

**AN UNDERGRADUATE THESIS**

**IMPROVING WRITING SKILL BY USING LANGUAGE FEATURE  
IN MICROSOFT WORD OF THE ELEVENTH GRADERS OF  
MA DARULA`MAL METRO IN THE ACADEMIC YEAR  
OF 2020/2021**

**By:**

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ENGLISH EDUCATION DEPARTMENT  
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1442H/2021 M**

**IMPROVING WRITING SKILL BY USING LANGUAGE FEATURE  
IN MICROSOFT WORD OF THE ELEVENTH GRADERS OF  
MA DARUL A'MAL METRO IN THE ACADEMIC YEAR  
OF 2019/2020**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

By:

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**APPROVAL PAGE**

Title : **IMPROVING WRITING SKILL BY USING LANGUAGE FEATURE  
IN MICROSOFT WORD IN THE ELEVENTH GRADERS OF MA  
DARUL A'MAL METRO IN THE ACADEMIC YEAR OF 2020/2021**

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*Assalamualaikum Wr. Wb.*

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

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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To:  
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*Assalamu'alaikum, Wr. Wb*

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MICROSOFT WORD IN THE ELEVENTH GRADERS OF MA DARUL  
A'MAL 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 seminar. Thank you very much.

*Wassalmu'alaikum Wr. Wb*

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**RATIFICATION PAGE**

No. *B-2571/In-28-1/0/PP-00-9/07/2021*

The Undergraduate thesis entitled: IMPROVING WRITING SKILL BY USING LANGUAGE FEATURE IN MICROSOFT WORD OF THE ELEVENTH GRADERS OF MA DARUL A'MAL METRO IN THE ACADEMIC YEAR OF 2020/2021 written by: WAHIDATUL MU'AROFAH, Student Number 1601070170, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, June 28<sup>th</sup> 2021 at 10.00 - 12.00 a.m.

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Examiner I : Ahmad Subhan Roza, M.Pd  
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Head of English Education Department,



**IMPROVING WRITING SKILL BY USING LANGUAGE FEATURE  
IN MICROSOFT WORD OF THE ELEVENTH GRADERS OF  
MA DARUL AMAL METRO IN THE ACADEMIC YEAR  
OF 2020/2021**

**ABSTRACT**

**By :**

**WAHIDATUL MU`AROFAH**

The research aims to know that using Language Feature in Microsoft Word media can improve the students' skill in writing descriptive text in teaching learning process. The subject of this research was twenty students in MA Darul A`mal Metro Lampung. The action was done in two cycles. Each cycle consisted of planning, action, observation and reflection. The material which was used in this research was description about study situation. In this research the students were given pre test before treatment and post test.

This research is a classroom action research (CAR). The research is conducted in two cycles. Each cycle consist of planning, acting, observing, and reflecting. In collecting the data, the researcher uses observation, test, documentation and field note.

The finding of this research shows that there is improvement in writing skill by using language feature in Microsoft word media. It can be seen from the progress of the average score in pre test, post-test I, and post test II. The score of pre-tes in cycle I were 45,9 and in the post test, a test were 68,05 became 76,75. The conclusion of this research was using language feature in Microsoft word as media especially in English subject was very effective to improve the students' descriptive writing skill at the eleventh graders of MA DarulA`mal Metro.

**Keywords :** *Language Feature in Microsoft Word media, Writing Descriptive Skill, Classroom Action Research*

**MENINGKATKAN KEMAMPUAN MENULIS DENGAN  
MENGUNAKAN FITUR BAHASA PADA MICROSOFT WORD  
DI KELAS XI MA DARUL A`MAL METRO  
TAHUN PELAJARAN 2020/2021**

**ABSTRAK**

**Oleh :**

**WAHIDATUL MU`AROFAH**

Penelitian ini bertujuan untuk menunjukkan bahwa penggunaan fitur bahasa pada microsoft word dapat meningkatkan kemampuan siswa dalam menulis teks deskriptif dengan benar dalam proses pembelajaran. Objek dalam penelitian ini adalah 20 siswa di MA DarulA`mal Metro. Penelitian ini dilakukan dalam dua tingkatan (siklus). Setiap siklus terdiri dari empat tahapan yaitu, perencanaan (*planning*), pelaksanaan (*action*), pengamatan (*observation*), dan pengayaan (*reflection*). Materi yang digunakan dalam penelitian ini adalah deskripsi tentang situasi belajar. Dalam penelitian ini siswa diberikan tes awal (*pre test*) sebelum pelaksanaan penelitian dan teakhir (*post test*) setelah pelaksanaan penelitian.

Penelitian ini adalah penelitian tindakan kelas. Penelitian ini dilaksanakan dalam dua siklus. Masing-masing siklus terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Dalam mengumpulkan data, peneliti menggunakan metode observasi, tes, dokumentasi dan catatan lapangan.

Hasil penelitian ini menunjukkan bahwa terdapat peningkatan kemampuan siswa dalam penggunaan fitur bahasa pada microsoft word pada menulis teks deskriptif. Peningkatan ini dapat dilihat dari kemajuan nilai rata-rata siswa di pre test, post test I dan post-test II. Skor pre test pada siklus I adalah 45,9 dan dalam post test adalah 68,05 menjadi 76,75. Kesimpulan dari penelitian ini adalah penggunaan teknik fitur bahasa pada microsoft word khususnya dalam pelajaran bahasa inggris sangat efektif untuk meningkatkan kemampuan menulis deskriptif siswa kelas XI di MA DarulA`mal Metro.

**Kata kunci:** *Fitur Bahasa Pada Microsoft Word, Kemampuan Menulis Deskriptif, Penelitian Tindakan Kelas*



## STATEMENT OF RESEARCH ORIGINALITY

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It is believed that this undergraduate thesis is original, except certain parts of it quoted from the bibliography mentioned.

Metro, / June 2021



**WAHIDATUL MU' AROFAH**  
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan dibuktikan dalam daftar pustaka.

Metro, / Juni 2021



**WAHIDATUL MU' AROFAH**  
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**MOTTO**

أَقْرَأُ وَرَبُّكَ الْأَكْرَمُ

**Recite, and your Lord is the most Generous**

*(Q.S: Al-‘alaq, 3)*

الَّذِي عَلَّمَ بِالْقَلَمِ

**Who taught by the pen**

*(Q.S: Al-‘alaq, 4)*

إِذَا سَمِعْتَ شَيْئًا فَأَكْتُبْهُ وَلَوْ فِي الْحَائِطِ

**When you hear something from knowledge, write even if it's on  
the wall**

*(HR. Abu kaitsamah in Al-Ilmu number 146)*

## DEDICATION PAGE

This piece of works dedicated to:

1. My beloved family, especially my parents (Mr. Seger Maryanto and Mrs. Siti Nurjanah), my brother (Cahyaning Aji), and my sister (Jauharotun Nafisah) who always pray and support in their endless love.
2. My sponsor Mr. Drs. Kuryani, M.Pd. and my Co-sponsor Mrs. Eka Yuniasih, M.Pd. thanks for guiding and the times.
3. My beloved friends Khoiriah Al amini, Khomsiah, S.Pd, Eka Safitri, S.Pd, Novi Ayu NingsihS.Pd, Lailatus Sholihah, S.E, Umi Hanifah, S.Pd, Siti Nur Munawaroh, Agung Santoso, Amd.Kom, M. Fuad Hasan, Amd.Kom, Irfan alfa Afrianto, Ahmad Idris, Harits Abdullah who always give me ideas and suggestion.
4. My beloved Boarding School Darul A`mal Metro and the teacher.
5. My beloved Almamater of State Institute for Islamic Studies (IAIN) Metro.

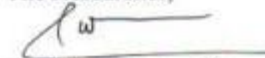
## ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this undergraduate thesis entitles “IMPROVING WRITING SKILL BY USING LANGUAGE FEATURE IN MICROSOFT WORD OF THE ELEVENTH GRADERS OF MA DARUL A’MAL METRO IN THE ACADEMIC YEAR OF 2020/2021”

Regarding to the undergraduate thesis, the researcher offers her big thank to the Mr. Andianto, M.Pd as the head of English Education Department, Mr. Drs. Kuryani, M.Pd as the first advisor, and Mrs. Eka Yuniasih, M.Pd as the second advisor . May Allah SWT givesHis better reward for their spending time to support and guide during the undergraduate thesis writing process.

As human being, the researcher completely realizes that this undergraduate thesis still has a plenty of weaknesses. The researcher does apologizes for all mistakes made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the other researchers, our campus and all readers generally.

Metro, 20 Juni 2021  
The Researcher,



Wahidatul Mu'arofah  
St. Number 1601070170

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>TITLE PAGE .....</b>	<b>ii</b>
<b>APPROVAL PAGE .....</b>	<b>iii</b>
<b>LEGISLATION PAGE .....</b>	<b>vi</b>
<b>ABTRACTS .....</b>	<b>vii</b>
<b>STATEMENT OF RESEARCH ORIGINALITY .....</b>	<b>ix</b>
<b>MOTTO.....</b>	<b>xi</b>
<b>DEDICATION PAGE .....</b>	<b>xii</b>
<b>ACKNOWLEDGMENTS .....</b>	<b>xiii</b>
<b>TABLE OF CONTENTS .....</b>	<b>xiv</b>
<b>LIST OF TABLES .....</b>	<b>xvii</b>
<b>LIST OF FIGURES .....</b>	<b>xviii</b>
<b>LIST OF APPENDICES .....</b>	<b>xix</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Study .....	1
B. Problem Identification.....	5
C. Problem Limitation .....	5
D. Problem Formulation.....	5
E. Objectives and Benefits of The Study .....	6
1. The Objectives of the Study .....	6

2. The Benefits of the Study.....	6
F. Prior Research .....	6
<b>CHAPTER II REVIEW OF THE RELATED THEORIES</b>	
A. The Concept of Writing.....	8
1. Definition of Writing.....	8
2. Definition of Writing skill.....	9
3. Kinds of Writing .....	10
4. Types of Writing .....	12
5. Definition of Descriptive Text .....	13
6. Process of Writing.....	14
7. The Measurement of Writing .....	14
B. The concept of Language Feature in Microsoft Word .....	18
1. Definition of language feature .....	18
2. The Function of Language .....	19
3. Definition of Microsoft Word.....	20
4. The Advantages and Disadvantages of Language Feature in Microsoft Word.....	24
C. Teaching Writing By Using Language Feature in Microsoft Word .....	25
D. Action Hypothesis.....	26
<b>BAB III RESEARCH METHOD .....</b>	
A. The Operational Definition of Variable .....	27
1. Independent Variable (X).....	27
2. Dependent variable (Y).....	27

B. Research Location .....	27
C. Subject of the Study .....	28
D. Action Plan.....	28
1. Cycle 1 .....	30
2. Cycle 2 .....	33
E. Data Collection Technique.....	35
1. Test.....	35
2. Observation .....	35
3. Documentation .....	36
4. Field Note.....	36
F. Data Analysis Technique .....	36
G. Indicators of Success.....	37
<b>CHAPTER IV RESEARCH FINDING AND DISCUSSION.....</b>	<b>38</b>
A. The Profil of Reasearch .....	38
1. Description of the Research Location.....	38
2. Description of the Research Data .....	44
B. Dicussion.....	66
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>75</b>
A. Conclusion.....	75
B. Suggestion .....	76
<b>BIBLIOGRAPHY .....</b>	<b>77</b>
<b>APPENDICES</b>	
<b>BIOGRAPHY</b>	



## LIST OF TABLES

Table 1. The data of Pre Survey .....	2
Table 2. Table of Frequency Students` Score .....	4
Table 3. The components of writing measurement .....	15
Table 4. Facilities and Infrastructure of MA DaulA`mal.....	40
Table 5. The Teachers and Staff Names in MA DarulA`mal .....	41
Table 6. The Student Quantity at MA DarulA`mal.....	42
Table 7. The Result of Pre-test Score of Descriptive Cycle I .....	45
Table 8. Percentage of Students Writing Descriptive Text Pre-test.....	47
Table 9. The Schedule of Action in Cycle 1 .....	48
Table 10. The Result of Students Post-Test 1 Score in Cycle I.....	50
Table 11. Percentage of Students Writing Descriptive Text Post-test 1 Score in Cycle 1 .....	51
Table 12. The Students` Activities in Cycle I.....	53
Table 13. The Comparison between Score of Pre-Test and Post-Test I .	55
Table 14. The Comparison Score of Pre-Test and Post-Test I.....	55
Table 15. The Schedule of Action in Cycle II .....	58
Table 16. The Result of Students Post-Test 2 Score in Cycle II.....	60
Table 17. Percentage of Students Writing Descriptive Text Post-test II Score in Cycle II .....	61
Table 18. The Students` Activities in Cycle II.....	62
Table 19. The Comparison between Score of Post-Test in Cycle I and And Post Test II Score in Cycle II.....	64
Table 20. The Comparison of Student Post-Test I Score in Cycle I and Post-Test II Score in Cycle II .....	65
Table 21. The Comparison of Writing Descriptive Text of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II .....	69
Table 22. The Comparison of Writing Descriptive Text of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II .....	70
Table 23. Table of student Activities in Cycle I and Cycle.....	71

## LIST OF FIGURES

Figure 1. The Language dialog box .....	22
Figure 2. Example of spelling and grammar suggestion by Microsoft word .....	23
Figure 3. Kurt Lewin's Action Research Design .....	30
Figure 4. The Organization Structure of Ma DarulA'mal 2017/2018 ....	43
Figure 5. The Organization Structure of Ma DarulA'mal 2017/2018 ....	44
Figure 6. Percentage of Students Writing Descriptive Text Pre-Test Score in Cycle I .....	47
Figure 7. Percentage of Students Writing Descriptive Text Post-Test I Score in Cycle I .....	52
Figure 8. Percentage of Students Activities in Cycle I .....	54
Figure 9. The Comparison of Students Pre-Test and Post-Test I Score in Cycle I .....	56
Figure 10. Percentage of Students Descriptive Text Post-Test I I Score in Cycle I .....	61
Figure 11. Percentage of Students Activities in Cycle II .....	63
Figure 12. The Comparison of Students Writing Descriptive Text Post-Test I Score and Post-Test II Score in Cycle II .....	65
Figure 13. The Comparison Score of Students Writing Descriptive Text Post-Test I in Cycle I and Post-Test II Score in Cycle II .....	70
Figure 14. Figure of Students Result of Learning Activity in Cycle I and Cycle II .....	72

## LIST OF APPENDICES

Appendix 1. Lesson Plan .....	81
Appendix 2. Teacher Observation Sheet .....	89
Appendix 4. Answer Sheet on Pre-test.....	90
Appendix 5. Answer Sheet of Post test I .....	91
Appendix 6. Answer Sheet of Post test II .....	92
Appendix 7. Writing Skill Observation Guidance .....	93
Appendix 8. Attendance List Pre-test.....	96
Appendix 9. Attendance List Post test I.....	97
Appendix 10. Attendance List Post test II.....	98
Appendix 11. Documentation .....	99

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Language is one of the most important things in communication and it is used as a tool communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. English becomes important in today's era as a means of transferring science, technology, art, culture, and to maintain good relationship with others countries.

Moreover, English also called as the target language has to teach in Indonesian School. English is teaching at school from Elementary School, Junior High School and Senior High School to University as a foreign language. In fact, there are four basic skills that must mastered by students they are listening, speaking, reading, and writing.

Meanwhile, writing is one of the important skills which are taught in school. Writing is universally acknowledge is insparable part in human life. In everyday living, writing activities are greatly needed. For instance, people often include writing in sending message, making shopping note, and sending letter. In addition, writing is widely incorporated various gender of paragraph namely descriptive, persuasive, narrative, and argumentative.

Descriptive text is a text which purpose is to describe and reveal a particular person, place or thing. The written of descriptive paragraph be able

to make the readers can understand what the text mean. In learning descriptive text, students have difficulties. Students confused to write the topic which has been given by the teacher. They are confused to write their idea about the topic.

In another case, the students are difficult to express the idea. That is important matter for the students to make something that students want to write. Besides of that, the teacher usually thought the lesson by using the way which is more conventional so the students are bored to attended the lesson. Then, most of the students also have difficulties in expressing idea in writing because of the students have lack of vocabulary.

Next, the researcher also conducted a pre-survey to find out the writing problem experienced by students at eleventh grade of MA Darul A'mal Metro which located in Jl. Pesantren Mulyojati 16b, west Metro, Metro City. The pre-survey was done on September 24<sup>th</sup> 2020. The researcher got the result as follows:

**Table 1**

The data of Pre Survey in Writing of the eleventh Graders  
of MA Darul A'mal Metro

No	Name	Score	Category
1	A	51	Incomplete
2	ALN	51	Incomplete
3	DH	50	Incomplete
4	DPH	75	Complete

5	EP	48	Incomplete
6	ER	74	Complete
7	HA	50	Incomplete
8	IAZ	51	Incomplete
9	IK	75	Complete
10	IT	54	Incomplete
11	JNR	51	Incomplete
12	KQF	51	Incomplete
13	LAA	51	Incomplete
14	NA	53	Incomplete
15	RA	51	Incomplete
16	SEP	49	Incomplete
17	SE	77	Complete
18	WRS	49	Incomplete
19	MRP	50	Incomplete
20	WN	53	Incomplete
Total		1114	
Average		55,7	Incomplete

Source: The English teacher archive, taken on September 24<sup>th</sup> 2020 in MA Darul

A'mal Metro

**Table 2**

Table of Frequency Students` Score

<b>No.</b>	<b>Score</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
1	>70	Complete	4	20%
2	<70	Incomplete	16	80%
Total			20	100%

The English minimum passing grade in this school is 70. It means that the students who got the score under 70 do not complete. Based on the data above, the students have low score in English teaching. There were only 4 students complete from 70, and 16 students incomplete from 70. Then, most of the students also have difficulties in expressing the idea in writing skill because of the students have lack of vocabulary.

