

**THE INFLUENCE OF STUDENT ACTIVENESS IN ONLINE
DISCUSSION TOWARD THEIR WRITING ABILITY**
(A Study at Online Teaching Listening and Speaking Class Discussion in
www.daviqr.com at 4th semester students of ELT Department at Islamic Education
and Teacher Training Faculty Walisongo State Islamic University in the
academic year of 2013/2014)

THESIS

Submitted in Partial Fulfillment of the Requirement
For the Degree of Bachelor of Education
In English Language Education



By:
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**ISLAMIC EDUCATION AND TEACHER TRAINING
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SEMARANG
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Title : THE INFLUENCE OF STUDENT ACTIVENESS IN ONLINE DISCUSSION TOWARD THEIR WRITING ABILITY (A Study at Online Teaching Listening and Speaking Class Discussion in www.daviqr.com at 4th semester students of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in the academic year of 2013/2014)

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Assalamu'alaikum Wr. Wb.

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Title : The Influence of Student activeness in Online Discussion toward Their Writing Ability (A Study at Online Teaching Listening and Speaking Class Discussion in www.daviqr.com at 4th Semester Students of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in the Academic Year of 2013/2014)

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Wassalamu'alaikum wr.wb

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MOTTO

“Writing is a way of talking without being interrupted”¹

Jules Reynard

¹Wesfix, Tim, *Nulis itu Dipraktikin*, (Jakarta: PT. Grasindo, 2014), p. 76

ABSTRACT

TITLE : The Influence of Student Activeness in Online Discussion toward Their Writing Ability (A Study at Online Teaching Listening and Speaking Class Discussion in www.daviqr.com at 4th semester students of ELT Departments at Islamic Education and Teacher Training Faculty Walisongo State Islamic University in the academic year of 2013/2014)

Writer : Juita Intifada

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The thesis discusses the influence of student activeness in online discussion toward their writing ability. The question research is if there is any correlation and effect between student activeness in online discussion and their writing ability.

The study is aimed at responding the following question : (1) How is the students' activeness in Online Teaching Listening and Speaking Class Discussion in www.daviqr.com at the 4th semester of ELT Departments at Education And Teacher Training Faculty Walisongo State Islamic University in the academic year of 2013/2014?(2) How is the student's writing ability at the 4th semester students of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in the academic year of 2013/2014? (3) How is the influence of student activeness in Online Discussion toward their writing ability at the 4th semester students of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in the academic year of 2013/2014?

The main object of this is (1) To Know the students' activeness in Online Teaching Listening and Speaking Class Discussion in www.daviqr.com at the 4th semester of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in the academic year of 2013/2014, (2) To know the students' writing ability at the 4th semester students of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in the academic year of 2013/2014 (3) To find out the influence student activeness in online discussion toward their writing skill at the 4th semester students of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in the academic year of 2013/2014.

This research is a quantitative type which specifies in correlation study and regression because there is predicted that the effect of student activeness in Online Discussion on students' writing ability. The population in this research is the 4th semester students of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in the academic year of 2013/2014. The total population of the study are 99 students who are grouped into three classes. The

data collecting are questionnaire, writing test, and documentation. The data were analyzed using regression.

In this research, it is found that there is a significant correlation between student activeness and writing skill. It can be seen from correlation result that the price of $r_{xy} > r_{table}$ 0.32 in 0.05/ 5%, hence H_0 is refused and correlation coefficient is significant. Regression result is $F_{reg} > F_{table}$, is 5.09 > 4.057 means that student activeness in online discussion class has affected writing ability. So the hypothesis is accepted.

DEDICATION

The thesis is dedicated to:

My beloved Ayahanda Mahtub and Ibunda Thohuroh

My handsome brothers, Muhammad Mikail Mu'taz and Muhammad Isrofil

Mu'taz,

All my best friends, Eva, Eni, Hilfa, Mas Saykul, and Mbak Pipit

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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By wishing *Alhamdulillah* and by giving high appreciation, in this occasion the writer would like to express my gratitude to the first, Mr. Darmuin, M.Pd, as the Dean of Education and Teacher Training Faculty. Second, Mr. Dr. Muslih, M.A., as the Head of English Department. Third, Mr. Wahyudi, M.Pd and Mr. Daviq, M.Pd as advisors who would like to make time, energy, and thought for advising and directing me during the arrangement of this thesis. All lectures in English Department of Tarbiyah Faculty for valuable knowledge, guidance, and advices during the years of my study. The Fourth, My beloved parents, Mahtub and Thohuroh and my beloved little brothers, Mikail and Isrofil, who always pray, support and give me motivation and a lot of affection for my success. Unforgettable for My friends in TBI 2009 who gives inspiration and motivation, for my friends TBI 09 A for Ajeng, Anggun, Amel, Anisa, Ana Yul, Anafa, Ani, Erni, Icha, Avif, Via, Dilla, Anas, Ali Marj, Ali Mas, Didik, Danu, Arif, Hasan, Kenji, Fidah, Ella, Evi, Nina, especially my beloved sisters Hilfa, Eni, and Mimi thanks for your support and suggestion.

