and social function of descriptive text.

8. The teacher moves among the students to control their activities.

Revising Writing

9. Next, the teacher asked the students to rewrite or revise their descriptive text writing in order to get better result. Finally, the teacher asked all the students to submit their assignments.

10. The teacher asked the students what they had studied that day. It functioned as reflection. It would help the students remember the material they had studied easily. Moreover, she asked them to write on their book what they had studied that day.

11. The teacher closed the class

Metro, July 2018

Researcher

Cynthia Ayu Yuliani
NPM. 13106797

WRITING TEST 1

Subject   : English
Sub Matter   : Writing
Sub Subject Matter : Descriptive
Time Allocation   : 60 Minutes

Instruction:

1. Write descriptive text !
2. Describe about your favorite place that you have visited several times!
3. Write the text based on the generic structure!
4. Write it in correct mechanism and in the present form!
5. Work individually and use your time adequately!

WRITING TEST 2

Subject   : English
Sub Matter   : Writing
Sub Subject Matter   : Descriptive
Time Allocation   : 60 Minutes

Instruction:

1. Write descriptive text !
2. Describe your idol physical performance and behavior such as face, hairstyle, hobbies, skin, age, eyes, weight, etc!
3. Write the text based on the generic structure!
4. Write it in correct mechanism and in the present form!
5. Work individually and use your time adequately!

Daftar Nilai Pre test

kelas : X IPA 3

Nama	Nilai
Annisa Belta Rully	40
Annisa Kumala Ardianti	40
Dea Septa Ananda	45
Elfira Rossa	45
Fahmi Fathurrahman	20
Flora Devica	65
Habib Muazamil Ihsan	20
Indah Putri Amalia Adha	65
Maulida Zahra Hasanah	65
Muhammad Faqih Al-farisi	65
Munqizul Dignul Haq	50
Mutiara Man Khairunnisa	30
Nessa Aqila Azra Yasmin	70
Priya Ayu Pramuditha	60
Putri Diana	30
Racndawi Abiyu Faras	50
Rifaldi Hauzan Rafid	30
Salahudin Abdul Aziz	60
Titi Anisanturi	80
Ully Ulfa	40

Scoring criteria

kelas: X IPA 3

Nama	Content	Organization	Vocabulary	Grammar	Machanic	
Annisa Belta Rully	20	10	10	10	15	65
Annisa Kumala Ardianti	25	15	15	15	15	85
Dea Septa Ananda	20	10	10	10	10	60
Elfira Rossa	25	15	10	10	15	95
Fahmi Fathurrahman	15	15	10	5	10	55
Flora Devica	25	10	10	15	15	75
Habib Muazamil Ihsan	25	15	15	10	20	80
Indah Putri Amalia Adha	20	15	15	10	15	95
Maulida Zahra Hasanah	25	10	10	15	20	80
Muhammad Faqih Al-farisi	25	15	10	15	10	75
Munqizul Dignul Haq	25	15	15	15	15	85
Mutiara Man Khairunnisa	25	15	15	10	15	75
Nessa Aqila Azra Yasmin	25	15	15	15	10	75
Priya Ayu Pramuditha	15	10	15	10	10	60
Putri Diana	25	15	15	10	20	85
Raendawi Abiyu Faras	10	10	10	5	10	45
Rifaldi Hauzan Rafid	15	10	10	15	10	60
Salahudin Abdul Aziz	25	10	15	10	10	70
Titi Anisanturi	20	10	10	10	10	60
Ully Ulfa	25	15	10	10	10	70

Daftar hadir siswa

kelas : X . IPA 3

Nama	Pre test	Treatment	Post test
Annisa Belta Rully	✓	✓	✓
Annisa Kumala Ardianti	✓	✓	✓
Dea Septa Ananda	✓	✓	✓
Elfira Rossa	✓	✓	✓
Fahmi Fathurrahman	✓	✓	✓
Flora Devica	✓	✓	✓
Habib Muazamil Ihsan	✓	✓	✓
Indah Putri Amalia Adha	✓	✓	✓
Maulida Zahra Hasanah	✓	✓	✓
Muhammad Faqih Al-farisi	✓	✓	✓
Munqizul Dignul Haq	✓	✓	✓
Mutiara Man Khairunnisa	✓	✓	✓
Nessa Aqila Azra Yasmin	✓	✓	✓
Priya Ayu Pramuditha	✓	✓	✓
Putri Diana	✓	✓	✓
Raendawi Abiyu Faras	✓	✓	✓
Rifaldi Hauzan Rafid	✓	✓	✓
Salahudin Abdul Aziz	✓	✓	✓
Titi Anisanturi	✓	✓	✓
Ully Ulfa	✓	✓	✓