Based on that problem, the researcher interests to conduct a research about improving the students descriptive writing skill by using language feature in microsoft word. The researcher choosing this media because the researcher assumes that language feature is an effective media for students, so that the students are able to improve writing skill.

Language feature are feature in Microsoft word that can correct false sentence or word in the text. In this research language feature chosen to practice in developing students' writing skill because it is a helpful media in

teaching writing. By the correction of language feature in Microsoft word, the students are expected to be able understanding the intended information.

### **B. Problem Identification**

Based on the background of the problem, the researcher found some students problems in writing, such as:

1. Students not have much motivation to write.
2. Most of the students get low score in writing.
3. The students are passive in learning process.
4. The students feel bored in the class so the students could not improve their writing material.

### **C. Problem Limitation**

Based on the problem identification, the students got difficulties in writing, so the researcher on teaching descriptive writing skill use language feature in Microsoft word to Improve the writing skill at the Eleventh Graders of MA Darul A'mal Metro in the Academic Year of 2020/2021.

### **D. Problem Formulation**

Based on the background of study and problems identification above, the researcher formulates the problem in this research is “Can the language feature in Microsoft word Improve the Students Writing Skill and their learning activities of the Eleventh graders of MA Darul A'mal?”



## **E. The Objective and Benefits Of the Study**

### 1. The objective of the Study

The objective of this research is to know whether the language feature in Microsoft word can improve students Writing Skill and their learning activities at the eleventh graders of MA Darul A'mal Metro.

### 2. The benefits of the Study

#### a. For the students

- 1) As an effective media to improve students writing skill.
- 2) As facilitator to help the students in wrting skill. The students can express students idea.

#### b. For the English teacher

- 1) As information for the English Teacher, that language feature media will effective to be used in teaching writing.
- 2) This research will develop the teacher ability in teaching process, especially in teaching writing.

#### c. For other researchers

As the reference in order to build a prior knowledge and give a new idea for conducting the research.

## **F. Prior Research**

This research will be done based on the consideration some prior research in the same topic. The first prior research has been conducted by Ibnu Wijayanto in his research entitled "Improving Students Writing Ability Through The Use Of Spelling And Grammar Checker in

Microsoft Word 2007 At MAN 2 Tulungagung.<sup>1</sup> The firsts prior research and this study had similarities and differences. The similarities is research method use CAR and the differences is the first prior research about writing ability; while this study about writing skill. Wijayanto conclude that spelling and grammar checker in Microsoft word was motivated students and effective in improving students writing ability especially grammar, spelling, and punctuation. From the first prior research, researcher find that using spelling and grammar checker in Microsoft word is really helpfull to improving students writing skill in eleventh grader of MA Darul A'mal Metro.

The second prior research is by Samir Al Jumaily entitled "Improving My Students' Writing Skill: An Intensive Course for ESL Learners by Using Process-Approach to Writing with the Assistance of Computer Word Processor".<sup>2</sup> The second prior research and this study has similarities in writing skill and the research method use CAR. The second prior research and this study also has differences. The second prior research using word processor in Microsoft word included spelling and grammar checker; while this research focus on language feature in Microsoft word spelling and grammar checker.

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<sup>1</sup> Ibnu Wijayanto, 3213103075. *Improving Students Writing Ability Through The Use Of Spelling And Grammar Checker in Microsoft Word 2007 At MAN 2 Tulungagung.* (Tulung Agung: The state islamic institute of Tulung Agung, 2014).

<sup>2</sup> Samir Abdulmir Aljumaily, *Improving My Students' Writing Skill: An Intensive Course for ESL Learners by Using Process-Approach to Writing with the Assistance of Computer Word Processor*, *International Journal of English Language Teaching*, (Cambridge International Schools, 2014).

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. The Concept of Writing

##### 1. Definition of Writing

The meaning of writing in Oxford Advanced Learner's Dictionary is: 1) the activity of writing, in contrast to reading, speaking, etc. 2) the activity of writing books, articles, etc, especially as a job. 3) Books, articles, etc. 4) writing is a group of pieces of writing, especially by a particular person or on a particular subject. 5) Words that have been written or painted on sty 6) the particular way in which as forms letters when they write.<sup>3</sup> Perry explain that writing can be a tool for communicating and learning in content area subject.<sup>4</sup> It means that content is one of important aspect in writing that must be mastered by a writer.

Writing is one of the important skills that should be mastered by a learner, because it is applied in many aspect of lesson. Talking about writing skill there are so many explanation of experts. Mike Fleming and David Stevens also defined that writing is an important controlling mechanism, a means of achieving orderly discipline in many lessons.<sup>5</sup> Ismail also explain that the process writing of the past sufficiently dealt

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<sup>3</sup> A.S Hornby , *Oxford Learner's Dictionary 8<sup>th</sup> ed*, Oxford University Express, (New York, 2010), p.1723

<sup>4</sup> Perry D Klein, *A framework for content area writing: mediator and moderators*, ( *Journal of writing research* 2), The University of western Ontario, Canada: 2010), p.1

<sup>5</sup> Mike Fleming and David Stevens, *English Teaching in the Secondary School*, (New York: Routledge, 2010), p.89.

with linguistic knowledge, such as grammar and the organization of content, as much as necessary. Even though the final stage of editing addressed some mechanical features of language, it is mainly concerned with the skills of processing ideas like planning and drafting.<sup>6</sup> It means that writing is expressing the ideas and conveying the message. In expressing the ideas, a writer should explore their thought to make readers' interest in their writing. It makes the readers understand the messages clearly.

From the definition above writing is writer idea that writer write down on the paper in order the other people know what writer want in writer brain according to five aspect in writing; there are content, language use, organizing, vocabulary and mechanics.

## **2. Definition of Writing Skill**

Writing is very complex skill and difficult to master. The students should know more on the language itself, the vocabulary, the grammatical structure, and the characteristics of good writing. Writing is the one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students.<sup>7</sup> Robert P. Yagelski explains, writing skill is innate or exclusively the result of individual effort. This trust leads many students, to believe that students

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<sup>6</sup> Ismail Ibrahim Elshirbini Abd-ElFatah Elashri, *The Effect of the Genre-Based Approach to Teaching Writing on the EFL Al-Azhr Secondary Students' Writing Skills and their attitudes towards writing*, (Mansoura University: 2013), p.8.

<sup>7</sup>Javed, Juan, and Nazli, "A Study of Students' Assessment in Writing Skills of the English Language", *International Journal of Instruction* Vol.6, No.2,(2013) p.130.

don't have the skill to write or writing is something that students have figure out exclusively on their own.<sup>8</sup> In other words, the students should study harder in learning how to write well.

Writing as a skill is defined as a productive written language skill. On the opposite, writing a text is a piece of written information. "Written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally".<sup>9</sup> It means that writing is a process of communication which uses a conventional graphic system to convey a message to reader that should be learnt that cannot be mastered naturally. In this process, in order to have Skill of writing someone should know the step of arranging letters, word, sentences, paragraphs, and text by using knowledge of structure and some other related to one another.

From the definitions above it can be concluded that writing skill that can be learnt by anyone who wants to learn it similar to others skills, it is means that everyone can understand and learn. In writing skill students must mastering the concept. Mastering writing means that mastering other skills that can help and support the writing skill. If these skills are well learnt and mastered, writing skill can be successfully acquired.

### **3. Kinds of Writing**

Alice explained that there are three kinds of writing namely academic writing, personal writing, and creative writing. Academic

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<sup>8</sup>Robert P. Yagelski. *The Essential of Writing Ten Core Concepts*. (USA: CengageLearning,2015).p.48

<sup>9</sup>H.Douglas Brown, *Teaching by Principles*. (San Fransisco: State University,2011),p.335.

writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing and personal writing. Creative writing is the kind of writing you do when you write stories. Personal writing is the kind of writing you do when you write letters or e-mails to your friends and family.<sup>10</sup> Besides that, creative writing and personal writing are informal and academic writing is formal. Academic writing is divided into four parts there are:

- 1) The writing process, guides students from the initial stage of understanding the essay title, through note taking and paraphrasing, to the organization of the essay and finally proof-reading.
- 2) Elements of writing, deals with the skills that are needed for most types of assignment, such as making comparisons, giving examples and describing graphs.
- 3) Accuracy in writing, gives remedial practice in those areas that students often find confusing, such as using articles, passives or prepositions.
- 4) Writing models, offers examples of the type of writing that students commonly need, including letters and survey reports as well as essays.<sup>11</sup>

Beside that personal writing is subjective; it means that personal writing is based on personal opinions or feelings rather than facts or evidence.

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<sup>10</sup> Alice Oshima & Ann Haque, *Introduction to Academic Writing*, (The United State of America: Longman, 2011), 4th Edition, p.3

<sup>11</sup> Alice Oshima & Ann Haque, *Introduction to Academic Writing*, p.8.

#### 4. Types Of writing

##### a. Descriptive

Descriptive text is one of genres requested by high school students to master. This allows the teachers in the classroom to be able to deliver it well.<sup>12</sup>

##### b. Narrative

Narrative is story writing. When you write a narrative paragraph, you write about events in the order that they happen. In other words, you use time order to organize your sentences.<sup>13</sup>

##### c. Argumentation

Argumentation is a text in which you agree or disagree with a problem, using reasons to support your opinion; your goal is to convince your reader that your opinion is right. It means that argumentation is used to make a case or to prove or disprove a statement or proposition.

##### d. Expository

Expository text is critical growth in writing skill and most urgent to rank normal achievers; the skill to write, comprehend, and analyze main idea, major idea, and supporting details. They answer questions like

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<sup>12</sup> Eko Noprianto, *Students Descriptive Text Writing in SFL perspectives*, (IJELTAL: 2017).P.1.

<sup>13</sup>Ibid,p.4.

What, Why, How, What was the cause, the effect, Like what, unlike what.<sup>14</sup>

## 5. Definition of Descriptive Text

Description is writing that creates a clear and vivid impression of the topic. Description translates your experience of a person, place, or thing into words, often by appealing to the physical senses: sight, hearing, smell, taste, and touch.<sup>15</sup> According Gayle and Lawrence that effective description creates image in the reader's mind by using specific details.<sup>16</sup> In other definition, descriptive text is a text which describes a particular person, place or thing. In the descriptive text consists of the following structure.

1. Identification identifies the thing to be described.
2. Description, describes parts, qualities, characteristics of something to be described.<sup>17</sup>

Moreover, according Susan Anker in his book, there are four basics of good description:

1. It creates main impression (An overall effect, feeling, or image the topic).
2. It uses specific examples to supports the main impression.

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<sup>14</sup> Masoumeh akhondi, *How To Teach Expository text structure to facilitate writing skill*, (The writing teacher 64, 2011) ,p.371.

<sup>15</sup> Jany Li and Mark Chignell, *Birds of a feather: How personality influences blog writing and reading*, ( International journal of Human-Computer studies 68 (9), 2010), p.589.

<sup>16</sup> Gayle Feng, and Laurance Checkeet, *The Write Start Sentence To Paragraph*, (Boston: Wadsworth, 2010), p.159.

<sup>17</sup> Nur Zaida, *Bright*, (PT.Gelora Aksara Pratama: Erlangga, 2013), p.151.



3. Supporting those examples with detail that appeal to the five senses: sight, hearing, smell, taste, and touch.
4. Bringing a person, place, or physical object to life for the reader.<sup>18</sup>

Permata also defined about language features of a descriptive text are; simple present tense, adjective, and has/have.<sup>19</sup> Based on the explanation above, the researcher concludes that descriptive is text which describes person, place and thing. The purpose of this text is transferring the experience what they see, read, or feel.

## 6. Process of Writing

Writing is not easy, more than picking up a pen and putting the words on paper writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stage. Ismail Ibrahim said that the writing process is criticized as follows, firstly despite the theoretical recognition of writing as a recursive process; it is still the case that, in many classrooms, writing continues to be presented as a linear sequence of planning, pre-writing, writing, revising and publishing.<sup>20</sup> The stages of the writing process are prewriting, drafting, revising, editing, and publishing.<sup>21</sup> So, when the learners want to write, must know the steps of writing process.

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<sup>18</sup> Susan Anker, *Real Writing With Readings.*, p.155.

<sup>19</sup> Permata, *Bahasa Inggris*, (CV. Lima Utama Grafika: Klaten, 2013), p.53.

<sup>20</sup> Ismail Ibrahim Elshirbini Abd-ElFatah Elashri, *The Effect of the Genre-Based Approach to Teaching Writing.*, p.7.

<sup>21</sup> Terri Hessler, *teaching Writing for keeps, educational and treatment of children*, (Columbus: the Ohio State University, 2007). P.3.

## 7. The Measurement of Writing

There are measurements in writing ability. Batoul defined that scripts are rated on five aspect of writing: content, organization, vocabulary, language use, and mechanics.<sup>22</sup>

**Table 3**

**The components of writing measurement**

Score	Level	Criteria
Content	30-27	<b>Excellent to very good:</b> knowledgeable; substantive; thorough development of thesis; relevant to assigned topic
	26-22	<b>Good to average:</b> some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks detail
	21-17	<b>Fair to poor:</b> limited knowledge of subject; little substance; inadequate development of topic
	16-13	<b>Very poor:</b> does not show knowledge of subject; non-substantive; non pertinent; or not enough to evaluate
Organization	20-18	<b>Excellent to very good:</b> fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive

<sup>22</sup>Batoul Ghanbari, et al. "Rating Scales Revisited: EFL Writing Assessment Context of Iran under Scrutiny" Language Testing in Asia, (Iran: English Department, Faculty of Foreign Languages, University of Isfahan, Issue one), NO. 2/Februari 2012, p.94

	17-14	<b>Good to average:</b> somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	13-10	<b>Fair to poor:</b> non-fluent; ideas confused or was connected; lacks logical sequencing and development
	9-7	<b>Very poor:</b> does not communicate; no organization; or not enough to evaluate
Vocabulary	20-18	<b>Excellent to very good:</b> Sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	<b>Good to average:</b> adequate range; occasional errors of word/idiom form, choice, usage; but meaning not obscured
	13-10	<b>Fair to poor:</b> limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	<b>Very poor:</b> essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language Use	25-22	<b>Excellent to very good:</b> effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns,

		prepositions
	21-18	<b>Good to average:</b> effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	<b>Fair to poor:</b> major problems in simple constructions; major problems in complex constructions; frequent errors agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured
	10-5	<b>Very poor:</b> virtually no mastery of sentence construction rules; dominated b errors; does not communicate; or not enough to evaluate
Mechanics	5	<b>Excellent to very good:</b> demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	<b>Good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	<b>Fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, poor

		handwriting, meaning confused or obscured
	2	<b>Very poor:</b> no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or no enough to evaluate paragraphing,-handwriting illegible, -or not enough to evaluate.

Source: Batoul Ghanbari, et al.<sup>23</sup>

In conclusion, there are some criteria to measure the students' especially in writing skill in each writing score and level of score for each criteria. And all of the score criteria it can be the total score of students' writing skill.

## B. The Concept of Language Feature in Microsoft Word

### 1. Definition of language feature

Language is a tool to interact or tools to communicate, in a sense, means to convey thoughts, ideas, concepts, or even a feeling. The concept that language is a tool to convey the thought has had a long history<sup>24</sup>. According to Rob Pope, language is a term which is used to mention many different things. Language can be spoken, written, printed and otherwise recorded words.<sup>25</sup> Meanwhile, Brown states that language is

<sup>23</sup> Batoul Ghanbari, et al. "Rating Scales Revisited: EFL Writing Assessment Context of Iran under Scrutiny" p.98.

<sup>24</sup> Abdul. Agustina. *Sosiolinguistik pengenalan awal*, (Jakarta: Rineka Cipta, 2011), p.15

<sup>25</sup> Rob Pope, *The English Studies Book: An Introduction to language, Literature and Culture*, 3<sup>rd</sup> edition (Routledge, New York, 2013) p. 55

a system of arbitrary conventionalized vocal, written, or gestural symbols to communicate understandably with one another.<sup>26</sup> Therefore, based on the above description, language is the term which is used to communicate with one another by spoken, written, or gesture.

Language feature is linguistic elements contain in a text. The language feature of a text differ depending of the shape of the text. Language feature help you to understand what the writer is saying. The writer usually uses different language techniques to convey his message. Nicole Haag states that language feature were significantly correlated with each other and with differential item functioning.<sup>27</sup>

## 2. The Function of Language

As the instrument of social interaction, language becomes an entity which is not monolithic because, finally using language deals with the factors out of the language internal structure such as sociologic factors. Gloria said that language is both a biological and cultural phenomenon. Our aim here is to discuss, in a evolutionary perspective, the articulation of these two aspect of language.<sup>28</sup> Language must be investigated in all the variety of its functions. At the time people talk about language functions, they are talking about the reason for using language. At its most basic, the function of language is

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<sup>26</sup> H. Douglas Brown, *Language assessment: principle and classroom practice*, pearson education, (Longman, New York, 2010) p. 5

<sup>27</sup> Nicole Haag, *second language learners' performance in mathematics: disentangling the effects of academic language feature*, (learning and instruction, 2013). P.24.