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least, all who cannot be mentioned one by one, who have supported the writer to finish this thesis.

Finally, the writer realizes that this thesis is far from being perfect. Therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Amin.

Semarang, 03 July 2015

The writer,



Juita Intifada

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CHAPTER I

INTRODUCTION

A. Background of The Study

When we think of the use language, for the first thinking is about speaking, not writing.¹ Writing is most difficult skill, because telling the experience or knowledge is easier by oral. It is a complex activity. Jack edited that the difficulty is not only planning and organizing the ideas but also put these idea onto paper that can be readable. The second language writers have to pay attention to higher level skills of planning and organization as well as lower level skills of spelling, punctuation, word choice and so on.² It will be more difficult if their language is weak.

According to Peter Elbow that people think too much in the first stage about what they want write. People often seem more confused. However, their writing improved much more quickly and easily when they realize that they already have many of important skills their need even if these skills are hard to put on paper. It helps to realize that learning to write well is not much like learning to speak a new language.³

Improvement of learning is raising recently. The traditional learning has been changed with the new model learning. Many tools and media modern

¹Toby, Fulwiler, *College Writing : A Personal Approach to Academic Writing*, (Portsmouth, NH:Boyton/Cook Publisher, Inc), 3th Ed,p. 33

²Richards C, Jack, Willy A Renandya, *Methodology in Language Teaching*, (Cambridge: Cambridge University Press), p.303

³Elbow, Peter, *Writing with Power; Techniques for Mastering the Writing Process*, (New York: Oxford University Press. 1998), p. 8

can be used to learn language. It is internet and communication technology tools (ICT). ICT has been widely used in distance and online mode of education.⁴ Teaching learning can be done without face-to-face lectures. Teacher can give the material through the internet or make online learning to students. Many resource tools like search engines and electronic libraries that have been developed and can change learner exchange.⁵ Having information so readily available brings with it the expectation that each of us can and will increase our knowledge base.⁶

According to Marnoko, implementation of conventional learning is the learning which starts from explaining the material, giving examples, and doing the exercises. It means that the teacher centered learning and students are given less the opportunity to think and find their concept learning. This causes the study that students learn that easy to forget, and sometimes students do not understand what is learned. Likewise, teacher just create discussion groups and do not pay attention to the course of the discussion group. Students are just given the task in the group to be resolved without any guidance. Students who have high intelligence will dominate the class. In the recently, lecturers should be not only give the information, but also give motivation to the

⁴Balaji, M.S, DigantaChakrabarti, *Student Interactions in Online Discussion Forum: Empirical Research from 'Media Richness Theory' Perspective*, Journal of Interactive Online Learning, volume 9, Number 1, Spring 2010, ISSN: 1541-4914,(Indis: IBS Hyderabad, IFHE University, Hyderabad), www.ncolr.org/jiol,retrieved on 18 December 2013

⁵McDonald, Adrian, *Facebook in the Classroom : Integration of Online Classroom Debates into Courses*, www.akoatearora.ac.nz/gppg-ebook, retrieved on 24 April 2013

⁶Macknight, B.Carol, *Teaching Critical Thinking through Online Discussion*,[http://eac595b.pbworks.com/f/macknight+2000+questions\[1\].pdf](http://eac595b.pbworks.com/f/macknight+2000+questions[1].pdf), retrieved on 24 April 2013

students in order to solve the problem and student-centered learning. Lecturers should be able to enhance the activity of the students by using creative learning model.⁷

Here, one of learning media using internet and communication technology tools is online discussion. A useful strategy for learning communities in the virtual environment is the real-time forum, also called a synchronous discussion. Because educational technology develops fast, this study hopes to benefit students by developing an awareness and knowledge of online discussion capabilities. Using this strategy, teacher are able to initiate and facilitate their learning environment using dynamic methods of communication in order to achieve successful communication and collaboration between members of the class.⁸