Name : FLORA DEVICA

Class : X IPA3 .

(05)

My Home.

my favorite place is my home, my home is my heavens.
I like my home. I can do anything in my House, like
sleeping, eating, playing, etc.

My House is very beautipul, my House is Orange, red
and brown.

My House is close to the cemetery. My House is Far
from my school. my house is close to the rice field
　　　　 I love my House.

Name : RAENDANI ARIYU FARAS

Class : XIPA3

30

Park mini

Park mini indonesia indah is a Prau located in Jakarta which area hass less Hobby 150 hactares. taman mini indonesia indah The Fence. garden is Fairly well know in the circles indonesian society.

Taman mini indonesia indah has worn / Recreation Facilities . ie: children Palace indonesia . cheap car-changing . swan boaT. arsipel indonesia. among Putro Parks amusement Parks Atmaja . tourist vilages swimming swin snow bay. and , meseum science tmii . As For Flora and Fauna ie: orchid Plants, Plant lifepharmacies . cactus , jasmine , golden snails, Freshwater Fish and lay Forth

Name : Genta Huseg a

Class : X IPA 3

(70)

1. _____ Zoo

Zoo is the place where animals that has been cared by peoples Live. Zoo has many kind of animals, but it's depend on each zoo in this country. At the zoo we can find some endangered animals. In holidays or weekend some people visit the zoo to see the animal ae there. Sometimes if the peoples aren't crowd, the zoo would feel very serene and not too much trash every where.

We can't give the animals stronge food when we visit the zoo. because the animals could get some aches, that's why we should keep our attitude in giving animals food at the zoo.

There are several food courts at the zoo, it usually because some peoples who visit the zoo didn't bring their meals. also some seller that sell some stuffs from zoo, such as animals doll, animal keychains, and etc

2. I have some favorite people and this time I would like to tell about one of them, Issam Bayan. Issam Bayan is my favorite person I like him not only that he has a handsome face, but also his thought and hearts are handsome as well.

Issam Bayan is a muslim student who studies in a university in Germany. He lives in Germany and he also becomes a muslim singer who sings many islamic songs. Issam Bayan is a palestini-an. He has black strargh hair and brown eyes, as many of other palestinians do. He is able to speak three languages : Arabic, English, and Germany as he is a palestinian who was born in Arabic family .. and who lives in Germany.

Name : M. Fahmi

Class : X IPa 3

alam mayang Fishing park is located at harapan Raya street km 8 from the centre of pekanbaru city alam mayang is a recreational and Relaxing place, which is Frequently visited, mainly by those who have fishing hobby, as there are a number of Fishing ponds in this place with various species of fishes in it. It aquipped with there pools with 18.560 km² and also has many kind of Fishes such as: Fresh water crap fish, lemak, nila, patin and sepat siam

Relaxing under the shadiness of the vegetation is really a very exciting exprience.

Today it is Frequented especially by those having the hobby of Fishing since here there are fishing ponds covering a total area of 18.650 square meters with various kinds of Fish inside. Much more Fun is certainly to go Fishing together with the family

Name : ALEX VIDAI

Class : X IPA 3

(20)

1. My Favorite Place is School. because at Schod I can Feel the cooking and In School also I can get an unforgettable experience.

2. My Idol is the nabi muhammad. because he is the guidance of all muslims. and if there is no him sogle we are not His good

Name : MAULIDA ZAHRA H

Class : X IPA 3.

(30)

1. My favorite place is home because at home so many perks that I can right. his example I can gather with My family. It's something Special or the thing I like Most about life.