<sup>28</sup> Gloria Origgi, *evolution, communication, and the proper function of language*, ( Paris: University of Bologna, 2000).p.2.

communication or usually called by speech function; people use language to give and receive messages between themselves.<sup>29</sup> It means that language is the tool of communication with other.

### 3. Definition of Microsoft word

Microsoft Word is the word processing component of the Microsoft Office Suite. It is used primarily to enter, edit, format, save, retrieve and print documents. Galletta explain about the computer software applications consist of many features (font size, text style, colour, WordArt and many others ) and tools (spelling checker and grammar checker) for the users to enhance their works and improve their presentations. Galletta reported that the spelling and grammar checkers are common utilities found in many software packages.<sup>30</sup>

The first tool to be described is the spelling checker. The user is prompted by the spelling checker to review individual words with incorrect spelling by instantaneously underlining the words with a squiggly red line (indicator of misspelt words) while they are writing.<sup>31</sup> When the user sees the prompts on the screen, places the mouse pointer on the underlined word and right clicks to access the information.

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<sup>29</sup> Afrah Hasan, Amani Jabbar, *functions of language*, (university of Al qadissiya, 2018).p.10.

<sup>30</sup> Galletta, Dennis F. 'Does Spell-Checking Software Need a Warning Label?' *Communications of the Association for Computing Machinery Journal*. Volume 48. No. 7(2014). Pages 82.

<sup>31</sup> Hartley, Tynjala. 'New Technology, Writing, Learning and Assessment'. In Päivi Tynjälä, Lucia Mason and Kirsti Lonka (Eds.). *Writing as a Learning Tool: Integrating Theory and Practice*. (Boston: Kluwer Academic Publishers, 2013). P 85.

Groups of words with grammatical errors are underlined with a squiggly green line as an indicator of sentence structure issues. A grammar checker is used to check for grammar, writing style, and sentence structure errors, but not all identified groups of words are necessarily ‘wrong’. A style feature such as passive voice may be underlined in a decontextualised attempt to make writing ‘simpler’.<sup>32</sup> It means that the tool can check documents for excessive use of a word or phrase, identify sentences that are too long, and find words that are used out of context.

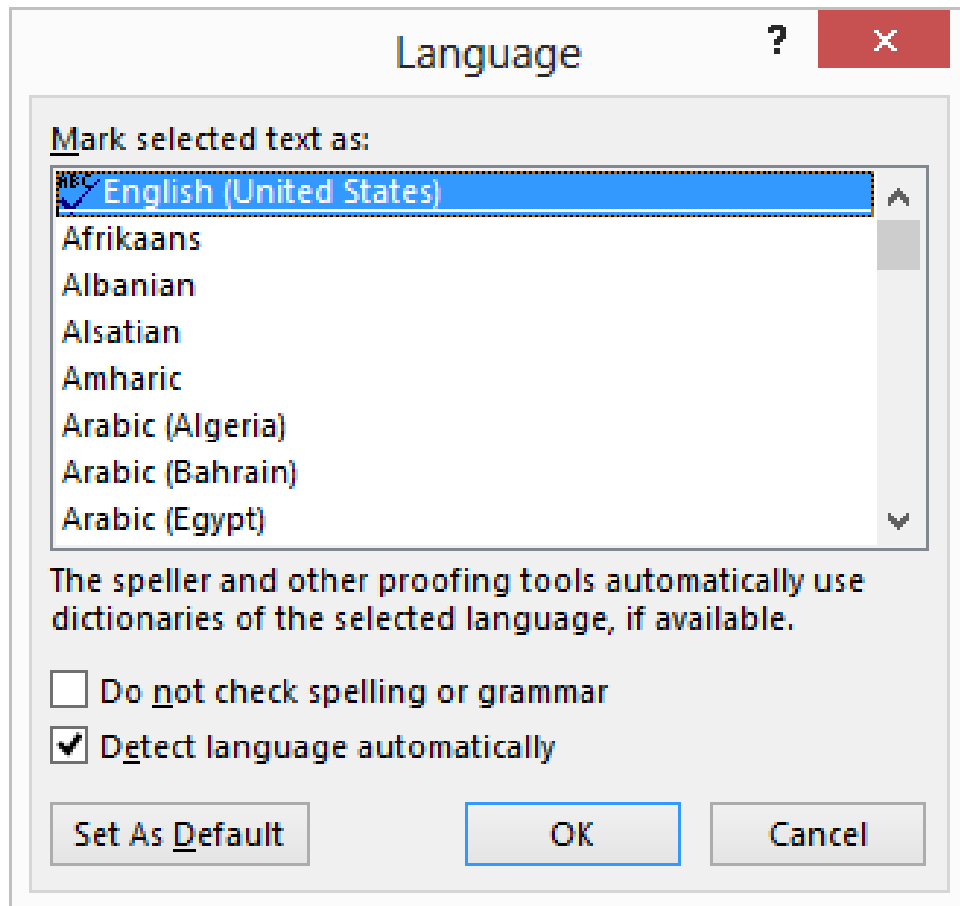
To activate spelling and grammar checker, you can follow these steps:

- a. Select the paragraphs or defined style for which you want to change the language.
- b. Display the Review tab of the ribbon.
- c. If you are using Word 2007 click the Set Language tool in the Proofing group. If you are using Word 2010 or Word 2013 click the Language tool in the Language group and then click Set Proofing Language. Word displays the Language dialog box.

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<sup>32</sup>Hartley, Tynjala. ‘*New Technology, Writing, Learning and Assessment*’, Pages 162.





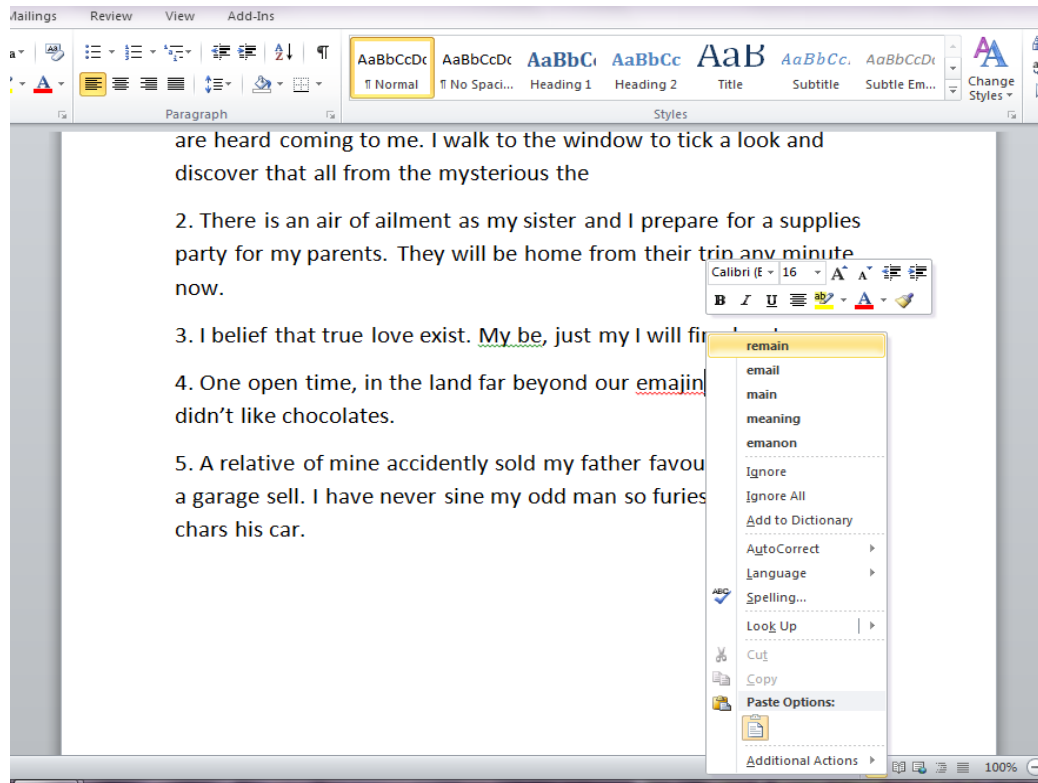
**Figure 1.** The Language dialog box.

- d. Select a language from those in the language list.
- e. Click on OK.

After the spelling and grammar checker in Microsoft word was ready, there are some steps must be follow by students:

- a. Students start to rewrite the descriptive written text from the paper to the Microsoft word.
- b. Microsoft word will give correction to the false text; red wavy line in false spell and blue wavy line in false grammar.

- c. Click the wavy line in the text, Microsoft word will give some word suggestion according to line word.



**Figure 2:** Example of spelling and grammar suggestion by Microsoft word

- d. The students click the correct word from Microsoft word suggested.
- e. Do repeatedly until there is no wavy line red or blue.

The students must careful in choose the correct word, because there are some word suggest from Microsoft word. The students must know what word students mean in the text to get good written text.

#### 4. The Advantages and Disadvantages of Language Feature in Microsoft Word

The effectiveness of using technologies in language teaching has been investigated. For example, Tamara P Tate conducted a study on the

use of computer in teaching writing. By using computers, students will be able to correct mistakes with the aid of spelling and grammar checkers.<sup>33</sup> Therefore, the researchers concluded that the use of spelling checkers is useful for weaker students who have poor writing skills.

There are some disadvantages of this feature according to Blossom Manchanda; need a lot of manual effort, increases cognitive load on the human analyst and also increases the degree of ambiguity in the grammar, and requires complete grammar rules to cover all types of errors.<sup>34</sup> It means that students must know what the word they mean.

When students are able to learn from their mistakes, they will further improve their mastery of writing skills. Constructive and immediate feedback helps them to have a better understanding of grammar in writing and also enables them to get rid of poor writing habits. Students are able to reflect upon their errors and correct them when they can get an immediate response every time they write.

### **C. Teaching Writing By Using Language Feature in Microsoft Word**

A set of effective teaching examples can be developed after examining all variations of the target skill required in each generalization setting. The following are suggestions for teaching enough examples during the writing process: *Prewriting*; During the prewriting stage, students can be taught to plan and organize their writing using a variety of graphic organizers, such as

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<sup>33</sup> Tamara p Tate, *the effects of prior computer use on computer-based Writing*, (Computer and education, 2016), p.101.

<sup>34</sup> Blossom Manchanda, *Various technique used for grammar checking*, ( International Journal of Computer Application and Information Technology, 2016), p 177.

semantic maps to explore a concept, story maps to plan a fiction piece, or a Venn diagram for compare/contrast compositions. *Drafting*; Using several examples of different graphic organizers, teachers can show students how to translate their planning notes into text. *Revising/editing*; This will help students acquire the range of complex skills required for effective writing. *Publishing*; In terms of promoting generalized outcomes, publishing opportunities can be a form of unpredictable reinforcement and can sample a range of venues.<sup>35</sup>

Language feature helps to understand what the writer is saying and the written text will be easy to understand by the reader. Microsoft word can automatically check documents for spelling and grammar errors. These errors are indicated by colored wavy lines. The red line indicate a misspelled word, the blue line indicates a grammatical error, including misused words and ignore will skip the word without changing. Laura Acklen explain that word makes some corrections that define on the autocorrect entries, which are covered in more detail use automatic spelling and grammar checker.<sup>36</sup> It means that by applying spelling and grammar checker in Microsoft word the students can got good written text.

Galletta explain about the computer software applications consist of many features (font size, text style, colour, WordArt and many others ) and tools (spelling checker and grammar checker) for the users to enhance

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<sup>35</sup> Terri Hessler, teaching Writing for keeps, *educational and treatment of children*, (Columbus: the Ohio State University, 2007). P.14.

<sup>36</sup> Laura Acklen, "*Absolute Beginner's Guide to Microsoft office 2003*". (gramedia: Que Publishing, 2014).p 234.

students works and improve their presentations. Spelling and grammar checkers are common utilities found in many software packages.<sup>37</sup> In addition, the easiest way to correct spelling mistakes is to right click any word that has blue wavy underline and red wavy underline.

#### **D. Action Hypothesis**

Based on the frame of theory, the researcher formulates the action hypothesis as follow: By Using Language Feature in Microsoft word will be able to improve students descriptive writing skill of the eleventh graders of MA Darul A'mal Metro.

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<sup>37</sup> Galletta, Dennis F. 'Does Spell-Checking Software Need a Warning Label?' *Communications of the Association for Computing Machinery Journal*. Volume 48. No. 7(2014). Pages 82.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. The Operational Definition of Variable**

Operational definition of variable is variables that used in this research. The indicators included in a variable are result of the synthesis theory, which used on the theoretical review.

Variable study consists of two variables. The object of study in this study include two variable, they are independent variable and dependent variable. Independent is the variable that selected, manipulated, and measured by the researcher. The two variables explained as follows:

##### **1. Independent Variable (X)**

Independent variable is a variable that functions to influence to the other variable. The independent variable in this study is language feature in Microsoft word. Language feature in Microsoft word will be effective to improve the students writing skill.

##### **2. Dependent variable (Y)**

Dependent variable is variable can be influenced by an independent variable. Dependent variable in this study is the students` descriptive writing skill. Writing skill defined as activities to understanding.

#### **B. Research Location**

The research location of the study is in MA Darul A`mal, which is located in Mulyojati village, West Metro, Metro City. The English teacher name is Mrs Husnil Fajariah, S.Pd. It is one of the schools which have not been

implemented Language feature media yet. The researcher will ask to the teacher as the collaborator in this study that the function is as controller in teaching process. Therefore, the researcher will be easy to know the students development in teaching learning process.

### C. Subject of The Study

The subject of this study is the students of the eleventh grader of MA Darul A'mal Metro. Below the data about the subject:

**Table 4**  
**Data of the Subject of the Study**

No	Class	Sex		Total
		Male	Female	
1.	XI IPS 3	0	20	20

Data above explained that there are 20 female students in the eleventh graders. The total of the subject are 20 students. The researcher chooses the eleventh graders as subjects of the study based on suggestion from the teacher because most of the students are very low especially in writing skill.

### D. Action Plan

This research applied the classroom action research because the researcher wants to know whether language feature in microsoft word as media has improving students' descriptive writing skill. Anne explains that Action Research is to intervene in a deliberate way in the problematic situation in

order to bring about changes and even better improvements in practice.<sup>38</sup> Muslich stated that, “classroom action research is systematic inquiry with the goal of informing practice in a particular situation”.<sup>39</sup> It means that teacher with directive gave action research from teacher that was done by students.

The purpose of action research is to generate living theories about how learning has improved practice and informing new practices. The main social purpose of action research included the following:

1. It aims to improve workplace practices through improving learning.
2. It aims to promote the ongoing democratic evaluation of learning and practices.
3. It aims to create good social orders by influencing the education of social formation.

The research was collaborate with the English teacher of the MA Darul A`mal Metro. Collaborative action research which done together by helping friends. Teacher were encourages to reach their own solution and conduction, this is far more impact than being present with ideals which cannot at trainee. This action is teaching descriptive writing text by using language feature in Microsoft word.

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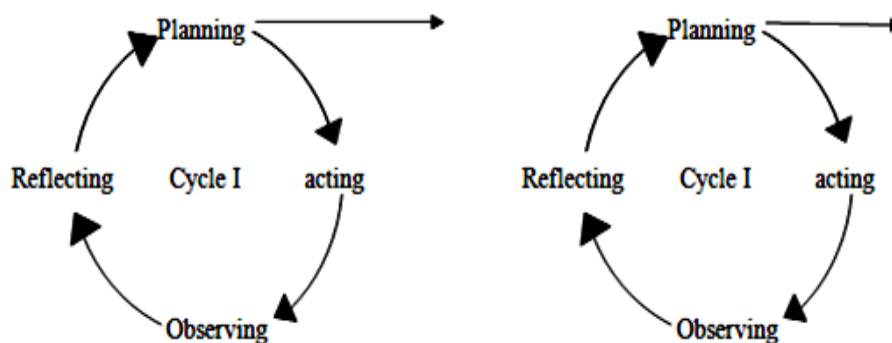
<sup>38</sup> Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (New York: Routledge, 2010).p.2

<sup>39</sup>Gwynn Metteal, *Improving Teaching Through Classroom Action Research, Essays on teaching excellence: Toward the best in the academy*, (South bend: Indiana university, 2002).p.7.



Figure 3

### Kurt Lewin's Action Research Design



Source: Adapted from Jean McNiff<sup>40</sup>

In this classroom action research, the researcher likes to hold the research in two cycles. There are four steps in cycle; they were planning, acting, observing, and reflecting. If the first cycle has failed, the cycle repairs in the second cycle and so on. That could be illustration by these procedures as follows:

#### 1. Cycle 1

##### a. Planning

Planning is the first step of the teaching context and it is prepare before the researcher did the action. Planning that will conduct by the researcher were:

1. The researcher prepared the lesson plan, list of the student's name, materials, and computer as teaching media.
2. Preparing a test and evaluation

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<sup>40</sup>*Ibid*, p.41

**b. Acting**

In the acting, the teaching learning process will done in the eleventh grader of MA Darul A`mal Metro related to schedule of English subject in these graders. Every performance is 2x40 minutes. The researcher finished this research in two cycles. In the cycles the researcher action in three activities, they were:

- 1) Pre teaching activities
  - a) The teacher begins the lesson by greeting to catch students attention.
  - b) The teacher asked the student's condition before begin the learning process and teaching the students by checking the students' list.
  - c) The teacher checks the students' readiness to study.
  - d) The teacher discusses about descriptive text word with student by asking some questions, they were:
    - (1) Have you ever seen this feature before?
    - (2) What does this feature talk about?
    - (3) Where do you see it?
  - e) The teacher introduces descriptive text by using language feature in Microsoft word to the students to help them built their ideas in writing.