The online discussion is a component of internet courses. It is a common activity as postsecondary education of late happening.⁹ Discussion among students is still low even tough in the class by face-to-face or in the online discussion. According Adrian Mcdonald, discussion of issue in the class helped students to understanding, but in general students have difficulties motivation to learn more through examination of the literature. In

⁷ Marnoko, *Perbedaan Model Pembelajaran Kooperatif Tipe TEAMS GAMES TOURNAMENT dan Model Pembelajaran Konvensional Pada Hasil Belajar Ekonomi Mahasiswa FE UNPAB*, (ISSN: 1979-5408, Desember 2011), Vol. 4 No. 2, retrieved at 25 Juni 2015

⁸Fisher, Mercedes and Bonita Coleman, *Journal of Educational Technology Systems : Collaborative Online Learning in Virtual Discussions*, volume 30, Number 1 / 2001-2002, , retrieved on 11 June 2013

⁹Spatariu Alexandru, Kendall Hartley, Lisa D.Bendixen, *The Journal of Interactive Online Learning:Defining and Measuring Quality in Online Discussions*, www.ncolr.org, ISSN 1541-4914, (University of Nevada, Las Vegas. 2004),volume 2, number 4, retrieved on 11 June 2013

other mind, using online discussion is becoming a well-developed technology.¹⁰ Realizing it as a learner is important to study hard. Everyone has been created to learn as Allah decrees in verse 13 *Al Hujurat* the holy Qur'an that:

يَتَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاهُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ

عِنْدَ اللَّهِ أَتَقْوَمُ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

“O mankind! we created you from a single (pair) of a male and a female, and made you into nations and tribe, that ye may know each other (Not that ye may despise (Each other). Verily, The most honored of you in the sight of God is (he who is) the most Righteous of you. And God has full knowledge and is well acquainted (with all things).”¹¹

From this verse that Allah have been asked people to *تعارفوا* is

from *عرف* that means to know. A word that is used in this verse has meaning giving feedback. It means that getting to know each other. More knowing each other is more many benefit. Because it can give a lesson from one to another. We can learn about others from their knowledge and information. So, we are

¹⁰McDonald, Adrian, *Facebook in the Classroom : Integration of Online Classroom Debates into Courses*, www.akoaoaterrora.ac.nz/gppg-ebook, retrieved on 24 April 2013

¹¹Ali, Abdallah Yousuf, *The Glorious Kur'an*, (Beirut), p. 1407

able to increase *taqwa* to Allah. *تعرف* is a way to know each other, not the benefit from knowing each other.¹²

Discussion is one of the learning media. It also means that knowing each other by exchanging information and knowledge. It will develop the science and technology. But, if people do not want to know each other, it will make destruction the world. Because people will be busy by themselves without care any others. So, learn from the others is needed.

Learning today has grown rapidly. Starting from the text book to the e-book. The development of learning which was originally only performed in the classroom, now, can be done outside the classroom. Distance learning becomes effective when the distance between the teacher and the student are far. Currently in the developed countries have implemented distance learning using the e-learning. Students who are far from the city can get a lesson from the teacher via the website or email. Although there is no direct interaction with teachers and students, is very helpful to those who cannot afford to study in the city.

In recent time, Students are more accessing internet than read books. They are more interested in using e-learning than conventional learning. It makes easier the English students to learn English. Because the features in the internet we use English. Many websites also can be accessing to improve students ability, for example, VOAnews, ABC radio Australia, word of the day, eflflashcards.com, etc.

¹²Shihab, M. Quraisyh, *Tafsir Al Mishbah*, (Jakarta: Lentera Hati, 2012), Jilid 12, cet. V, p. 618

In addition there is a model of learning that uses the model discussion. Online discussion is one such example. Teachers can give a topic to be asked for his opinion. Not only the teacher can provide information that helps the students to discuss the topic. In ELT department at Education and Teacher Training Faculty Walisongo State Islamic University Semarang, has held an online class where the teacher gives the material not only through face-to-face classes but also take advantage of technology. There, teachers have websites that can be visited learners to access anytime and anywhere. So that students can learn outdoors. Teachers will give reward to those who are active in online discussions. Reward is given to the students more active to give his opinion. On the other hand students also helped to write in English. Indirectly writing skills they will develop in accordance with its activity in the online discussion.

One of activities of students of ELT Departments at Education and Teacher Training Faculty is beside learning teaching English in the class, they are also accessing internet. They do not only access news, send email and chatting, but also have online discussion class. They go to website of their teacher to make online discussion. It is one of activity to improve their writing. It gives advantages for them to learn not only inside classroom but also outside classroom. For the explanation above, writer wants to study about the influence of student's activeness in online discussion toward their writing ability.