2.

Name : Shalahudin Abdul Aziz

Class : X IPA 3

(60)

My House

My favorite place is my home. My house is my heaven. I like my home, I can do anything in my house, like sleeping, eating, playing etc. My house is very beautiful. My House is green and orange.

My house is close to the cemetery. My house is far from my school. My hous is close to the rice field.

I Love My house.

Name : Habib Mu'azam

Class : X IPA 3

(60)

My House

My home is my favourite place. I like my home, I can do anything in my house, like Playing, sleeping, Relaxing, eating etc My house is very comfortable, my house is white.

My house is close to the marjid, My house is far to my school, My house is close to the rice field, the air is fresh. I love my house.

Name : Hunan Dwi Rizkianto

Class : X.IPA.3

65

My Lovely House

I have a house. It is actually not my hous officially, but it can be said as a family house. It is a big and Lovely house where my family, my Grand mother and grand father, my cousins, and also I spend our time together, especially in a big events, Such as Erd or holidays. My house is located in Bogor City. I really like my house because from my house I can see how beatiful of Bogor City.

Min Yoon Gi/Suga

Min yoon gi , or more commonly know as Suga, is a south korean rapper,singer, and the song writer. He is one of the member of the popular k-pop group BTS. Suga's birthday is 9 march 1993 in his hometown, Daegu. Suga is father of BTS because he's charge of fixing the things like he change lightbulbs, fix the toilet or reatach doorknobs. He has an honest and blunt personality, so if he feel that something isn't right he always speak up about this.

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Masyitah

My idol name is masyitah. Maybe not everyone heard the story, but iam very amazed and she is the motivator of my life

Do you know the reason i made her be my idol?

Yap..maybe she is not a singer,or a painter on an expert in modeling. She for me is the woman who can defend islam breafly

She is only a combatant but because she is able to defend islam withh her life's but hers tomb becomes fragrant. It maybe impossible if now i meet her, ask for her signature or photo with her and than i share in instagram, but my expectation meet her in heaven.

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Isyana sarasvati

Her fulname is Isyana Sarasvati. She is usually called Isyana. This beautiful lady was born in Bandung, West Java, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda.

Isyana, the Taurus girl, is slim. She is only 50 kgs and 165 tall. She has a long smooth beautiful hair. By glimpsing, she looks like a korean star.

Talking about her personality, Isyana is kind of introvert girl. She seems very quiet. But actually she is friendly enough to people.

What about her hobby? Her hobby is eating. Eating what? Eating everything that is very delicious. But she dislikes pete and jengkol.

Talking about her passion in music. Isyana likes jazz, RnB, pop, and soul. She also can play piano, saxophone, and violin. That's fantastic.

What do you know about her song? Isyana is being famous because of a very romantic song entitled "Keep Being You" and "Tetap dalam Jiwa".

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Kwon Ji Yong

Kwon Ji Yong or G-Dragon or GD is a rapper,singer,lyricist,producer,dancer,the leader of Korean boyband "Big Bang" and a famous Korean fashion icon. Together with his group mates they skyrocketed to success because of their unique Hip-hop and Electronic sound under his recording line, YG entertainment.

G-Dragon is twenty-five years old now. He was born on August, 18 1988 in Seoul, South Korea. He's 173 cm tall, and his weight is 58 kg. his hair is black-straight. But he dyed it to be blonde,brown and etc. He has a really unique voice. He can dance, rap, and sing very well.

He speaks three languages. Those are Korea, Japanese, and English.He has sharp nose,white skin and beauty smile and his blood type is A. G-Dragon loves dogs very much. He has dog named Gaho.

He started to be a singer since he was 13 years old. He wanted to be a rapper because he thinks rapping and dancing are cool. His band has one album, and two mini albums. And he got a platinum award for his first solo album, Heartbreaker. His songs stayed in the top of Korean music chart for five weeks. And he awarded with Best Korean Singer of the Year.