2) While activity

- (1) The teacher checked the students' comprehension by asking some questions relate to the lesson.
- (2) The teacher facilitated the students to do reflection to get learning experience.

3) Post activity

- a) The teacher gave feedback to the students toward the process and learning achievement, it could be like giving reward to the students that want to explain anymore about descriptive text.
- b) The teacher concludes or summarizes the lesson together with the students.
- c) The teacher reviews the activity that was done consistently.
- d) The teacher gives home assignment.
- e) The teacher closed the meeting.

After the students are given the treatment in the cycle 1, they were given the post-test. The instrument that is uses has different mode with the instrument that given in the pre test.

**c. Observing**

Observing is the effects of the action in this context. The important things in teaching learning process observe by collaborator by using observation sheet. Moreover, the outlines of

observation in this step such as; students' writing and error, and students' good participant.

#### **d. Reflecting**

Reflecting is the last step of this process the researcher analyzes and discusses observation and the result during teaching learning process. In this step the researcher uses the data for evaluation to make improvement for the second cycle. The cycle 2, will conducts mark up from cycle 1.

### **2. Cycle 2**

#### **a. Planning**

1. The researcher studies of the reflection result in the first action.
2. The researcher discuss about the action that done cycle 2.
3. The researcher arranges the detail plan about the action on cycle2.
4. The researcher collects the subject material and the learning media.

#### **b. Acting**

- 1) Pre teaching activities
  - a) The teacher begins the lesson by greeting to catch students attention.
  - b) The teacher asked the student's condition before begin the learning process and teaching the students by checking the students' list.

- c) The teacher checks the students' readiness to study.
- d) The teacher asked about the material in the first meeting about descriptive text by using language feature in Microsoft word.

2) Post activity

- a) The teacher does the treatment to the students.
- b) The teacher gives the post-test.
- c) The teacher summarizes the post-test.
- d) The teacher close meeting.

**c. Observing**

The Observing was the effects of the action in this context. The important things in teaching learning process were observe by collaborator by using observation sheet. The outlines of observation in this step such as, student's ability in question answer, students' writing and error, and students' good participant.

**d. Reflecting**

The researcher and the collaborator correct and analyze the result of the action. By reflecting, the researcher knows the strength and weakness of the action. In this step, the researcher compares the score distribution of pre-test and post-test, the writer reviews and reflects on the students attitude whether it is positive or negative, enough in the second cycle or need for next second.

## **E. Data Collecting Technique**

### **1. Test**

As the researcher, the researcher used test to collect the data. In this research, the test that use is writing test. The test dividing into two kinds, pre-test and post-test.

#### **1) Pre-test**

The purpose of pre-test is to know the students' achievement before they are given treatment. The writer administrated pre-test in the first meeting of the study in order to find out the initial the differences between the groups who have similar level. The pre-test in this study is in the form of essay.

#### **2) Post-test**

The post-test is given in the last meeting after the treatment in order to find out whether the treatments gave any contribution to the students' achievement in the experimental. The improvement can be seen if the mean score of the experimental test is higher than the control test if there is significant difference between the pre-test and post-test scores of the experimental group.

### **2. Observation**

Observation is a data collection method by observing directly to the object that examined. In this study is used observation sheet. Observation sheet observes the students activates. The purpose of the observation is to explain the situation being investigated; activities, people,

or individuals are involved in data collecting strategy in which the activities of subjects are visually examined.

### 3. Documentation

Documentation is the data collection method which is used to know about the history of the school, the sum of the teacher, official employed, data of the students such as; activities of students, score of students and structure at MA Darul A'mal Metro.

### 4. Field Note

Field note is a note that is used in the study to write the activities during learning process. So, if the teacher is teaching, the collaborator notes everything that happened in the class. This is to know students activities during teaching process.

## F. Data Analysis Technique

The data analyzed systematically to take the average score of the pre-test and post-test. Below is the formula to analyze the data and to get the average:<sup>41</sup>

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$  = Average

$\sum x$  = Total of Score

N = Total of Students

---

<sup>41</sup> Timothy C. Urdan, *Statistic in Plain English 3<sup>rd</sup>*, (London: Lawrence Erlbaum Associates Publisher, 2010), p.8.

To analysis of the class completeness, the researcher use the formula as follow:

$$P = \frac{\sum x}{N} \times 100 \%$$

Where:

P = The class completeness level

$\sum x$  = total students that get score  $\geq 70$

N = Total of Students

Furthermore, to know the students achievement after the test, the study will compare between pre-test and post- test. If 75 % of the students get score at least 70 in the post-test, it means that language feature in Microsoft word can improve the students writing skill. Then, Minimum Standard Criteria (MSC) at the school at least 70 matches the result.

#### **G. Indicator of Success**

The Indicator of the success takes from the process and the result of the learning activities. The research is called successful if 75% of students get standard minimum requirement score (SMR) of 70 and 75% of students active in learning activity. The Minimum Standard Criteria (MSC) at the ma Darul A'mal Metro is 70.



## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Research Result**

##### **1. Description of the Research Location**

The general description that assessed is as the complementary data. It is subjectively concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organisational school.

##### **a. Brief History About the Establishment of MA Darul A'mal**

###### **Metro Barat**

Madrasah Aliyah Darul A'mal is located in Mulyojati Village, Metro City Metro District, established in 1990, founded by the father KH. Khusnan Mustofa Ghufroon and gained support from the surrounding community.

Madrasah Aliyah Darul A'mal Mulyojati who is now include in the Mulyojati district, Central Lampung in blooming into three district/ cities of East Lampung. City Administration Metro and Central Lampung itself this happened in 1999, then in 2000 district/ municipal administrasion Metro in substitute to Metro City and from then on the location of Madrasah Aliyah is set at jalan Pesantren Mulyojati 16 B Kecamatan Metro Barat Kota Metro.

At the beginning of the Madrasah Aliyah Darul A'mal was headed by Dra. Susiyati until 2001 then in the next year headmaster held by Mr.Drs. Hi. Sutrisno until now.

At this time Madrasah Aliyah Darul A'mal is accredited with a Decree (SK) from Ministry of Religious Affair of Lampung Province Number : D/KW/MA/MT/235/2019, and rank "A" with Madrasah Statistic Number .131218720003.

**b. Geographical Location**

MA Darul A'mal Metro Barat is located in geographic area with Lowland category. MA Darul A'mal Metro Barat is in stranded position because of the location of the school located in an area easily accessible and found, as it is close to the highway. In addition, its location is surrounded by a supportive community making MA Darul A'mal become a conducive place for teaching and learning activities.

Located on Jln. Pesantren. Mulyojati Village, Metro District of Lampung Province, with the following restrictions:

- 1) The west side is bordered by highway and residential area.
- 2) East border with river and paddy fields.
- 3) South side adjacent to residential area.
- 4) North side is adjacent to residential area.

**c. Facilities and Infrastructure of MA Darul A'mal Metro Barat**

The facilities and infrastructure of MA Darul A'mal Metro Barat in academic year of 2020/2021 can be identified as follows;

**Tabel 4**  
**Facilities and Infrastructure of MA Darul A'mal Metro Barat**

No	Facilities	Conditions			Total
		Good	Slightly Damaged	Serious Damaged	
1.	Principal room	1			1
2.	Vice principal room	1			1
3.	Teacher room	2			2
4.	OSIS room	1			1
5.	BP room	1			1
6.	Administrasi staff room	1			1
7.	Skill room	1			1
8.	Library	1			1
9.	Computer lab	1			1
10.	Science lab	1			1
11.	Language lab	1			1
12.	Classroom	10	4		14
13.	Principal bathroom	1			1
14.	Teacher bathroom	1			1
15.	Student bathroom	1			1
16.	UKS	1			1
17.	Hall	1			1
18.	Mosque	1			1
19.	Canteen	1			1
20.	Warehouse	1			1
21.	Student dorm	14			14
22.	School keeper house	1			1

<b>Total</b>	<b>50</b>	<b>4</b>	<b>54</b>
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Source: The documentation result of facilities and infrastructure in academic year of 2020/2021

#### d. Teacher and Staff Names in MA Darul A'mal Metro Barat

The teacher and staff names of MA Darul A'mal Metro Barat in academic year 2020/2021 can be identified as follows:

**Table 5**  
**The Teacher and Staff Names in MA Darul A'mal Metro Barat**

No	Name	Sex	Position
1.	Drs. Hi. Sutrisno	Male	Head Master
2.	Kh. Zainal Abidin	Male	Fiqih teacher
3.	Drs. Warsikan	Male	Aqidah akhlak teacher
4.	Wahid Asngari, M.Pd.I	Male	Arabic teacher
5.	Muqorobin ,M.Pd.I	Male	Qur'an hadist teacher
6.	Muhammad Ansori, SHI	Male	Islamic teacher
7.	H. Mustofa, S.Pd.I	Male	Islamic teacher
8.	Zainal Mahmudi, S.Pd. I	Male	Islamic teacher
9.	Lukman Hakim, S.Pd. I	Male	Islamic teacher
10.	Dra. Siti Subha	Female	Treasurer
11.	Zamroni Aly, S.Pd.I	Male	Islamic Teacher
12.	Binti Ngasarotun, M.Pd.I	Female	Economic Teacher
13.	Supriyati, S.Pd	Female	Science teacher
14.	Ngatiman, S.Pd.I	Male	Matematic teacher
15.	Suwarni, S.Pd.	Female	Matematic teacher
16.	Yos Eka Virman, S.Pd	Male	Indonesian teacher
17.	Husnil Fajariah, S.Pd	Female	English teacher
18.	Samini, S.Pd	Female	Indonesian teacher
19.	Dra. Ambar Yogianti	Female	Councilor
20.	Siti Zubaidah, S.Pd	Female	Indonesian teacher
21.	Dwi Pertiwi, S.Pd	Female	Indonesian teacher

22.	Wahadi Guna,SHI	Male	Social teacher
23.	Siti Mudawamah,SHI	Female	Counselor
24.	Elly Prasetyo,S.Pd	Male	Science teacher
25.	Wahyu Titi Pratitis,S.Pd	Male	Science teacher
26.	Meilina Vika H, S.Kom	Female	Computer teacher
27.	Agus Angga Prabowo, S.Pd	Male	Social teacher
28.	Novika Saputri,S.Pd	Female	Science teacher
29.	Johan Iswahyudi, S.Pd	Male	Sport teacher
30.	Mufid Arsyad,M.Pd. I	Male	Science teacher
31.	Tony Wijaya	Male	Social teacher
32.	Julyanto,S.S	Male	English teacher
33.	Muhammad Taufiq	Male	Computer laboran
34.	M. Zakaria Mahmudi	Male	Adminstration staff
35.	Abdul Aziz	Male	Counselor
36.	Mu'arifatul Latifah	Female	Adminstration staff
37.	Ridlo Alfansuri,S.Pd	Male	Matematic teacher
38.	Eko Puji Astuti	Female	Matematic teacher

Source: The documentation result of MA Darul A'mal in academic year of 2020/2021.

**e. The Quantity of The Student of MA Darul A'mal**

The quantity of the students at MA Darul A'mal Metro Barat in academic year 2020/2021 can be identified as follows:

**Table 6**  
**Students Quantity at MA Darul A'mal Metro Barat**

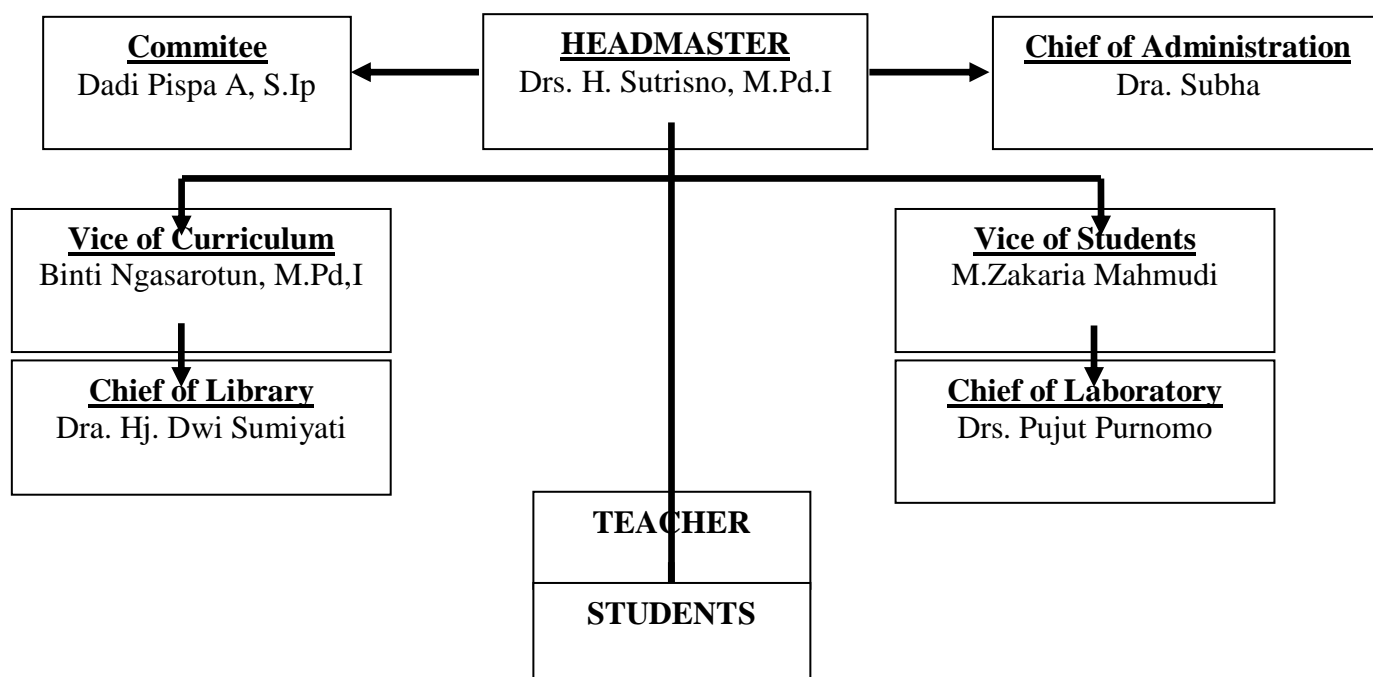
NO	Class	Sex	
		Male	Female
1.	X IPA 1		25
2.	X IPA 2		32
3.	X IPA 3	32	
4.	X IPS 1	32	
5.	X IPS 2		30
6.	X IPS3		30
7.	X IPA 1	34	
8.	XI IPA 2		25
9.	XI IPA 3		30
10.	XI IPS1	36	
11.	XI IPS 2		34
12.	XI IPS 3		28
13.	XII IPA 1		30

14.	XII IPA 2		36
15.	XII IPA 3	35	
16.	XII IPS 1	24	
17.	XII IPS 2	28	
18.	XII IPS 3		30
<b>TOTAL</b>		<b>221</b>	<b>349</b>
		<b>570</b>	

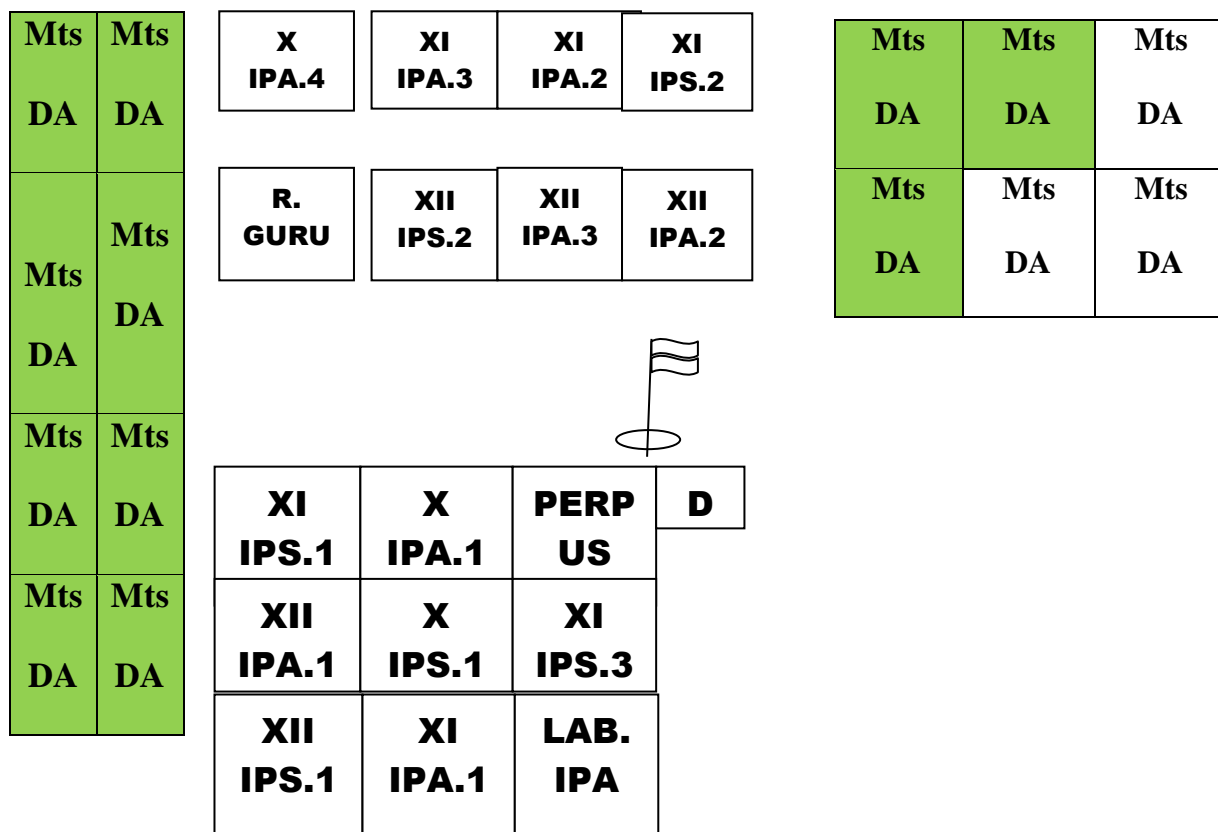
Source : The documentation of MA Darul A'mal Metro Barat in academic year 2020/2021

#### f. Organization Structure of MA Darul A'mal Metro Barat

The organization structure of MA Darul A'mal Metro Barat in academic year 2020/2021 can be identified as follows;



**Figure 4. Organization structure of MA Darul A'mal in The Academic Year 2020/2021**



**Figure 5. The Organization Structure of MA Darul A'mal West Metro**

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

This research was classroom action research, and it was conducted at the Eleventh Grade of senior High School Darul A'mal in the academic years of 2020/2021. This research was conducted in two cycles. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meetings. The students' result of writing descriptive text was gained through a test which consisted of a pre-test and a post-test that was given to the students in the beginning of the research and in the end of each cycle, while the students' activities were gained from the observation of the students' learning activities.