B. Reasons for Choosing the Topic

The reasons for choosing the topic are as follows: Internet has been media of education. There are many features that contain some of material of learning. Online discussion is one of activity that applied it. So, writer wants to know how influence student's activeness in online discussion toward their writing skill.

C. Limitation of the Study

In conducting this research, the researcher has limited the problem that are the population of the study that is at the 4th semester of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in the academic year of 2013/2014 and student's activeness in online discussion.

D. Research Questions

1. How is the students' activeness in Online Teaching Listening and Speaking Class Discussion in www.daviqr.com at the 4th semester of ELT Departments at Education And Teacher Training Faculty Walisongo State Islamic University in the academic year of 2013/2014?
2. How is the student's writing ability at the 4th semester of ELT Departments at Education And Teacher Training Faculty Walisongo State Islamic University in the academic year of 2013/2014?

3. How is the influence of student's activeness in Online Discussion toward their writing ability at the 4th semester of ELT Departments at Education And Teacher Training Faculty Walisongo State Islamic University in the academic year of 2013/2014 ?

E. Objectives of the Study

1. To know the students' activeness in Online Teaching Listening and Speaking Class Discussion in www.daviqr.com at the 4th semester of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in the academic year of 2013/2014,
2. To know the students' writing ability at the 4th semester of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in the academic year of 2013/2014,
3. To find out the influence student's activeness in online discussion toward their writing ability at the 4th semester of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in the academic year of 2013/2014.

F. Significance of the Study

The study's finding can be used better educate the students about the benefits of online discussion and encourage teacher and students to improve their writing ability by online discussion.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Researcher

In this Review of Literature, the writer discusses about several things that relate to the objective of the study such as writing, online discussion and students' activeness in online discussion. However before the writer explains about review of literature, the writer thinks it is good to mention the previous research that related by this research.

The first previous has been done by Athik Muthmainnah (31043299) that studies Student's Use of Internet for English Learning and Student's Reading Comprehension Achievement (A Correlation Study at 2006 Level of English Language Teaching (ELT) Department of Tarbiyah Faculty in IAIN Walisongo Semarang). Background of the research is students of English Language Teaching (ELT) Department of Tarbiyah IAIN Walisongo Semarang fairly often access and make use of internet for English learning. She wants to know how often the students access and make use of internet for English learning do, how students' achievement in Reading comprehension skill is, and how a correlation between students' use of internet and the students' reading comprehension skill is. The study used a quantitative approach with correlational method. The product moment technique was used to estimate the degree of relationship between student's use of internet and student's Reading achievement. It was conducted at English Language

Teaching (ELT) Department of Tarbiyah faculty of IAIN Walisongo Semarang in academic year 2009/2010. There is a positive correlation between students' use of internet for English learning and students' Reading comprehension skill. The correlation coefficient is 0.346 at interval 0.20-0.399 in low category. In other words, there is a significant correlation between students' use of internet for English learning and students' Reading comprehension skill.

The second previous research has been done by Libasut Taqwa (073411105) that studies The Influence of Students' Activeness in Joining English Immersion Class on Students' Writing Ability (Study at the Eleventh Grade of Immersion Class at Madrasah Aliyah Hasyim Asy'ari Bangsri Jepara in the Academic Year of 2011/2012). The writers wants to know if there is any correlation and effect between students' activeness in joining English immersion class and their writing ability. The study is aimed at responding the following question : how English immersion class implemented at eleventh grade of Madrasah Aliyah Hasyim Asy'ari Bangsri Jepara in the academic year of 2011/2012 is, how the students' writing ability at eleventh grade of Madrasah Aliyah Hasyim Asy'ari Bangsri Jepara in the academic year of 2011/2012 is, how is the influence of student's activeness in joining English immersion class on students' writing ability at eleventh grade of Madrasah Aliyah Hasyim Asy'ari Bangsri Jepara in the academic year of 2011/2012. The main object of this is to describe the English immersion class conducted at eleventh grade of Madrasah Aliyah Hasyim Asy'ari Bangsri Jepara in the