G-Dragon has many tattoos so far. G-dragon has a tattoo quote that extends from his back to over his right shoulder,"Too Fast to Live,Too Young to Die". It was a catchy little phrase in the lyrics of his song 'The Leaders'.And than, He has an italian word tattoo on his right forearm that reads 'Vita Dolce' which literraly translates to "Sweet Life". Below his Vita Dolce Tattoo on his right forearm is a famous icon from Keith Hering.It appears to be as an animated heart walking on a street. Then He has a Dragon Ball tattoo on his left arm pit from the famous anime "Dragon Ball Z Series". During the Big Bang's 2012 BIG SHOW he was spotted a huge tattoo that says "Forever Young" on his right side. The last tattoo and the latest one that he had was a saying that says "Mind Control" that is on his rib cage underneath his left pec.

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Charlie puth

Charles Otto "Charlie" Puth is a popular American pop singer and songwriter. He started gaining fame by posting his original songs and covers to his YouTube channel. After his talents were exposed to the world he was signed in by Ellen DeGeneres for a record label, which led to the start of his official career. His debut studio album was released in January 2016 by the American record label Atlantic Records. Even though it received negative reviews from critics it peaked at number 6 on the Billboard 200 published by the 'Billboard' magazine.

A deluxe edition was also released in November which contained three additional songs. Puth wrote, co-produced as well as sang the hook on Wiz Khalifa's hip-hop anthem 'See You Again,' included in the soundtrack of the motion picture 'Furious 7.' It became a huge hit, reaching the No. 1 spot in nearly 90 countries worldwide. It also reached No. 1 on the US Billboard Hot 100, Shazam, iTunes and Spotify, undoubtedly becoming one of the most important works of his career.

According to Puth, his family background is not wealthy and during his childhood his family had to struggle to make both ends meet. He has expressed gratitude to his parents who worked hard to help him pursue his musical goals. Being not only a vocalist but also a producer, a songwriter, and an instrumentalist, Puth is definitely a multitalented celebrity.

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Erpan 1140

He is the one who always makes we laugh, which always makes me happy when sad, i always wait for his work on youtube. He's the first person i love to play games that is main craft games.

When i am sad, when I fall, I always see his video work to get rid of saturation, which i like my self he is. He's funny when talking and all his behavior is very funny. YouTuber gaming that i like is erpan 1140 and his friend "anto kewer".

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gita gutawa

Her full name is Aluna Sagita Gutawa. You can call her Gita Gutawa. She was born in Jakarta on August 11th, 1993. She is a singer with sopran voice.

Gita Gutawa is a cute girl. She has everage body. She is not really tall but looks ideal. She has black hair, brown skin, and black eyes. Her face is oval and good looking.

Gita is a famous musician's daughter, Erwin Gutawa. She has learnt music since she was an elementary school student in grade 2.

Gita has a powerful and unique voice. She sings beautifully with high pitch. She has many famous songs such as Doo Be Doo, Kembang Perawan, and Bukan Permainan.

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NAJWA SIHAB

My idol is Najwa Shihab, her call name is Nana. She was born in Makassar on September 1977. She is Quraish Shihab's daughter. Najwa as a presenter of mata najwa and an anchor of the news on metro tv. Her sharp question to the interviewers are really interesting to enjoy.

This beautuful lady has several achievment during her career. She has won Panasonic Gobel Award as The Most Favorite of Talk Show presenters, The Best journalist of metro tv, and young global leader.

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NATASHA WILONA

Her full name is Natasha Wilona. She usually calls Natasha, Tasya, or Wilo. She was born on December 15, 1998 in Jakarta. She works as an actress and model.

Natasha is good looking. She has long hair, white skin, pointed nose, and round eyes. She is not really tall. It is around 166 cm.

Natasha like eating pizza. She loves it very much. Her favorite drink is Starbucks. Her favorite color is blue and pink. Her hobbies are dance and swimming.

Natasha has played in many TV series like "Yang Masih di Bawah Umur, Tendangan dari Langit The Series, Ayah, Mengapa Aku Berbeda? The Series, Catatan Hati Seorang Istri, Sakinah Bersamamu, and Anak Jalanan."

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Isyana Sarasvati

Her fulname is Isyana Sarasvati. She is usually called Isyana. This beautiful lady was born in Bandung, West Java, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda.