**a. Pre Test**

Pre-test was presented to students which was aimed to find out students' skill before the media was implemented. It was conducted on March, Thursday, 11<sup>th</sup>, 2021 at 10.30-12.00 A.M and it took about 90 minutes. In this meeting the researcher was being an observer and the collaborator was being a teacher.

Firstly, the collaborator open the class by greeting, praying, checking the attendance list, and asking the students' condition. Then, the collaborator gave the explanation to the students about descriptive text for 40 minutes. Afterwards, to measure students skill before giving the treatment, the researcher gave pre-test. The researcher used essay test which consisted of one topic which had to be completed for 40 minutes. Then, the result of pre-test can be seen on the table below :

**Table 7**  
**The Result of Pre-Test Score of Descriptive Text in Cycle I**

NO	Student s Code	Criteria of The Score					TOTAL	Note $\geq 70$
		Cont	Org	Voc	Lang	Mech		
1	A	13	8	9	5	2	37	Incomplete
2	ALNK	13	9	9	5	2	38	Incomplete
3	DH	18	9	13	5	2	47	Incomplete
4	ER	17	13	13	5	3	51	Incomplete
5	DPH	15	12	13	5	2	47	Incomplete
6	EP	13	9	9	5	2	38	Incomplete
7	HA	13	12	9	5	2	41	Incomplete
8	IAZ	13	7	7	5	2	34	Incomplete
9	IK	13	10	9	5	2	39	Incomplete
10	IT	17	9	9	5	2	42	Incomplete
11	JNR	21	15	15	15	4	70	Complete
12	KQF	13	11	13	5	2	44	Incomplete
13	LAA	17	10	13	5	2	47	Incomplete



14	NA	17	13	13	5	2	50	Incomplete
15	RA	15	13	13	5	2	48	Incomplete
16	SEP	21	15	15	15	4	70	Complete
17	SE	20	13	13	5	2	53	Incomplete
18	WRS	13	7	7	5	2	34	Incomplete
19	MRP	13	8	9	5	2	37	Incomplete
20	WN	17	13	13	5	3	51	Incomplete
<b>High Score</b>							<b>70</b>	
<b>Lowest Score</b>							<b>34</b>	
<b>Average</b>							<b>45.9</b>	

**Note :**

Cont : Content

Org : Organization

Voc : Vocabulary

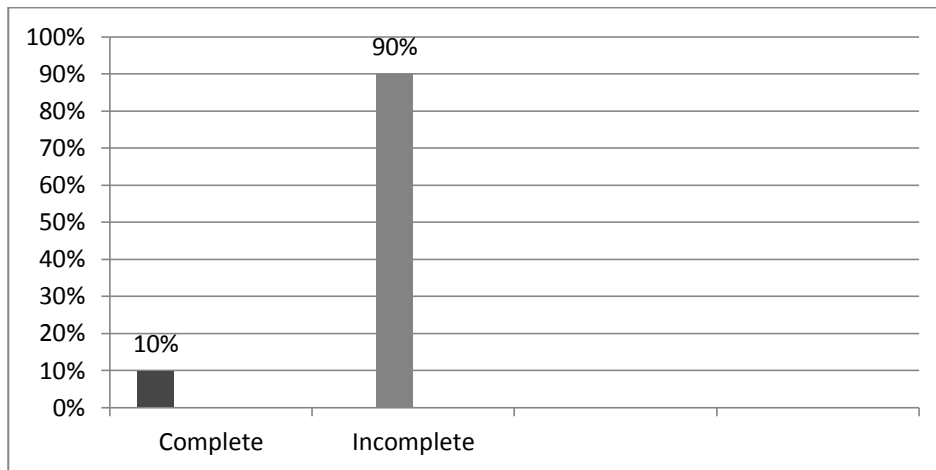
Lang : Language

Mech : Mechanic

**Table 8**  
**Percentage of Students Writing Descriptive Text Pre-Test Score in Cycle I**

Then the graph of percentage students descriptive text writing pre-test score could be seen as follow:

<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Explanation</b>
$\geq 70$	2	10%	Complete
$\leq 70$	18	90%	Incomplete
<b>total</b>	<b>20</b>	<b>100%</b>	



**Figure 6. Percentage of Students Writing Descriptive Text Pre-Test Score in Cycle I**

Based on the result of students' descriptive text pre-test score, it could be inferred that there was only 10% or 2 students for the score among the interval of  $\geq 70$  who passed the Minimum Standart Criteria (MSC) at least 70 while 90% or 18 students for the score among the interval of  $\leq 70$  did not pass the Minimum Standart Criteria (MSC) of less than 70. It indicated that the result of students descriptive text in writing was still low. It was the reason why the writer used Language Feature in Microsoft Word as mediato improve students descriptive writing skill. Therefore, the researcher and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses which faced by the students.

## b. Cycle I

Cycle 1 was divided into planning, acting, observing and reflecting.

### 1) Planning

In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was descriptive text. The material included the definition, the generic structure, the language features and the example of descriptive text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that was be observed during teaching learning process.

### 2) Acting

The action is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

**Table 9**  
**The Schedule of Action in Cycle 1**

Meeting	Day/Date	Time
1 <sup>st</sup>	Thursday, march 11 <sup>th</sup> 2021	10.30 – 12.00 a.m
2 <sup>nd</sup>	Friday, march 12 <sup>th</sup> 2021	08.00 – 09.30 a.m

#### a.) First meeting

The first meeting was conduct on Thrusday, March 11<sup>th</sup> 2021 at 11.30 – 13.00 p.m, and it took about 2x45 minutes or 90 minutes. In this meeting the researcher was a teacher and Husnil Fajariah, S.Pd was the collaborator as well as an observer.

At the beginning of teaching learning process, the writer greeted students by saying “salam and good morning” and all of students answered by saying “salam and good morning miss” friendly. Then, the writer asked about their condition first before checked attendance list. Before giving the material, the researcher gave some question, for example “what do you know about Text?”. Some students could answer it but they used Indonesian language. It could happen because they usually discussed it in Indonesian language. Therefore, the researcher explained about what is Text in English first before she explained about descriptive.

Then, the writer explained about the characteristics of text and how to make a good text. After that, the explanation continued about descriptive text. Most of students still did not understand about it. Next, the writer invited the students to divide into five group and give the topic. The researcher gave some topics in white board and the students had to make describe about the topic with.

After 2 x 45 minutes the bell rang and the writer closed the lesson and reminded the students that it would be discussed in the next meeting.

### b.) Second Meeting

The second meeting was conducted on Friday, March 12<sup>th</sup>, 2021 at 08.00-09.30 A.M. this meeting used to post-test I, for 2x45 minutes after the students given the action. The writer greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about descriptivetext and how to create it. Then, at the end of this meeting the writer gave post-test cycle 1 with the similar task on pre-test before. The students had to create descriptive text based on the themes given in 40 minutes. The students did it seriously. It seemed that the students' score was be improved. The score of post-test cycle 1 can be seen on the table below:

**Table 10**  
**The Result of Students Descriptive Text Post-Test I Score in Cycle I**

NO	Students Code	Criteria of The Score					TOTAL	Note $\geq 70$
		Cont	Org	Voc	Lang	Mech		
1	A	21	14	15	15	2	67	Incomplete
2	ALNK	21	14	14	15	2	66	Incomplete
3	DH	22	14	16	15	3	70	Complete
4	ER	22	15	17	18	2	74	Complete
5	DPH	21	15	16	16	3	71	Complete
6	EP	22	14	15	14	2	67	Incomplete
7	HA	21	15	14	12	2	64	Incomplete
8	IAZ	20	14	14	13	3	64	Incomplete
9	IK	20	14	14	15	2	65	Incomplete
10	IT	20	14	14	14	2	64	Incomplete
11	JNR	22	16	15	16	3	75	Incomplete
12	KQF	21	15	16	15	3	70	Complete
13	LAA	22	15	16	16	3	72	Complete
14	NA	20	14	14	13	3	64	Incomplete

15	RA	22	15	16	15	2	70	Complete
16	SEP	22	15	17	15	3	72	Complete
17	SE	21	14	15	15	2	67	Incomplete
18	WRS	21	14	15	13	2	65	Incomplete
19	MRP	21	15	16	15	2	70	Complete
20	WN	22	16	17	16	2	73	Complete
<b>High Score</b>							<b>75</b>	
<b>Lowest Score</b>							<b>64</b>	
<b>Average</b>							<b>68.05</b>	

**Note :**

Cont : Content

Org : Organization

Voc : Vocabulary

Lang : Language

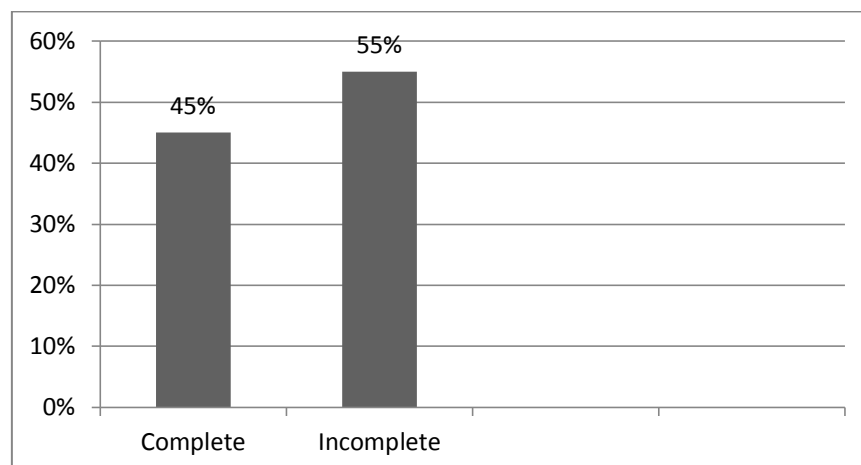
Mech: Mechanic

**Table 11**  
**Percentage of Students Writing Descriptive Text Post-Test I Score in Cycle I**

<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Explanation</b>
$\geq 70$	9	45%	Complete
$\leq 70$	11	55%	Incomplete
<b>Total</b>	<b>20</b>	<b>100%</b>	

*Sour  
ce:*

*The result score of writing post test 1 at XI IPS 3.class of MA Darul A'malWestMetro on Friday, March 12<sup>th</sup> 2021*



**Figure 7. Percentage of Student Writing Descriptive Text Post-Test I Score in Cycle I**

Based on the result of students' writing Descriptive text post-test I score, it could be conclude that there was 55% or 11 students for the score among the interval  $\leq 70$  did not passed the Minimum Standard Criteria (MSC) at least while 45% or 9 students for the score among the interval of  $\geq 70$  passed the Minimum Standard Criteria (MSC) or less than 70. In addition, the average score of post-test I was 68,05. It indicated that the result of students writing descriptive text was improve than the pre-test score was 45,9, but viewed from the indicator of success of this research that 75% of the total students must pass the Minimum Standard Criteria (MSC). It meant that the result of post-test I was unsuccessful based on the indicator of success.

### 3) Observing

In observation of the researcher action, the collaborator observed the students' activities. The researcher as a teacher gave

material about writing text especially descriptive text by using language feature in microsoft word media.

While the treatment was being executed, the student activities during the learning process wer also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students' activities were:

- a) The students pay attention of the teacher explanation.
- b) The students answered the question from the teacher.
- c) The students able do the task.
- d) The students active in the class.

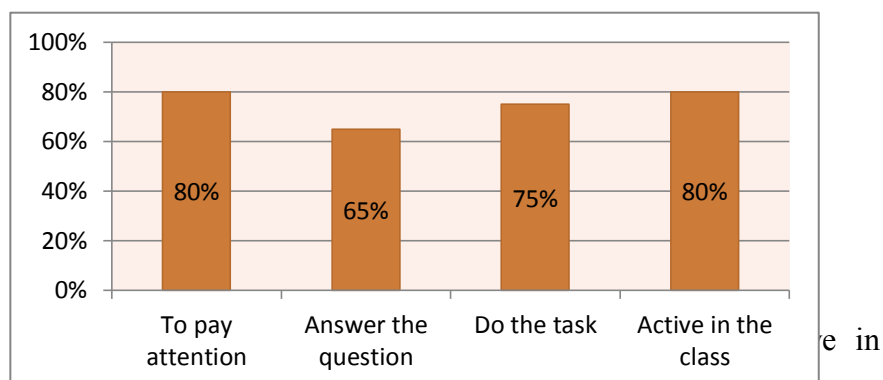
The result of the students' learning activities could be seen as follow:

**Table 12**  
**The students' Activities in Cycle I**

<b>No</b>	<b>Students Activities</b>	<b>Frequency</b>	<b>Percentage</b>
1	Pay attention of the teacher explanation	16	80%
2	The students' ask/answer question	13	65%
3	The students able do the task	15	75%
4	The students active in the class	16	80%
<b>Total Students</b>		<b>20</b>	



Then the graph of percentage students activities in cycle I as follow:



learning process. There were 16 students (80%) who gave attention to the teacher explanation. 13 students (65%) who understood the materials, 15 students (75%) were able to do the task and 18 students (80%) who active in the class.

#### 4) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Standard Criteria (MSC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test score and the result of students' post-test I score. The comparison between post-test score and post-test I score was as follow:

**Table 13**  
**The Comparison Between Pre-Test and Post-Test I Score in Cycle I**

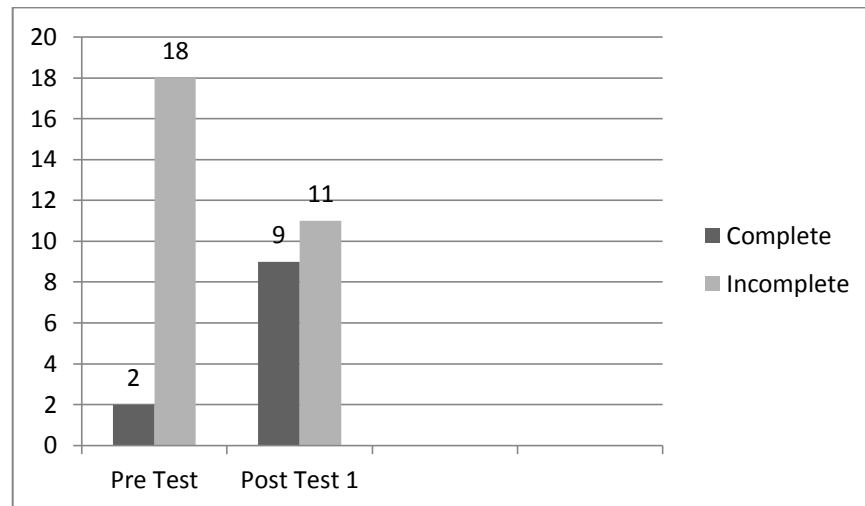
NO	Name Initial	Pre-Test Score	Post-Test I Score	Increasing	Explanation
1.	A	37	67	30	Improve
2.	ALNK	38	66	28	Improve
3.	DH	47	70	23	Improve
4.	ER	51	74	23	Improve

5.	DPH	<b>47</b>	71	24	Improve
6.	EP	<b>38</b>	67	29	Improve
7.	HA	<b>41</b>	64	23	Improve
8.	IAZ	<b>34</b>	64	30	Improve
9.	IK	<b>39</b>	65	26	Improve
10.	IT	<b>42</b>	64	22	Improve
11.	JNR	<b>70</b>	75	5	Improve
12.	KQF	<b>44</b>	70	26	Improve
13.	LAA	<b>47</b>	72	25	Improve
14.	NA	<b>50</b>	64	14	Improve
15.	RA	<b>48</b>	70	22	Improve
16.	SEP	<b>70</b>	72	2	Improve
17.	SE	<b>53</b>	67	14	Improve
18.	WRS	<b>34</b>	65	31	Improve
19.	MRP	<b>37</b>	69	32	Improve
20.	WN	<b>51</b>	64	13	Improve
<b>Total</b>		<b>918</b>	<b>1361</b>	<b>566</b>	
<b>Average</b>		<b>45.9</b>	<b>68.05</b>		
<b>High Score</b>		<b>70</b>	<b>75</b>		
<b>Low Score</b>		<b>34</b>	<b>64</b>		

**Table 14**  
**The Comparison of Students' Pre-Test and Post-Test I Score in Cycle I**

<b>Interval</b>	<b>Pre-Test</b>	<b>Post-Test I</b>	<b>Explanation</b>
$\geq 70$	2	9	Complete
$< 70$	18	11	Incomplete
<b>Total</b>	<b>20</b>	<b>20</b>	

Then, the graph of comparison students writing descriptive text pre-test and post-test I score in cycle I could be seen as follow:



**Figure 9. The Comparison of Students' Pre-Test and Post-Test I Score in Cycle I**

The table and the graphic above, in pre-test it could be seen that total from 20 students, it could be conclude that 10% or 2 students among the interval  $\geq 70$  students, was complete the minimum standard criteria. Then the students who were incomplete the minimum standard criteria were 90% or 18 students among the interval  $\leq 70$ . In post-test I, it could be conclude that 45% or 9 students among the interval  $\geq 70$  students, was complete the minimum standard criteria. Then the who incomplete the minimum standard criteria were 55 % or 11 students among interval  $\leq 70$ . Average score of pre-test was 45,9 and average score of post-test I was 68,05 and the mean improvement score was 22,15 point. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 75% of the total students must be passed the criteria.