academic year of 2011/2012, to know the students' writing ability in English immersion class at eleventh grade of Madrasah Aliyah Hasyim Asy'ari Bangsri Jepara in the academic year of 2011/2012, to know the influence of students' activeness in joining English immersion class to students' writing ability at eleventh grade of Madrasah Aliyah Hasyim Asy'ari Bangsri Jepara in the academic year of 2011/2012. The study used a quantitative type which specifies in correlation study and regression. The product moment was used to estimate the degree of influence of students' activeness in joining English immersion with students' writing ability. The population in this research is the eleventh grade of Madrasah Aliyah Hasyim Asy'ari Bangsri Jepara. The writer took all students, because the member of students in that grade is only 27 students. Writer used questionnaire, test of writing, and documentation to collect data. The data were analyzed using regression. In this research, it is found that there is significant correlation between students' activeness and writing skill. It can be seen from correlation result that the price of $r_{xy} > r$ table 0.747 in 0.05/ 5%, hence H_0 is refused and correlation coefficient is significant. Regression result is $F_{reg} > F$ table, is $31.59 > 4.242$ means that students joining English immersion class has affected writing ability. So the hypothesis is accepted.

The similar between Atik's research and researchers are the use of website as media of learning. The difference on the previous research is feature in internet to know reading achievement, while the research is to know writing skill in joining online discussion. The similar between Libasut's

research and researcher are research about writing. The different on the previous research is the influence of students' activeness in joining English immersion, while the research is the influence of students' activeness in joining online discussion.

B. Theoretical Framework

1. Activeness in Online Discussion

a. Definition

1) Online Discussions

The internet encompasses many different ways of communicating and exchanging information. For the most part, though, they can be categorized as asynchronous computer mediated communication, synchronous computer mediated communication and hypertext.¹ Rovy and Essex explain that Asynchronous computer mediated communication happens in delayed time and does not require the simultaneous,² for example Email, Web, bulletin boards. Here, we can write a message for others that can be read later. Beside that, Romiszowski and Mason said that Synchronous computer mediated communication is happened in real and requires the simultaneous participation of

¹Warschauer, Mark, *Internet for English Teaching*, (USA: TESOL, 2000), p. 2-3

² Johnson, Genevieve Marie, *Synchronous and Asynchronous Text-Based CMC in Educational Contexts: A Review of Recent Research*, (TechTrends: Vol. 50, number 4), p. 46

students and teacher,³ includes chat rooms, Instant messaging, video conferencing⁴ which can be uses to communicate with others who are online at the same time. And for the hypertext is such as World wide web, Access and publish multimedia, documents with clickable links to other documents.⁵

Discussion is proficient determination that is embedded in knowledge.⁶As like as the explanation of discussion, there are two kinds of discussion. Those are discussion by face-to-face and online discussion. Discussion by face-to-face is done by oral.Beside that, online discussion is used by writing skill.

Donna Raleigh states that online discussions are the asynchronous posting of electronic messages. It is done by members of a class in a continued conversation on topics designated by instructor.⁷Alexandru Spatariu and colleagues said that:⁸

“Online discussions, as a component of Internet courses, have become common activities in postsecondary education. ...much like face to face discussion, students engaged in online

³ Johnson, Genevieve Marie, *Synchronous and Asynchronous Text-Based CMC in Educational Contexts: A Review of Recent Research*, (TechTrends: Vol. 50, number 4), p. 46

⁴Warschauer, Mark, *Internet for English Teaching*, (USA: TESOL, 2000), p. 3

⁵Warschauer, Mark, *Internet for English Teaching*, (USA: TESOL, 2000), p. 3

⁶Teaching Democracy to Strengthen Democracy: <http://www.lawanddemocracy.org/discussiondefine>, retrieved on 17 January 2014

⁷ Raleigh, Donna, Keys to Facilitating Successful Online Discussions: Vol. 7, No. 3: November 15, 2000, <http://www.uwsa.edu/ttt/raleigh.htm>, retrieved on 24 April 2013

⁸SpatariuAlexandru, Kendall Hartley, Lisa D.Bendixen, *The Journal of Interactive Online Learning:Defining and Measuring Quality in Online Discussions*, www.ncolr.org, ISSN 1541-4914, (University of Nevada, Las Vegas. 2004),volume 2, number 4, p. 1, retrieved on 11 June 2013

dialogue will attempt to find common ground before providing counterarguments (Nussbaum, Hartley, Sinatra, Reynolds, & Bendixen, 2002). However, there are clearly some characteristics in online discussions that make them unique and worthy of investigation.”