Isyana, the Taurus girl, is slim. She is only 50 kgs and 165 tall. She has a long smooth beautiful hair. By glimpsing, she looks like a korean star.

Talking about her personality, Isyana is kind of introvert girl. She seems very quiet. But actually she is friendly enough to people.

What about her hobby? Her hobby is eating. Eating what? Eating everything that is very delicious. But she dislikes pete and jengkol.

Talking about her passion in music. Isyana likes jazz, RnB, pop, and soul. She also can play piano, saxophone, and violin. That's fantastic.

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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.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-2213/In.28/D.1/TL.01/07/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama	:	**CYNTHIA AYU YULIANI**
NPM	:	13106797
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di SMA MUHAMMADIYAH 1 METRO, guna
mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan
Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE
INFLUENCE OF USING EDMODO ON THE STUDENTS' WRITING
DESCRIPTIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH
SCHOOL OF MUHAMMADIYAH 1 METRO".

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   : 10 Juli 2018

Wakil Dekan I,

Mengetahui
Pejabat Setempat

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMA MUHAMMADIYAH 1 METRO
NPSN 10807591
STATUS : TERAKREDITASI A
Alamat : Jalan Khairbras No. 65 Ganjarasri Metro Barat Telp. (0725) 42192 Kota Metro

SURAT KETERANGAN
Nomor : 406 /KET/IV.4.AU/F/2018

بسم الله الرحمن الرحيم

Bahwa berdasarkan surat dari Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro, nomor B-2213/In.28/D.1/TL.01/07/2018 tanggal 10 Juli 2018 perihal observasi. Kepala SMA Muhammadiyah 1 Metro menerangkan dengan sesungguhnya bahwa nama dibawah ini :

NO	NAMA	NPM	JURUSAN
1	CYNTHIA AYU YULIANI	13106797	Pend. Bahasa Inggris

ISI KETERANGAN

Telah melakukan penelitian dalam rangka penulisan skripsi dengan judul " *THE INFLUENCE OF USING EDMODO ON THE STUDENTS WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE OF SENIOR HIGH SCHOOL OF MUHAMMADIYAH 1 METRO*".