Regarding to the result of student's post-test I score and the observation of student's activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and the students did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

**c. Cycle II**

In other that to repair the weakness in cycle I the researcher need to continue the treatment in cycle II because of cycle I was not success. In this phase cycle II had four essential phases namely planning, action, observing and reflecting. The implementation of cycle II could be explained on the following sequences:

**1.) Planning**

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and media that would be used in teaching learning process. The material was descriptive text. The material included the definition, the generic structure, the language features and the example of descriptive text. Moreover, the researcher made an observation sheet that consists of

list of students' name and list of the students' activities that was be observed during teaching learning process.

## 2.) Acting

The researcher and collaborator arranged the schedule of action in cycle 2. It can be seen on the table below:

**Table 15**  
**The Schedule of Action in Cycle 2**

Meeting	Day/Date	Time
1 <sup>st</sup>	Thrusday, March 18 <sup>th</sup> 2021	11.30 – 13.00 a.m
2 <sup>nd</sup>	Friday, March 19 <sup>th</sup> 2021	08.00– 19.30 a.m

### a) First Meeting

The first meeting was held on Thrusday, March 18<sup>th</sup>, 2021 at 11.30-13.00 P.M and it took about 90 minutes or 2x45 minutes. In this meeting the researcher was a teacher and Mrs. Husnil Fajariah, S.Pd as the collaborator as well as an observer.

At the beginning of teaching learning process the researcher began the meeting by praying, greeting, checking attendance list and asking the student's condition. Afterwards, the researcher gave the learning material about writing descriptive text. In this section the researcher as the teacher also explained used of simple present tense as the requirements of formula to make writing descriptive text well.

After explanation was done, the teacher asked the students about the material to know the students comprehension. In this

meeting, condition of the class was effective. Most of students was pay attention about the teacher explanation. Then for the next section the teacher ordered the students to listen and pay attention to what is explained by the teacher until the students understand about the material.

Afterward the researcher gave the student the exercise to do. Later on, if the students still have difficulties, the students can ask with the teacher. To strengthen students result learning the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the teacher give motivation to the students and remind to keep on learning at home. Then the last closed the meeting.

**b) Second Meeting**

The second meeting was conducted on Friday, March 19<sup>th</sup>, 2021 at 08.00-09.30 A.M, this meeting used to post-test II in the last cycle II, for 2x45 minutes after the students given the action, the researcher gave post-test II to the students. In this meeting, most of the students could answer well. Then the result of post-test II could be seen as follow:

**Table 16**  
**The Result of Students Writing Descriptive Text**  
**Post-Test II Score in Cycle II**

NO	Students Code	Criteria of The Score					TOTAL	Note $\geq 70$
		Cont	Org	Voc	Lang	Mech		
1	A	23	17	16	20	3	79	Complete
2	ALNK	22	17	17	18	3	77	Complete
3	DH	21	16	16	17	3	73	Complete
4	ER	24	17	17	20	3	81	Complete
5	DPH	24	17	17	20	3	81	Complete
6	EP	21	15	15	15	3	69	Incomplete
7	HA	23	17	17	19	3	79	Complete
8	IAZ	22	17	17	19	4	79	Complete
9	IK	21	15	15	15	3	69	Incomplete
10	IT	23	17	17	20	3	80	Complete
11	JNR	23	17	17	20	3	80	Complete
12	KQF	23	16	17	20	3	79	Complete
13	LAA	23	17	17	19	3	79	Complete
14	NA	21	16	16	20	3	76	Complete
15	RA	24	17	17	20	3	81	Complete
16	SEP	23	17	17	20	3	80	Complete
17	SE	21	15	15	15	3	69	Incomplete
18	WRS	16	15	17	19	3	70	Complete
19	MRP	23	17	16	20	3	79	Complete
20	WN	22	17	15	18	3	75	Complete
<b>High Score</b>							<b>81</b>	
<b>Lowest Score</b>							<b>69</b>	
<b>Average</b>							<b>76.75</b>	

**Note :**

Cont : Content

Org : Organization

Voc : Vocabulary

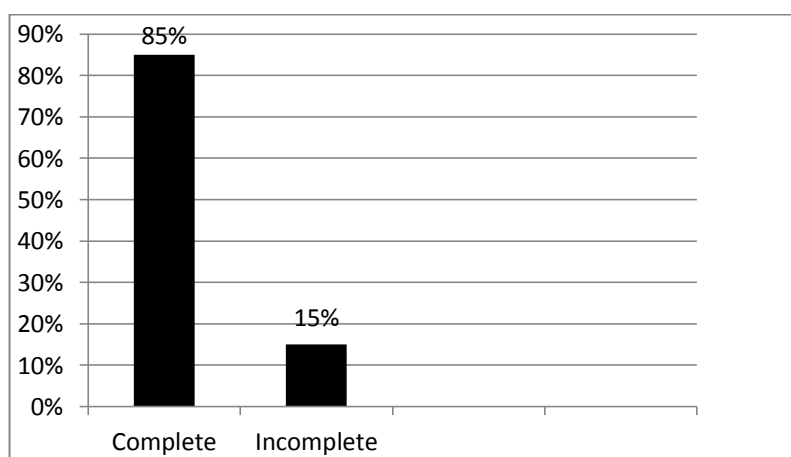
Lang : Language

Mech: Mechanic

**Table 17**  
**Percentage of Students descriptive Text Post-Test II Score in Cycle II**

<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Explanation</b>
$\geq 70$	17	85%	Complete
$\leq 70$	3	15%	Incomplete
<b>Total</b>	<b>20</b>	<b>100%</b>	

Then, the graph of comparison students writing descriptive text post-test II score in cycle II could be seen as follow:



**Figure 10. Percentage of Students Writing Descriptive Text Post-Test II Score in Cycle II**

Based on the result of students' writing descriptive text post-test II score, it can be inferred that there was 85% or 17 students' for the score among the interval of  $\geq 70$  who complete the Minimum Standard Criteria (MSC) at least 70, while 15% or 3 students' for the score among the interval  $\leq 70$  who incomplete the Minimum Standard Criteria (MSC) at least 70.

Based on explanation above, it could be inferred that indicator of success was achieved. That is 85% from the students



got score at least 70 for the minimum standard criteria and the other hand the cycle II was successful.

### 3.) Observing

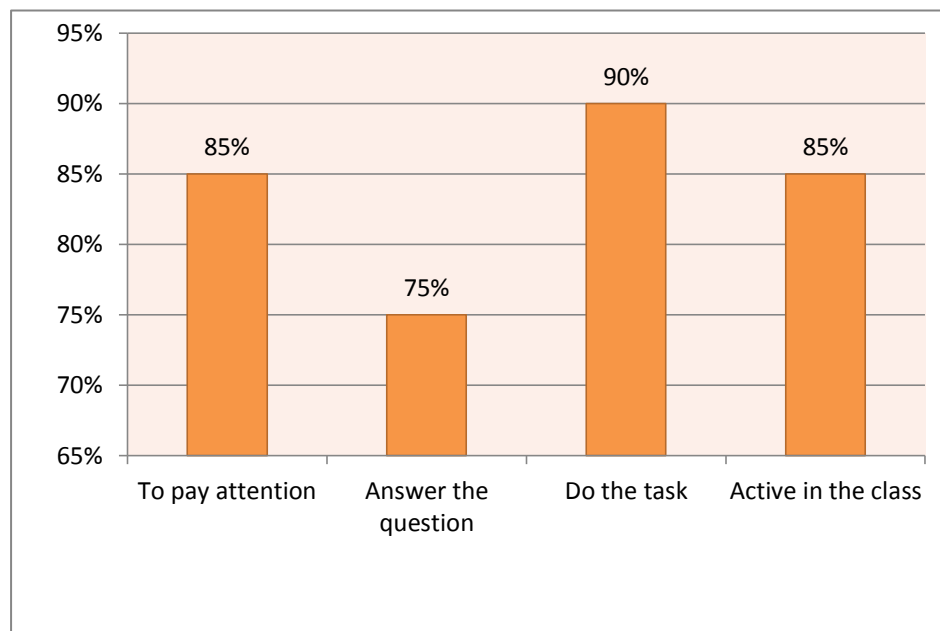
In this step, the researcher presented the material by problem based learning method. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

**Table 18**  
**The Students' Activity in Cycle II**

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	17	85%
2	The students' ask/answer question	15	75%
3	The students able do the task	18	90%
4	The students active in the class	17	85%
<b>Total Students</b>		<b>20</b>	

Then, the graph of percentage students activities in cycle II, as follow:



The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students able do the task 90%, the first high percentage was the students pay attention of the teacher explanation 85% and the students active in the class 85%, and the last the students ask/answer the question from the teacher 75%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage  $\geq 75\%$ .

## 4.) Reflecting

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post test I score and post-test II score could be compared on the following table.

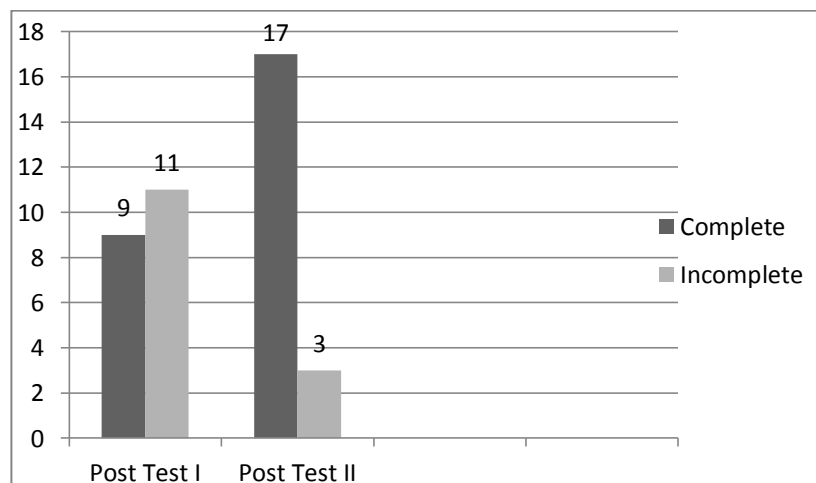
**Table 19**  
**The Comparison Between Post-Test I Score in Cycle I and**  
**Post-Test II Score in Cycle II**

<b>NO</b>	<b>Name Initial</b>	<b>Post-Test I Score</b>	<b>Post-Test II Score</b>	<b>Increasing</b>	<b>Explanation</b>
1.	A	67	79	12	Improve
2.	ALNK	66	77	11	Improve
3.	DH	70	73	3	Improve
4.	ER	74	81	7	Improve
5.	DPH	71	81	10	Improve
6.	EP	67	69	2	Improve
7.	HA	64	79	15	Improve
8.	IAZ	64	79	15	Improve
9.	IK	65	69	4	Improve
10.	IT	64	80	16	Improve
11.	JNR	69	80	11	Improve
12.	KQF	75	79	9	Improve
13.	LAA	72	79	7	Improve
14.	NA	64	76	12	Improve
15.	RA	70	81	11	Improve
16.	SEP	72	80	8	Improve
17.	SE	67	69	2	Improve
18.	WRS	65	70	5	Improve
19.	MRP	70	79	9	Improve
20.	WN	64	75	11	Improve
<b>Total</b>		<b>1361</b>	<b>1535</b>	<b>203</b>	
<b>Average</b>		<b>68,05</b>	<b>76.75</b>		
<b>Lowest Score</b>		<b>64</b>	<b>69</b>		
<b>Highest Score</b>		<b>74</b>	<b>81</b>		

**Table 20**  
**The Comparison of Students' Post-Test I Score in Cycle I and Post-Test II Score in Cycle II**

Interval	Post-Test I	Post-Test II	Explanation
$\geq 70$	12	22	Complete
$\leq 70$	13	3	Incomplete
<b>Total</b>	<b>25</b>	<b>25</b>	

Then, the graph of comparison students writing descriptive text post-test I and post-test II score in cycle II could be seen as follow:



**Figure 12. The Comparison of Students Writing Descriptive Text Post-Test I Score and Post-Test II Score in Cycle II**

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 81 and the lowest score is 69. The average score of post-test II was 76,75. Besides, the percentages of students' successfulness of post-test II

score was 85% or 17 students of the total students passed the minimum standard criteria and 15% or 3 students did not pass the minimum standard criteria at least 70. It means that the indicator of success of this research had been achieved that was  $\geq 70\%$  students was gotten score 70. It indicated that the students' writing descriptive text was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that language feature in microsoft word could improve students skill in writing descriptive text.

## **B. Discussion**

In teaching writing to the Senior High School of Darul A'mal Metro especially in students of class XI IPS 3, based on the pre survey there are some problems like some students difficulties to express their idea in writing. The researcher choose language feature in microsoft word media to improve the students' skill in writing descriptive text.

Writing descriptive text would be easier to understanding when it supported by the right media, because the lesson was take more concrete for students and the students have to complete understanding. The researcher used this media to organize idea students and made students more active in writing especially descriptive text in learning English.

There was apposite improving about students learning activities using Language Feature in microsoft Word media. Therefore Language Feature in microsoft Word media hopefully is useful in the learning activities.

During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process. The researcher assumes that teaching writing by using language feature in microsoft word Media can improve students writing descriptive. When problem based learning is done correctly, student are encouraged to develop their own creativity, motivation, and resourcefulness. So, it has proved that problem based learning media could be one the interesting technique to teaching writing descriptive text.

## **1. Result of Students Learning**

### **a. Result of students Pre- Test Score**

In this phase, the researcher presented the pre- test to measure the students skill before implementing the treatment. The writer obtained the data through test in the form of essay which completed for 90 minutes. It was done on Wednesday, March 10<sup>th</sup>, 2021. From the result of pre- test showed that most of the students got difficult for doing the test. Based on the table 7 the students average were 45,9 , it showed that most of the students have not passed yet in achieving the Minimum Standar Criteria at least 70. In

this phase, only 2 students out of 18 students passed of the minimum standars criteria.

b. Result of Students Post- Test 1 Score

In this research, to know the students writing descriptive test mastery after implementing the treatment the researcher conducted the post- test I. It was done on Friday, March, 12<sup>th</sup>, 2021. Based on the table 9 the students average was 68,05 it shown that most of the students have not passed yet in achieved the minimum standard criteria at least 70. In this stage there are 11 students out of 20 students passed of the minimum standard criteria. It can be conclude that most of the students failed in achieving the material.

c. Result of Students Post- Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that was only 45 % passed the minimum standard criteria. The researcher presented the post- tes II to measure the students skill after implementing the treatment. The researcher obtained the data through test in the from of essay which completed for 90 minutes. It was done on Friday 19<sup>th</sup>, 2021. Based on the table 15 students average were 76,75, it showed that most of the students have achieving the Minimum Standard ceiteria (MSC) at least 70. In

this phase, 17 students out of 20 students of 85% students passed of the minimum standatd criteria and the research was successful.

## 2. Comparison of Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I but the students' average score was low. While. The score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. the following was the table of illustration score in cycle I and cycle II.