2) Activeness

Activeness is a situation that student active in learning process. It can be looked at how students listen the explaining the teacher with doing assignment, solving the problem, asking the others or teacher while got less understand about the lesson, looking for information to solve the problem, doing discussion group as teacher’s instruction, assesment their personality and their result, exercise themselves in problem solving, applying what they got in doing assignment or the solving the problem.⁹ Paul B. Diedrich in Sardiman suggested that there are eight kinds of activities in the study, those are visual activities, oral activities, listening activities, writing activities, drawing activities, motor activities, activities mental, emotional activities.¹⁰ Rovai suggested that learning effectiveness is influenced by the interaction and communication.¹¹

⁹Sudjana, Nana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: RemajaRosdakarya, 2010), p. 61

¹⁰ M.Z Zubaidah Amir, Risnawati, Defi, *Constructivism-Based Development Workbook Lectures on Linier Program in the Department Of Mathematics Education, Faculty and Teaching Tarbiyah UIN Riau Suska*, (UIN Suska Riau: 1st SEA-DR Proceeding, 2013), ISBN:978-602-17465-1-6, code: P-55, p.484 retrieved on 20 June 2015

¹¹Balaji, M.S, DigantaChakrabarti, *Student Interactions in Online Discussion Forum: Empirical Research from ‘Media Richness Theory’ Perspective*, Journal of Interactive Online

3) Activeness in Online Discussion

According to Harasim, the key differences between online and face-to-face discussions are time and place dependence, and the richness and structure communication.¹²

Online discussion engage the participants in debates or arguments. A posting was responded by the participants from rating one to four. Rating one represented a response that in simple terms agreed with the previous posting and offered no new information to the topic. A2 or rating two also represented agreement, but in addition offered some new information to the topic. A3 was assigned to a posting that offered a qualified disagreement. For example students would frequently respond with statements such as “*I see what are you saying, but...*” or “*I agree with you, however...*” and then follow up with a disagreement. A4 was assigned to a posting that exhibited obvious disagreement.¹³

There are kinds of writing. Those are Writing poem, writing a story, writing news, writing paper and writing text. It has its own ways. Many ways are to learn writing. It is important to know about vocabulary and grammar. If it is learned well, writing can be

Learning, volume 9, Number 1, Spring 2010, ISSN: 1541-4914,(Indis: IBS Hyderabad, IFHE University, Hyderabad), www.ncolr.org/jiol, p. 3, retrieved on 18 December 2013

¹²Baran, Evrim and Ana Paula Correia, *Student-led facilitation strategies in online discussion*, (Lowa: Distance Education, November 2009), Vol. 30, No. 3, 339-361, retrived 27 Juni 2015

¹³SpatariuAlexandru, Kendall Hartley, Lisa D.Bendixen, *The Journal of Interactive Online Learning:Defining and Measuring Quality in Online Discussions*, www.ncolr.org, ISSN 1541-4914, (University of Nevada, Las Vegas. 2004),volume 2, number 4, retrieved on 11 June 2013

interesting. We can try to write from one sentence to one paragraph. What we write is what we think.

A lot of media that can be used to practice writing. It can be in paper, board, website, letter, or others. One of the media is website. In website, there are blog, social media and discussion forum or online discussion class. There, we can write what we think and what we want to share.

Online discussion is as one of media learning, it help student to write, especially in English. Although they write just one word, it enough to make them dare to write in English. Every week, the material of learning is different. The students must be done online discussion minimum once a week.

In their courses, online discussion has been done, not only teacher give the new topic, student can also participate to put other topic. The other students can choose what the topic they want and give respond under the issue. Their friends will give comment the respond or make the answer itself. Teacher will observe who has been active in online discussion and show it in all students and give the reward who has the highest grades in online discussion. The reward is given with score A in the object. It make motivation by students to be more active in online discussion and find the new information to share in others.

b. Aims of Online Discussion And Activeness

Online discussion that engage the participants in debates or arguments are frequently seen as productive.¹⁴ Schaeffer and the colleagues said that the purpose of the online discussion forum was to promote cooperation, to encourage reflection on policy issues, and to progress students' ability to make convincing arguments.¹⁵

Discussion has many purpose. Those are to reach agreement on problem solving, to clarify one and others views of the issue, to gain a deeper understanding of an issue, to understand and appreciate multiple perspective.¹⁶It means that discussion purpose to share what the students' knowledge and information about the topic. Students asked to give opinion about the issue. They also should know why they agree or disagree. Because they should give reasons about their opinion. And the last they have to receive what other opinion. So, the problem in the issue can be understood one another.