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

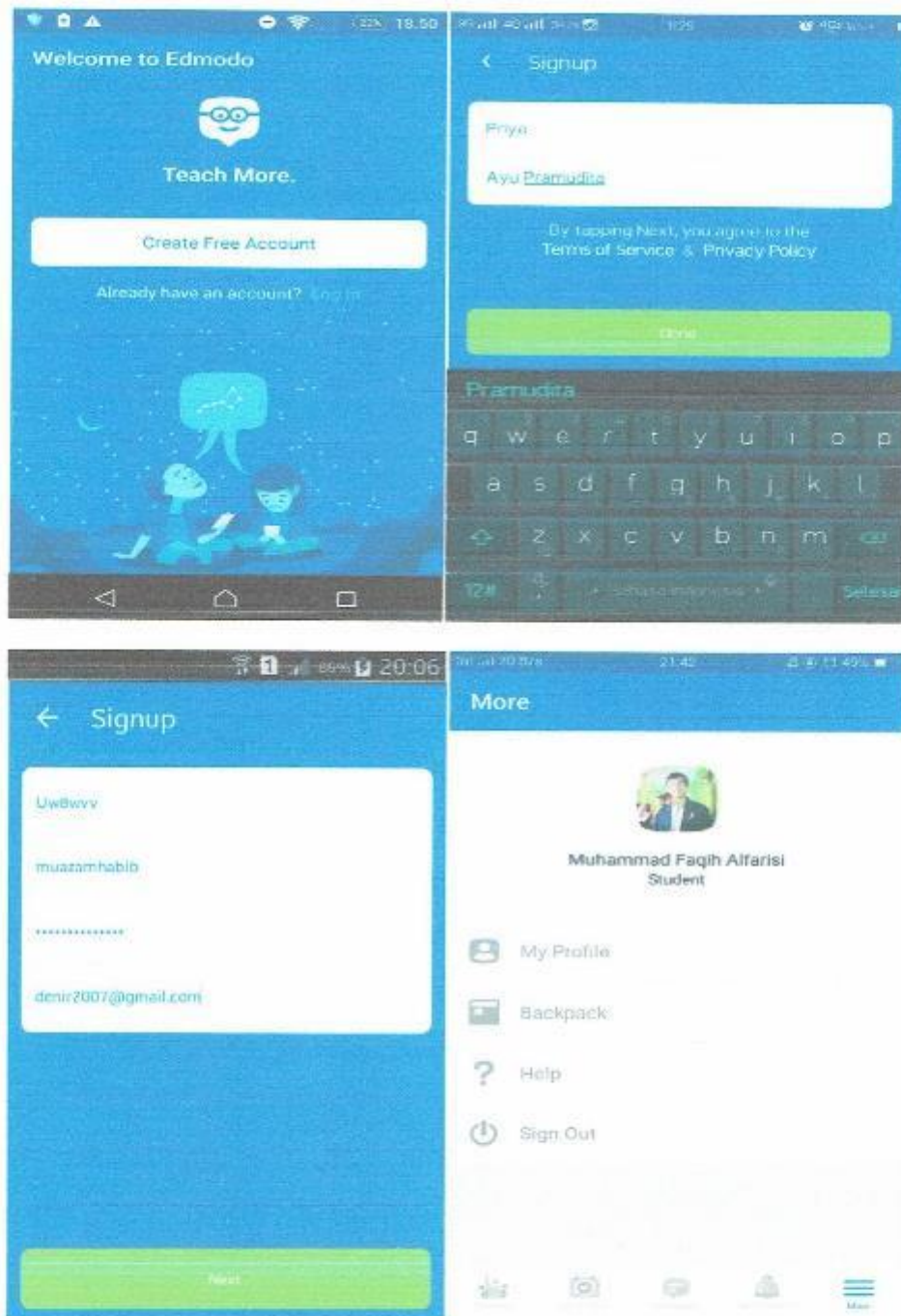Dikeluarkan di : M e t r o
Pada Tanggal : 10 Desember 2018
Kepala Sekolah,

Drs. Musiani
NBM : 772 931

Pre test

Threatment

Post test

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI
(IAIN) METRO

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296website: www.metrouniv.ac.jd, e-mail: iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL SKRIPSI

Nama : Cynthia Ayu Yuliani   **Jurusan / Prodi** : Tarbiyah / TBI
NPM : 13106797   **Semester** : IX

No	Hari/ Tanggal	Pembimbing I	Hal-hal yang dibicarakan	Tanda Tangan
1.	Senin, 6 Nov 2017		Revisi Judul -IAIN diganti State Islamics institute of Metro - Social Media dihilangkan - Tahun Higriah Bab 1 - 3 di perbaiki	
2.	Senin, 20 Nov 2017		Bab 2 & 3 diperbaiki	
3.	Rabu, 29 Nov 2017		Grammatical diperbaiki	

Mengetahui :
Ketua Jurusan Tarbiyah

A. Subhan Roza, M. Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M. Hum.
NIP. 19720923 200003 2 003

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI
(IAIN) METRO

Jl. Ki. HajarDewantaraKampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL SKRIPSI

Nama : Cynthia Ayu Yuliani   **Jurusan / Prodi** : Tarbiyah / TBI

NPM : 13106797   **Semester** : IX

No	Hari/ Tanggal	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan
1	Rabu, 8 Nov 2017	✓	- Revisi bab I, II, III - Revisi Tahun Masehi dan Hijriah pada cover - State Islamic istitute of Metro diganti	
2.	Jum'at 10 November 2017	✓	- Refisi problem Identification - Revisi problem formulation - Revisi Bab 2 - Revisi Bibliyography - Revisi halaman	
3.	Rabu 15 Nov 2017	✓		