**Table 21**  
**The Comparison of Writing Descriptive Text of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II**

no	Code	Score		
		Pre-Test	Post-Test I	Post-Test II
1	A	37	67	79
2	ALNK	38	66	77
3	DH	47	70	73
4	ER	51	74	81
5	DPH	47	71	81
6	EP	38	67	69
7	HA	41	64	79
8	IAZ	34	64	79
9	IK	39	65	69
10	IT	42	64	80
11	JNR	42	69	80
12	KQF	44	70	79
13	LAA	47	72	79
14	NA	50	64	76
15	RA	48	70	81
16	SEP	70	72	80



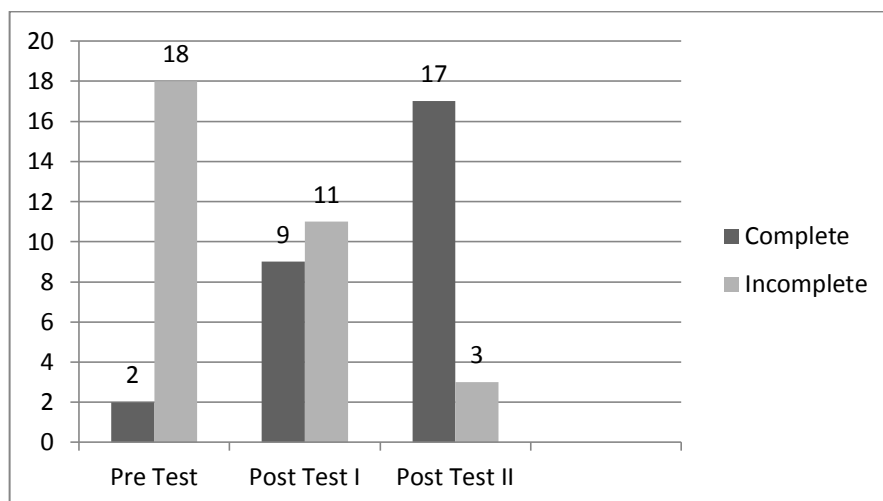
17	SE	53	67	69
18	WMS	34	65	70
19	MRP	37	70	79
20	WN	51	64	75
<b>Total</b>		<b>918</b>	<b>1361</b>	<b>1535</b>
<b>Average</b>		<b>45.9</b>	<b>68.05</b>	<b>76.75</b>
<b>Complete</b>		<b>2</b>	<b>9</b>	<b>17</b>

**Table 22**  
**The Comparison of Students' Pre-Test, Post-Test I Score in Cycle I**  
**and Post-Test II Score in Cycle II**

<b>Interval</b>	<b>Pre-Test</b>	<b>Post-Test I</b>	<b>Post-Test II</b>	<b>Explanation</b>
$\geq 70$	2	9	17	Complete
$\leq 70$	18	11	3	Incomplete
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant improving of the students' score. It could be seen from the students get score 70, 2 to 9 became 17. Therefore, the researcher conclude that the research was successful because the indicator of success in this research had been achieved.

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:



**Figure 13. The Comparison Score of Students Writing Descriptive Textin Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II**

Based on the graph above, it could be inferred that Language Feature in Microsoft Word media could improve the students' skill in writing descriptive text . It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

### **3. The Result of Students' Learning Activities in Cycle I and Cycle II**

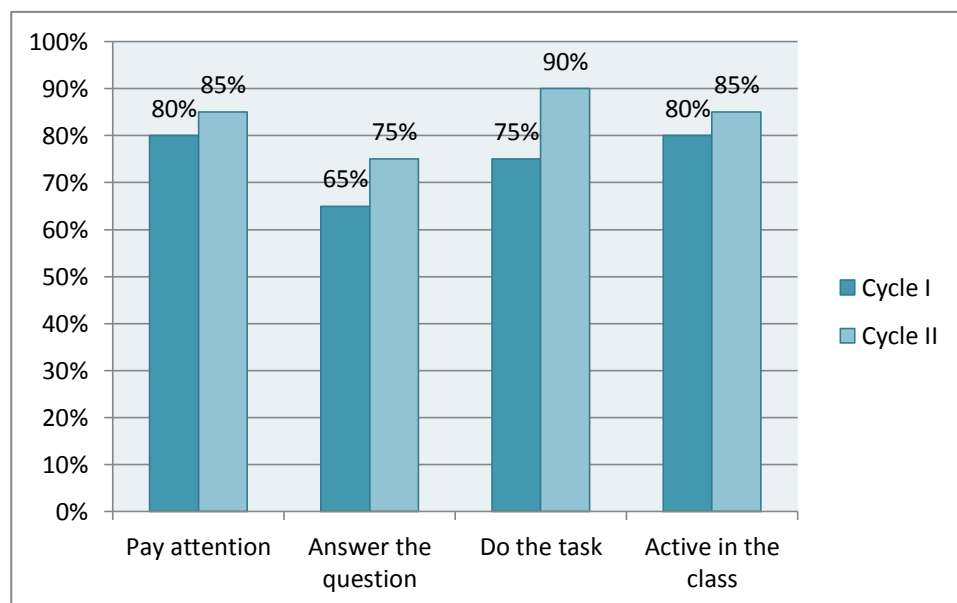
The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

**Table 23**  
**The Table of Students Activities in Cycle I and Cycle II**

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	16	80%	17	85%	5%

2	The students' ask/answer question	13	65%	15	75%	10%
3	The students able do the task	15	75%	18	90%	15%
4	The students active in the class	16	80%	17	85%	5%

Based on the data had gotten, it can be explained as follow:



**Figure 14. Students' Result of Learning Activity in Cycle I and Cycle II**

**a) The Students pay attention to the teacher's explanation**

The students' attention to the teacher explanation from the first meeting to the next meeting was improved. In cycle I was only 80% and in cycle II 85%, it improved 5%

**b) The students ask/answer question from the teacher**

The students who ask/answered question from the teacher was improved from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 10%, from cycle I 65% and cycle II 75%.

**c) The students able do the task**

The students who had done the task were improve. It could be seen on the cycle I 75% and cycle II 90%, it increased 15%.

**d) The students active in the class**

The active students in class were improve. It could be seen on the cycle I 80% and cycle II also 85%, it increased 5%.

Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in learning activities when Language Feature in microsoft Word media was applied in learning process from cycle I up to cycle II.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of Language Feature in microsoft Word media improve the students' skill in writing descriptive text. There was progress average score from 45,9 to 68,05 and to 76,75.

From the graph 10, we could be seen that there was an improving on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pre-test was 45,9 and only 2 students or (10%) passed the test.

Moreover, in the post-test I and II there was 12 students or (45%) passed the test the indicator students get score  $\geq 70$  with average 68,05, 17 students or (85%) who passed the test indicator students get score  $\geq 70$  with average 76,75. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 75% of students got score 70 was reached.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to described the conclusion that the descriptive writing skills could be increased through Problem based learning, as follows:

Language Feature in Microsoft word can be used as an effective media in learning process of writing. The student's activity in the implementation of cycle I and II is very active. It means that Language Feature in Microsoft word media can improve the student's activeness. The average student's activity in cycle I is 68,05 then improve to be 45% in cycle II.

Language Feature in Microsoft word media makes students understood a paragraph easily in descriptive writing skills. While, Language Feature in Microsoft word is also able to develop the descriptive writing skills score. It can be seen on the progress from pre-test to cycle I and cycle II. The average score of pre-test is 45,9 and in cycle I is 68,05 while in cycle II is 76.75.

Based on the table above, it can be inferred that Language Feature in Microsoft word can improve the students descriptive writing skills and students learning activities. It can be seen there was an improving score of the students.

## **B. Suggestion**

Based on the result of the research, the researcher would like to constructively give suggestions as follows:

1. For the students

It is suggested to the teacher to use Language Feature in Microsoft word as the teaching learning media because it could improve the student writing skills.

2. For the teacher

It is suggested to the English teacher to include Language Feature in Microsoft word media in teaching process. The teachers should be creatively used Language Feature in Microsoft word in teaching, especially writing class, in order to engage the students to be active in learning process.

3. For the other researcher

It is suggested as the reference in order to build a prior knowledge and give a new idea for conducting the research.

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**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Sekolah** : MA DARUL A`MAL METRO

**Mata Pelajaran** : Bahasa Inggris

**Kelas / Semester** : X / 1

**Materi** : Descriptive Text

**Alokasi Waktu** : 2x40 Menit

**A. KOMPETENSI INTI (KI)**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	<p>1.1.1 Mengucapkan basmalah sebelum memulai pembelajaran Bahasa Inggris.</p> <p>1.1.1 Menunjukkan perilaku belajar dengan penuh semangat.</p>
2	2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	<p>2.2.1 Menunjukkan sikap tanggung jawab dengan tidak mencontek dalam mengerjakan tugas.</p> <p>2.2.2 Menunjukkan perilaku bertanggung jawab dengan sikap melaksanakan tugas dengan baik.</p> <p>2.2.3 Menunjukkan sikap disiplin dengan melaksanakan tugas sesuai waktu yang</p>

		<p>ditentukan.</p> <p>2.2.4 Menunjukkan perilaku percaya diri dan mampu mengungkapkan pendapat, tanpa rasa ragu.</p>
3	<p>3.9.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana sesuai dengan konteks penggunaannya.</p> <p>4.11 Menangkap makna teks deskriptif lisan dan tulis sederhana</p>	<p>3.9.1 Menentukan fungsi sosial dan struktur teks dan unsur kebahasaan pada teks deskriptif sederhana sesuai dengan konteks penggunaannya.</p> <p>4.11.1 Mengidentifikasi makna teks deskriptif lisan dan tulis berbentuk sederhana</p> <p>4.11.2 Menemukan informasi berdasarkan teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.11.3 Menjawab pertanyaan mengenai deskriptif</p>

		text.
		4.11.4 Siswa mampu
		membuat r teks
		tertulis tentang
		deskriptif text.

### C. MATERI PEMBELAJARAN

Teks tulis yang menggunakan ungkapan untuk menyatakan keberadaan orang, benda dan binatang.

#### Struktur teks

- Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
- Menyebutkan sifat orang, binatang, benda dan bagiannya, dan
- Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks: kurang lebih 6 (Enam) kalimat.

#### Unsur kebahasaan

- Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).
- Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
- Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very*.
- Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*
- Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take*, dll.
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

- Ucapan, tekanan kata
- Intonasi, Ejaan dan tanda baca
- Tulisan tangan

### **Contoh teks descriptive**

#### **RABBIT**

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

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

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

#### **D. MEDIA, ALAT dan SUMBER PEMBELAJARAN**

1. Marker
2. White board
3. Buku cetak

#### **E. METODE**

- Diskusi
- Fitur bahasa Microsoft word

## F. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> <li>1. Guru mengucapkan salam (<i>greeting</i>).</li> <li>2. Berdoa.</li> <li>3. Guru memeriksa kehadiran siswa.</li> <li>4. Guru sekilas memberikan materi pembelajaran yang akan dibahas dalam pertemuan hari ini.</li> </ol>	<b>10 menit</b>
Kegiatan Inti	<p><b>Mengamati</b></p> <ol style="list-style-type: none"> <li>5. Siswa menyimak berbagai contoh teks deskripsi yang diberikan/ diperdengarkan guru</li> <li>6. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>7. Siswa mengamati keteladanan dari cerita deskriptif</li> <li>8. Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks deskriptif</li> </ol> <p><b>Mempertanyakan (questioning)</b></p> <ol style="list-style-type: none"> <li>9. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks yang ada dalam bahasa Inggris, perbedaan teks</li> </ol>	<b>60 menit</b>



dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.

### **Mengeksplorasi**

10. Siswa membaca text deskriptif yang telah diberikan oleh guru kemudian siswa membuat ringkasan dari teks deskriptif tersebut dengan menggunakan bahasa (kata) siswa itu sendiri
11. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu
12. Siswa secara individu menuliskan /menyalin teks deskriptif dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut

### **Mengasosiasi**

13. Secara individu siswa menganalisis teks deskriptif yang telah diberikan oleh guru dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan
14. Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang telah dibuat

### **Mengkomunikasikan**

	15. Siswa menyampaikan informasi fungsi social, struktur, dan unsur kebahasaan yang ditemukan setelah membaca teks deskriptif kemudian siswa menulis teks deskriptif sesuai topik yang telah diberikan oleh guru dalam bentuk tulisan dengan menggunakan bahasa siswa itu sendiri	
Penutup	16. Siswa bersama guru menyimpulkan hasil pembelajaran terkait dengan apa yang telah dipelajari pada pertemuan ini. 17. Siswa diberi tugas untuk menjawab pertanyaan terkait dengan materi yang telah diberikan yakni deskriptif teks. 18. Salam Penutup.	<b>10 Menit</b>

## G. PENILAIAN HASIL BELAJAR

### 1. Indikator, tehnik, bentuk, dan contoh

NO	Indikator	Tehnik	Bentuk	Contoh
1.	Siswa mampu menyusun teks tertulis deskriptif teks	Tes tertulis	Uraian	Choose one of three topic and create a descriptive text based on the picture you choose!.

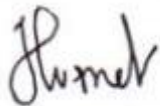
### 2. Instrument penilaian



	2 (21-17)	: good
	1 (16-1)	: poor
Organization	4 (20-18)	: excellent
	3 (17-14)	: very good
	2 (13-10)	: good
	1 (9-7)	: poor
Language use	4 (25-22)	: excellent
	3 (21-18)	: very good
	2 (17-11)	: good
	1 (10-5)	: poor
Vocabulary	4 (20-18)	: excellent
	3 (17-14)	: very good
	2 (13-10)	: good
	1 (9-7)	: poor
Mechanic	4 (5)	: excellent
	3(4)	: very good
	2(3)	: good
	1(2)	: poor

Content (13-30), organization (7-20), language use (5-25), vocabulary (7-20), mechanic (2-5). So, the total of the score of narrative text students is 100.

Guru Mata Pelajaran



**Husnil Fajarivah, S.Pd.**  
NIP.

Metro, Maret 2021

Guru Praktikan



**Wahidatul Mu'arofah**  
NPM. 1601070170

Mengetahui,

Kepala MA Darul A'mal Metro ↙



**Drs. H. Sutrisno, M.Pd.I**  
NIP. 196704091995031002

## TEACHER OBSERVATION SHEET

Day/date : Thursday / March 11<sup>th</sup> 2021

Class : XI IPS 3

Teacher activity		Good	Enough	Less
1	Pre-teaching			
	a. Preparing the lesson plan	✓		
	b. Preparing the media	✓		
	c. Ability in opening learning process		✓	
2	While teaching			
	a. Informing the material		✓	
	b. Explaining the material		✓	
	c. Guiding the students to follow the lesson		✓	
	d. Motivating the students to do the task		✓	
	e. Practicing the students to answer the question about material		✓	
3	Post-teaching			
	a. Concluding the material		✓	
	b. Closing the learning process	✓		

Metro, Maret 2021

The collaborator


**Husnil Fajarivah, S.Pd.**

## TEACHER OBSERVATION SHEET

Day/date : Friday, March 12th 2021

Class : XI IPS

Teacher activity		Good	Enough	Less
1	<b>Pre-teaching</b>	✓		
	a. Preparing the lesson plan	✓		
	b. Preparing the media	✓		
	c. Ability in opening learning process	✓		
2	<b>While teaching</b>			
	a. Informing the material		✓	
	b. Explaining the material		✓	
	c. Guiding the students to follow the lesson		✓	
	d. Motivating the students to do the task		✓	
	e. Practicing the students to answer the question about material		✓	
3	<b>Post-teaching</b>			
	a. Concluding the material	✓		
	b. Closing the learning process	✓		

Metro, Maret 2021

The collaborator


**Husnil Fajarivah, S.Pd.**

## TEACHER OBSERVATION SHEET

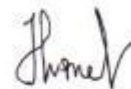
Day/date : Thursday, March 18<sup>th</sup> 2021

Class : XI IPS 3

Teacher activity		Good	Enough	Less
1	<b>Pre-teaching</b>			
	a. Preparing the lesson plan	✓		
	b. Preparing the media	✓		
	c. Ability in opening learning process	✓		
2	<b>While teaching</b>			
	a. Informing the material	✓		
	b. Explaining the material	✓		
	c. Guiding the students to follow the lesson	✓		
	d. Motivating the students to do the task		✓	
	e. Practicing the students to answer the question about material		✓	
3	<b>Post-teaching</b>			
	a. Concluding the material	✓		
	b. Closing the learning process	✓		

Metro, Maret 2021

The collaborator


**Husnil Fajarivah, S.Pd.**



**WRITING SKILL OBSERVATION GUIDANCE**

Day/Date : Thursday / March, 11<sup>th</sup> 2021 Meeting : I

Class : XI IPS 3 Cycle : I

No	Nama	Criteria of the Score					Total	Note
		Content 0-30	organization 0-20	vocabulary 0-20	language 0-20	Mechanic 0-5		
1	Anisa	13	8	9	5	2	37	ln
2	Anisa Lian Nur Hasanah	13	9	9	5	2	38	ln
3	Dian Hidayati	18	9	13	5	2	47	ln
4	Dwi Putri Handayani	15	12	13	5	2	47	ln
5	Eka Putri	13	9	9	5	2	38	ln
6	Eka Ramadhani	17	13	13	5	3	51	ln
7	Husna Alawiyah	13	12	9	5	2	41	ln
8	Ikrima Amanatus Zahro	13	7	7	5	2	34	ln
9	Indah Khoirunnisa	13	10	9	5	2	39	ln
10	Irfi Triani	17	9	9	5	2	42	ln
11	Jeni Nur Rahma	21	15	15	15	4	70	C
12	Khoirotul Qulbi Fanisa	13	11	13	5	2	44	ln
13	Lina Ayu Agustin	17	10	13	5	2	47	ln
14	Mia Rizki Pangestuti	13	8	9	5	2	37	ln
15	Nadia Amanah	13	17	13	5	2	50	ln
16	Roza Al Zahro	15	13	13	4	3	48	ln
17	Salsa Embun Purbasari	21	15	15	15	4	70	C
18	Septi Emilia	20	13	13	5	2	53	ln
19	Wahyu Nurhidayah	17	13	13	5	3	51	ln
20	Widia Rahmi Sandra	13	7	7	5	2	34	ln
Total score						918		
Average						45,9		
Highest score						70		
Lowest score						34		