¹⁴Spatariu Alexandru, Kendall Hartley, Lisa D.Bendixen, *The Journal of Interactive Online Learning:Defining and Measuring Quality in Online Discussions*, www.ncolr.org, ISSN 1541-4914, (University of Nevada, Las Vegas. 2004),volume 2, number 4, p. 2 retrieved on 11 June 2013

¹⁵Spatariu Alexandru, Kendall Hartley, Lisa D.Bendixen, *The Journal of Interactive Online Learning:Defining and Measuring Quality in Online Discussions*, www.ncolr.org, ISSN 1541-4914, (University of Nevada, Las Vegas. 2004),volume 2, number 4, p. 9 retrieved on 11 June 2013

¹⁶ Teaching Democracy to Strengthen Democracy: <http://www.lawanddemocracy.org/discussiondefine>, retrieved on 17 January 2014

c. Subjects of Online Discussion

Rena Palloff and Keith Pratt added that there are Policies and Procedures for Posting to Discussions. Those are Students need to login to the course site at least twice per week for the duration of the class, read what has been posted by the instructor, as well as by other participants and post a thoughtful response. At the end of the course, each student must post a ‘reflective piece’ in the “Electronic Reflections” discussion section. It should be a couple paragraphs describing what you’ve learned and what an online learning experience was like for you. They have to make maximum 2 posts per week and keep posts short.¹⁷

The instructor in discussion by face-to-face or online discussion have similar to take responsibility of keeping discussion, contributing knowledge and approaching, weaving together various discussion on threads and course components, and maintaining group harmony.¹⁸

d. Skill Mastered in Online Discussion

Discussion can be done by oral and written. Usually, discussion forum is a discussion by oral. The other hand, written discussion is

¹⁷Palloff, Rena M. and Keith Pratt, *Building Learning Communities in Cyberspace “Effective Strategies for the Online Classroom* (Josey: Bass Publishers, 1999), retrieved on 24 April 2013

¹⁸ Zhu, Erping, Interaction and cognitive engagement: An analysis of four asynchronous online discussions, (Springer; Instructional Science (2006) 34:451-480; DOI 10.1007/s11251-006-0004-0), p. 452, retrieved on 18 September 2013

called online discussion. In online asynchronous discussion, communication relies on the text based information.¹⁹

The Online discussion is the way of discussion in the internet. Many website provide online discussion that can be used to improve writing skill. An idea will be posted to be discussed with the member of discussion. In online discussion forum, the data's that are students written that saved in virtual space can be retrieved and reviewed anytime.²⁰For the second language learner, it can be easier to learn writing.

2. Writing Ability

a. Definition of Writing Ability

Writing is necessity for young people. According Roger Caswell that writing is not easy. It is the tool of communication and a skill in all aspect of life.²¹

Alice Ochima states

“Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. The after you have finished writing, you read over what you have written and make changes and corrections. Therefore,

¹⁹Baran, Evrim, and Ana Paula Correia, Student-led facilitation strategies in online discussion, (Lowa: Distance Education, November 2009), Vol. 30, No. 3, 339-361, retrived 27 Juni 2015

²⁰Balaji, M.S, Diganta Chakrabarti, *Student Interactions in Online Discussion Forum: Empirical Research from 'Media Richness Theory' Perspective*, Journal of Interactive Online Learning, volume 9, Number 1, Spring 2010, ISSN: 1541-4914,(India: IBS Hyderabad, IFHE University, Hyderabad), www.ncolr.org/jiol,retrieved on 18 December 2013

²¹R. Caswell, ,& Mahler, B, *Strategies for Teaching Writing*, (Virginia: ASCD, 2004), p.

writing is never a one-step actions; it is a process that has several steps.”²²

Writing has also important as view of communicative language teaching.²³It is teaching language as a system of communication rather than as an object of study. In the traditional view, language classes that writing functions primarily to support and reinforce patterns of oral language use, grammar, and vocabulary. At the university, writing is seen not just as standardized system of communication, but also as an important tool for learning.²⁴ It is used to college students to make paper for their graduation.

b. Aspects of Writing Ability

Good writing is that have well-written paragraph. Well-written paragraph has three separate parts. Those are topic sentence, supporting sentence and concluding sentence.²⁵ Not only well-written paragraph, but also writing in English have the characteristics of coherence, cohesion and unity. Coherence is when the supporting sentences are ordered according to a principle.²⁶ Cohesion is all the supporting sentences connect to each other in their support of the topic

²²Ochima, Alice *Introduction to Academic Writing*, (New York: Addison Wesley Longman,1997),2nd Ed, p.2