Mengetahui :
Ketua Jurusan Tarbiyah

A. Subhan Roza, M. Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

A. Subhan Roza, M. Pd.
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI
(IAIN) METRO

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL SKRIPSI

Nama : Cynthia Ayu Yuliani   **Jurusan / Prodi** : Tarbiyah / TBI

NPM : 13106797   **Semester**   : IX

No	Hari/ Tanggal	Pembimbing I	Hal-hal yang dibicarakan	Tanda Tangan
4.	11 Des 2017		Problem identification dan Problem limitation diganti	
5.	15 Des 2017		Lokasi dipindahkan	
6.	18 Des 2017		- Kata 'as' dihilangkan karena edmodo sudah sebagai media - table diganti (diperjelas)	
7.	22 Des 2017		Problem limitation diperbaiki - Benefit of study diganti "teacher".	
8	15 Jan 208		Acc to Seminar	

Mengetahui :
Ketua Jurusan Tarbiyah

A. Subhan Roza, M. Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M. Hum.
NIP. 19720923 200003 2 003

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.iain@metrouniv.ac.id

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

Nama : Cyinthia Ayu Yuliani
NPM : 13106797

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	26 Agustus 2018			- Revisi cover - Revisi soft cover - Revisi dedication page - Revisi Motto - Revisi Abstrak	
2.	31 Agustus 2018			- Revisi Kata pengantar - Revisi Bab 4 - 5	
3	10 September 2018			- Revisi Bab 1 spasi kurang tepat - Abstrak kurang di tab - Revisi bab 4 - Revisi bab 5 - Daftar pustaka terlalu kebawah	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

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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.iain@metrouniv.ac.id

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

Nama : Cyinthia Ayu Yuliani
NPM : 13106797

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
4.	24 September 2018			- Revisi Bab 4-5	
5.	5 Oktober 2018			- Revisi Bab 5	
6.	5 November 2018			- Revisi cover - Abstrak	
7.	21 November 2018			- Abstrak lebih spesifik langsung ke tujuan	
8.	3 Desember 2018			- Bab 3 di print - Buat lembar originilitas penelitian	
9	18 Ds 2018			Ace to munaqosah	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiva Ninsiana, M.Hum
NIP. 19720923 200003 2 002

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.iain@metrouniv.ac.id

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

Nama : Cyinthia Ayu Yuliani
NPM : 13106797

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	19 September 2018		✔	- Revisi cover - Revisi soft cover - Revisi dedication page - Revisi Motto - Revisi Abstrak	
2	20 September 2018		✔	- Revisi kata pengantar - Revisi Bab 1 - Revisi daftar pustaka	
3	24 September 2018		✔		

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : 1844 /In.28.1/J/PP.00.9/5/2018   28 Mei 2018
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Widhiya Ninsiana, M.Hum
2. Ahmad Subhan Roza, M.Pd
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama   : Cynthia Ayu Yuliani
NPM   : 13106797
Fakultas : Tarbiyah dan Ilmu keguruan
Jurusan   : Tadris Bahasa Inggris
Judul   : The Influence Of Using Edmodo On Students' Writing Descriptive Text
            At The Tenth Grade Of Senior High School Of Muhammadiyah 1 Metro

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP 19780610 2008011014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Cynthia Ayu Yuliani

NPM : 13106797

Fakultas : Tarbiyah

Angkatan : 2013

Telah menyerahkan buku berjudul : Essential teaching Skills

Metro, 19 Desember 2018

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Cynthia Ayu Yuliani

NPM : 13106797

Fakultas : Tarbiyah

Angkatan : 2013

Telah menyerahkan buku berjudul : Essential teaching skills

Metro, 19 Desember 2018

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-01027/In.28/S/OT.01/12/2018

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

Nama	:	CYNTHIA AYU YULIANI
NPM	:	13106797
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 13106797.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 21 Desember 2018
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

CURRICULUM VITAE

Cynthia Ayu Yuliani was born on July 14th 1995 in Pringsewu, Tanggamus. Ethnically speaking, she comes from Java family descenth. She is the third child of Mr. Supriyadi (Alm) and Mrs. Sumiyati.

She took her elementary school at SDN 4 Gisting Bawah (2001-2007). Then, she continued to junior high school at SMPN 1 Gisting (2007-2010). Having graduated from Senior high school, she took her study on SMA Muhammadiyah 1 Gisting and finished in 2013. Then, she registered as a S1 student of English Education Study Program of State Islamic Institute of Metro.