**WRITING SKILL OBSERVATION GUIDANCE**

Day/Date : Friday / March, 12<sup>th</sup> 2021

Meeting : II

Class : XI IPS 3

Cycle : I

No	Nama	Criteria of the Score					Total	Note
		Content 0-30	organization 0-20	vocabulary 0-20	language 0-20	Mechanic 0-5		
1	Anisa	21	14	15	15	2	67	ln
2	Anisa Lian Nur Hasanah	21	14	14	15	2	66	ln
3	Dian Hidayati	22	14	16	15	3	70	C
4	Dwi Putri Handayani	21	15	16	16	3	71	C
5	Eka Putri	22	14	15	14	2	67	ln
6	Eka Ramadhani	22	15	17	18	2	74	C
7	Husna Alawiyah	21	15	14	12	2	64	ln
8	Ikrima Amanatus Zahro	20	14	14	13	3	64	ln
9	Indah Khoirunnisa	20	14	14	15	2	65	ln
10	Irfi Triani	20	14	14	14	2	64	ln
11	Jeni Nur Rahma	22	15	15	17	3	75	C
12	Khoirotul Qulbi Fanisa	21	15	16	15	3	70	C
13	Lina Ayu Agustin	22	15	16	16	3	72	C
14	Mia Rizki Pangestuti	21	15	16	15	2	69	ln
15	Nadia Amanah	20	14	14	13	3	64	ln
16	Roza Al Zahro	22	15	16	15	2	70	C
17	Salsa Embun Purbasari	22	15	17	15	3	72	C
18	Septi Emilia	21	14	15	15	2	67	ln
19	Wahyu Nurhidayah	22	16	17	16	2	73	C
20	Widia Rahmi Sandra	21	14	15	13	2	65	ln
Total score							1361	
Average							68,05	
Highest score							75	
Lowest score							64	

**WRITING SKILL OBSERVATION GUIDANCE**

Day/Date : Friday / March, 19<sup>th</sup> 2021

Meeting : II

Class : XI IPS 3

Cycle : III

No	Nama	Criteria of the Score					Total	Note
		Content 0-30	organization 0-20	vocabulary 0-20	language 0-20	Mechanic 0-5		
1	Anisa	23	17	16	20	3	79	C
2	Anisa Lian Nur Hasanah	22	17	17	18	3	77	C
3	Dian Hidayati	21	16	16	17	3	73	C
4	Dwi Putri Handayani	24	17	17	20	3	81	C
5	Eka Putri	21	15	15	15	3	69	In
6	Eka Ramadhani	24	17	17	20	3	81	C
7	Husna Alwiyah	23	17	17	19	3	79	C
8	Ikrima Amanatus Zahro	22	17	17	19	4	79	C
9	Indah Khoirunnisa	21	15	15	15	3	69	In
10	Irfi Triani	23	17	17	20	3	80	C
11	Jeni Nur Rahma	23	17	17	20	3	80	C
12	Khoirotul Qulbi Fanisa	23	16	17	20	3	79	C
13	Lina Ayu Agustin	23	17	17	19	3	79	C
14	Mia Rizki Pangestuti	23	17	16	20	3	79	C
15	Nadia Amanah	21	16	16	20	3	76	C
16	Rozn Al Zahro	24	17	17	20	3	81	C
17	Salsa Embun Purbasari	23	17	17	20	3	80	C
18	Septi Emilia	21	15	15	15	3	69	In
19	Wahyu Nurhidayah	22	17	15	18	3	75	C
20	Widia Rahmi Sandra	16	15	17	19	3	70	C
Total score						1535		
Average						76,75		
Highest score						81		
Lowest score						69		

## ATTENDENCE LIST PRE-TEST

Class : XI IPS 3

Date : March, 11<sup>th</sup> 2021

Subject: Descriptive text.

Number	Name	Signature
1	ANISA	1. Anisa
2	ANISA LIAN NUR HASANAH	2. Anisa
3	DIAN HIDAYATI	3. Dian
4	DWI PUTRI HANDAYANI	4. Dwi
5	EKA PUTRI	5. Eka
6	EKA RAMADHANI	6. Eka
7	HUSNA ALAWIYAH	7. Husna
8	IKRIMA AMANATUS ZAHRO	8. Ikrima
9	INDAH KHOIRUNNISA	9. Indah
10	IRFA TRIANI	10. Irfa
11	JENI NUR RAHMA	11. Jeni
12	KHOIROTUL QULBI FANISA	12. Khoirotul
13	LINA AYU AGUSTIN	13. Lina
14	MIA RIZKI PANGESTUTI	14. Mia
15	NADIA AMANAH	15. Nadia
16	ROZA AL ZAHRO	16. Roza
17	SALSA EMBUN PURBASARI	17. Salsa
18	SEPTI EMILIA	18. Septi
19	WAHYU NURHIDAYAH	19. Wahyu
20	WIDIA RAHMI SANDRA	20. Widia

## ATTENDANCE LIST POST-TEST ]

Class : XI IPS 3

Date : March, 12<sup>th</sup> 2021

Subject: Descriptive text

Number	Name	Signature
1	ANISA	1. Anisa
2	ANISA LIAN NUR HASANAH	2. Anisa
3	DIAN HIDAYATI	3. Dian
4	DWI PUTRI HANDAYANI	4. Dwi
5	EKA PUTRI	5. Eka
6	EKA RAMADHANI	6. Eka
7	HUSNA ALAWIYAH	7. Husna
8	IKRIMA AMANATUS ZAHRO	8. Ikrima
9	INDAH KHOIRUNNISA	9. Indah
10	IRFA TRIANI	10. Irfa
11	JENI NUR RAHMA	11. Jeni
12	KHOIROTUL QULBI FANISA	12. Khoirotul
13	LINA AYU AGUSTIN	13. Lina
14	MIA RIZKI PANGESTUTI	14. Mia
15	NADIA AMANAH	15. Nadia
16	ROZA AL ZAHRO	16. Roza
17	SALSA EMBUN PURBASARI	17. Salsa
18	SEPTI EMILIA	18. Septi
19	WAHYU NURHIDAYAH	19. Wahyu
20	WIDIA RAHMI SANDRA	20. Widia

ATTENDENCE LIST POST-TEST 9

Class : XI IPS 3

Date : March, 19<sup>th</sup> 2021

Subject: Descriptive text

Number	Name	Signature
1	ANISA	<i>[Signature]</i>
2	ANISA LIAN NUR HASANAH	2 <i>[Signature]</i>
3	DIAN HIDAYATI	3 <i>[Signature]</i>
4	DWI PUTRI HANDAYANI	4 <i>[Signature]</i>
5	EKA PUTRI	5 <i>[Signature]</i>
6	EKA RAMADHANI	6 <i>[Signature]</i>
7	HUSNA ALAWIYAH	7 <i>[Signature]</i>
8	IKRIMA AMANATUS ZAHRO	8 <i>[Signature]</i>
9	INDAH KHOIRUNNISA	9 <i>[Signature]</i>
10	IRFA TRIANI	10 <i>[Signature]</i>
11	JENI NUR RAHMA	11 <i>[Signature]</i>
12	KHOIROTUL QULBI FANISA	12 <i>[Signature]</i>
13	LINA AYU AGUSTIN	13 <i>[Signature]</i>
14	MIA RIZKI PANGESTUTI	14 <i>[Signature]</i>
15	NADIA AMANAH	15 <i>[Signature]</i>
16	ROZA AL ZAHRO	16 <i>[Signature]</i>
17	SALSA EMBUN PURBASARI	17 <i>[Signature]</i>
18	SEPTI EMILIA	18 <i>[Signature]</i>
19	WAHYU NURHIDAYAH	19 <i>[Signature]</i>
20	WIDIA RAHMI SANDRA	20 <i>[Signature]</i>



## YAYASAN DARUL A'MAL LAMPUNG MADRASAH ALIYAH TERAKREDITASI A

Alamat : Jl. Daraniben Mulyojoed 168 Kas. Metro Barat Kota Metro - Lampung Kode Pos 34125  
Email : madarulemal@yayasee.com NPSN: 106445271 NISN: 11216710003

MADRASAH DINIYAH - MADRASAH TSANAWIYAH - MADRASAH ALIYAH - SMK

### SURAT KETERANGAN

Nomor: 033 /MADA/SK/IX/2020

Berdasarkan Surat dari Institut Agama Islam Negeri Metro Nomor: B-2468/In.28.1/J/TL.00/09/2020 tanggal 03 September 2020 dengan ini Kepala Madrasah Aliyah Darul A'mal Metro menerangkan bahwa:

Nama : WAHIDATUL MU'AROFAH  
NPM : 1601070170  
Semester : 9 ( Sembilan )  
Jurusan : Tarbiyah dan Ilmu Keguruan  
Program studi : Pendidikan Bahasa Inggris  
Judul : " IMPROVING WRITING SKILL BY USING LANGUAGE FEATURE IN MICROSOFT WORD IN ELEVEN GRADE OF MA DARUL A'MAL METRO "

Pada prinsipnya kami tidak keberatan dan mengizinkan pelaksanaan *Pra-Survey* tersebut di Madrasah kami.

Demikian Surat Keterangan ini buat untuk dapat dipergunakan sebagaimana mestinya.



Metro, 05 September 2020  
Kepala MA Darul A'mal

*[Signature]*  
H. SUTRISNO, M.Pd.I.  
NIP. 196704091995031002



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

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

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

Nomor : B-0399/In.28.1/J/TL.00/02/2021  
 Lampiran : -  
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
 Kuryani (Pembimbing 1)  
 EKA YUNIASIH (Pembimbing 2)  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **WAHIDATUL MU'AROFAH**  
 NPM : 1601070170  
 Semester : 10 (Sepuluh)  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Pendidikan Bahasa Inggris  
 Judul : IMPROVING WRITING SKILL BY USING LANGUAGE FEATURE IN MICROSOFT WORD OF THE ELEVENT GRADERS OF MA DARUL A'MAL METRO IN THE ACADEMIC YEAR OF 2020/2021


Dengan ketentuan sebagai berikut :

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

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 19 Februari 2021  
 Ketua Jurusan  
 Tadris Bahasa Inggris

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





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

Jalan Ki. Hajar Dewantara Kampus 15 A Inggumulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47206; Website: www.tarbiyah.metro.univ.ac.id, e-mail: tarbiyah.iaim@metro.univ.ac.id

**SURAT TUGAS**

Nomor: B-0699/In.28/D.1/TL.01/03/2021

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

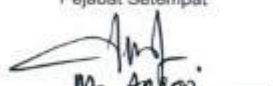
Nama : WAHIDATUL MU'AROFAH  
NPM : 1601070170  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA DARUL A'MAL METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING WRITING SKILL BY USING LANGUAGE FEATURE IN MICROSOFT WORD IN ELEVEN GRADE OF MA DARUL A'MAL 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 : 09 Maret 2021

Mengetahui,  
Pejabat Setempat

  
M. Anban  
KTU

Wakil Dekan I,

  
Dra. Isti Fatonah MA  
NIP 19670531 199303 2 003 f



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

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 Telefon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouiniv.ac.id; e-mail: tarbiyah.iaim@metrouiniv.ac.id

Nomor : B-0700/In.28/D.1/TL.00/03/2021  
 Lampiran : -  
 Perihal : **IZIN RESEARCH**

Kepada Yth.,  
 Kepala MA DARUL A'MAL METRO  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0699/In.28/D.1/TL.01/03/2021, tanggal 09 Maret 2021 atas nama saudara:

Nama : **WAHIDATUL MU'AROFAH**  
 NPM : 1601070170  
 Semester : 9 (Sembilan)  
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA DARUL A'MAL METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING WRITING SKILL BY USING LANGUAGE FEATURE IN MICROSOFT WORD IN ELEVEN GRADE OF MA DARUL A'MAL METRO".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 09 Maret 2021  
 Wakil Dekan I,

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



## YAYASAN DARUL A'MAL LAMPUNG MADRASAH ALIYAH TERAKREDITASI A

Alamat : Jl Desanthen Mulyojati 168 Kec Metro Barat Kota Metro - Lampung Kode Pos 34125  
Email : mdarulamal168@yahoo.com HP/SM: 06449371 HP/pt: 051218720003

**MADRASAH DINIYAH - MADRASAH TSANAWIYAH - MADRASAH ALIYAH - SMK**

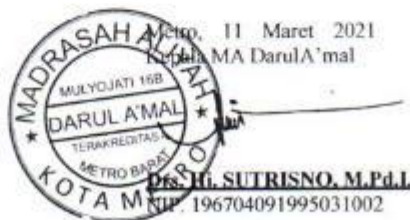
Nomor : 007/MADA/SK/III/2021  
Lampiran : -  
Perihal : **RESEARCH**

Berdasarkan Surat dari Institut Agama Islam Negeri Metro Nomor: B-0699/In 28/D.1/TL.01/03/2021 tanggal 11 Maret 2021 dengan ini Kepala Madrasah Aliyah Darul A'mal Metro menerangkan bahwa:

Nama : **WAHIDATUL MU'AROFAH**  
NPM : 1601070170  
Semester : 9 ( Sembilan )  
Jurusan : Tarbiyah dan Ilmu Keguruan  
Program studi : Pendidikan Bahasa Inggris  
Judul : "IMPROVING WRITING SKILL BY USING LANGUAGE FEATURE IN MICROSOFT WORD IN ELEVEN GRADE OF MA DARUL A'MAL METRO"

Untuk melaksanakan research di MA Darul A'mal Metro dalam rangka penyelesaian tugas akhir skripsi.

Demikian Surat Keterangan ini buat untuk dapat dipergunakan sebagaimana mestinya.





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

Jalan Ki Hajar Dewantara Kampus 15 A Inngmulyo 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-515/In.28/S/U.1/OT.01/06/2021**

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

Nama : WAHIDATUL MU'AROFAH  
NPM : 1601070170  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1601070170

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 17 Juni 2021  
Kepala Perpustakaan

  
Dr. As'ad, S. Ag., S. Hum., M.H.  
NIP.19750505 200112 1 002



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

Jl. Ki Hajar Dewantara 15A Inggmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website www.metrouniv.ac.id e-mail iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA JURUSAN TADRIS BAHASA INGGRIS**  
Nomor : B-...../In.28/J/PP.00.9/05/2021

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

Nama : WAHIDATUL MU'AROFAH  
NPM : 1601070170  
Jurusan : Tadris Bahasa Inggris

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

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 18 Juni 2021  
Ketua Jurusan TBI

Andianto, M.Pd  
NIP: 1987 1102 201503 1 004



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

Jalan Ki Hajar Dewantara Kampus 15A Inggimulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507, Faksimil (0725) 47296, Website: [www.metroainiv.ac.id](http://www.metroainiv.ac.id) E-mail: [lainmetro@metroainiv.ac.id](mailto:lainmetro@metroainiv.ac.id)

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

Nama : Wahidatul Mu'arofah  
NPM : 1601070170

Jurusan : TBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	04/21/03	✓		ACC APO	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing I

**Drs. Kuryani, M.Pd.**  
NIP. 19620215199503 1 001



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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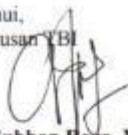
**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Wahidatul Mu'arofah  
 NPM : 1601070170


Jurusan : TBI  
 Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	01/2021 3		✓	APD. Revisi Surat APD	
2.	01/2021 3		✓	Acc APD.	

Mengetahui,  
 Ketua Jurusan TBI

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

Dosen Pembimbing II

  
**Eka Yuniasih, M.Pd.**  
 NIDN. 0210078702



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

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

Nama : Wahidatul Mu'arofah  
 NPM : 1601070170

Jurusan : TBI  
 Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 16 Juni 2021	✓		Chapter 4 & 5. ACC Munagoryah	

Mengetahui/  
 Ketua Jurusan TBI  
  
**Andianto, M.Pd.**  
 NIP. 19871102201503 1 004

Dosen Pembimbing I  
  
**Drs. Kuryani, M.Pd.**  
 NIP. 19620215199503 1 001





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

Jalan KH Hajar Dewantara Kampus 15A Iliringsuko Metro Timur Kota Metro Lampung 34111  
 Telp (0725) 41507, Faksimili (0725) 47290, Website: [www.metro.univ.ac.id](http://www.metro.univ.ac.id) E-mail: [iaimetro@metro.univ.ac.id](mailto:iaimetro@metro.univ.ac.id)

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

Nama : Wahidatul Mu'arofah  
 NPM : 1601070170

Jurusan : TBI  
 Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kamis 3/2021 5			<ul style="list-style-type: none"> <li>- Understand dan sigle word.</li> <li>- Papikan sekam dg sirkuit.</li> <li>- Penulisan kaga boleh</li> <li>- tulis abstract.</li> <li>- tulis chapter IV &amp; V</li> <li>- Conclusion &amp; answering the</li> <li>- Problem formulation</li> <li>- write the conclusion in</li> <li>- Paragraph.</li> </ul>	
	Dabu 9/2021 6			<ul style="list-style-type: none"> <li>- Selesaikan Ref. Cakupan</li> <li>- Kaki dan bagian.</li> </ul>	
	Kamis 10/2021 6			<p>Acc          Continue to 11 page.</p>	

Mengetahui,  
 Ketua Jurusan TBI

Aud Elnib, M.Pd.  
 NIP. 19871102201503 1 004

Dosen Pembimbing II

Eka Yuniasih, M.Pd.  
 NIDN. 0210078702



## **BIOGRAPHY**

The complete name of the researcher is WAHIDATUL MU`AROFAH. The researcher was born in Gedung Aji, April 5<sup>th</sup>, 1997. The researcher is the first daughter of happy couple namely Mr. Seger Maryanto and Mrs. Siti Nurjanah. Now, she lives in Mulyojati 16b, West Metro, Metro City, Lampung.

The researcher had studied at The Elementary School for 6 years in SDN 01 Bujung Buring. Then the researcher continued her studying in Junior High School for 3 years in SMP N 03 Tanjung Raya. After that the researcher took the Senior High School at MA Darul A`mal Metro for 03 years and finished her studying in 2015. And the last she kept on his school at State Institute of Islamic Studies (IAIN) of Metro in Tarbiyah Faculty, English Education Department in 2016 until now.