²³Weigle, Sara C, *Assessing Writing*, (Cambridge: Cambridge University Press, 2009),6th printing, p.1

²⁴Weigle, Sara C, *Assessing Writing*, (Cambridge: Cambridge University Press, 2009),6th printing, p.5

²⁵Boardman, Chyntia.A Jia Frydenberg, *Writing to Communicate; Paragraph and Essays*, (USA: Pearson Education, 2008), 3rded, p. 18

²⁶Boardman, Chyntia A, Jia Frydenberg, *Writing to Communicate; Paragraph and Essays*,(USA: Pearson Education, 2008), 3rded, p. 18

sentence.²⁷ Unity is when all the supporting sentence should relate to the topic sentence.²⁸

There are many things to consider when evaluating academic writing. Some general categories from aspects of good writing include content/ideas, organization, grammar/structure, word choice/word form, mechanics. Content/ ideas include that has excellent support, is interesting to read, in unified, follows the assignment. Organization divide into two part those are paragraph and essay. In paragraph, it should have a topic sentence with clear controlling idea, supporting sentences, a concluding sentence, coherence and cohesion. While an essay should have an introductory paragraph with clear thesis statement, body paragraphs with good organization, a concluding paragraph, coherence and cohesion. Grammar/ structure should demonstrate control of basic grammar (e.g, tenses, verb form, noun form, preposition and article) and show sophistication of sentence structure with complex and compound sentences. Word choice/ word form should demonstrate sophisticated choice of vocabulary items, have correct idiomatic use of vocabulary, and have correct word form. Mechanics should have good paragraph or essay format, demonstrate good control over use of capital letter, periods, commas, and

²⁷Boardman, Chyntia A, Jia Frydenberg, *Writing to Communicate; Paragraph and Essays*,(USA: Pearson Education, 2008), 3rded, p. 23

²⁸Boardman, Chyntia A, Jia Frydenberg, *Writing to Communicate; Paragraph and Essays*,(USA: Pearson Education, 2008), 3rded, p.25

semicolons, also demonstrate control over spelling and does not have fragments, comma splices, or run sentences.²⁹

c. Ways to Enhance Writing Ability

According Boardman that writing process have six steps. Those are analyzing the assignment, brainstorming, organizing the idea, writing the first draft, rewriting the first draft and the last writing the final paper. Analyzing the assignment means that makes sure to understand the assignment. After analyzing it, continue to make brainstorming. It is writing down ideas of all kinds - good or bad - on a piece of paper. In brainstorming can be done both in group and alone that are using a mind map or using column or free writing.³⁰

After making brainstorming, it does the organizing the idea. These are writing the topic sentence, eliminating the irrelevant ideas and making an outline also adding the relevant ideas. After that, write the first draft. It is writing the sentences in good paragraph format. And then, when it has done, it can be continued to rewrite the first draft. There are two activity, revising and editing. Revising is checking the organization the paragraph and look at the ideas. And for editing is looking the grammar, spelling, word forms and punctuation.

²⁹Boardman, Chyntia A, Jia Frydenberg, *Writing to Communicate; Paragraph and Essays*,(USA: Pearson Education, 2008), 3rded, p. 183

³⁰Boardman, Chyntia A, JiaFrydenberg, *Writing to Communicate;Paragraph and Essays*,(USA: Pearson Education, 2008), 3rded, p.31-35

And the last in writing process is to write final version of the paragraph with all the revision and editing.³¹

d. Factors Affecting the Quality of Writing Ability

Many factors affect the quality of writing. There are two factors effecting the quality of writing. Those are external and internal factors. External factor is the facilitate of writing. Internal factors include psychological factor and technical factor.³²

Psychological factor is habit or experience that students have. Students more practice writing, their writing ability and the quality of writing is better. The others is needed factors. People will try and try to write because they need.³³

Technical factor is mastering the concept and applying the mechanic of writing. Applying concept ability is influenced by how many they have material that will write and knowledge of the way to write the material they have. Writing ability is also effected how many times they reading. Because when students more read, their

³¹Boardman, Chyntia A, JiaFrydenberg, *Writing to Communicate;Paragraph and Essays*,(USA: Pearson Education, 2008), 3rded, p.35-40

³² Sianturi, Helga S, *Metode Latihan Terbimbing Sebagai Upaya untuk Meningkatkan Kemampuan Berpikir Kritis Kreatif Dalam Pembelajaran Menulis Cerpen*, p. 5, retrieved on 1 July 2015

³³ Sianturi, Helga S, *Metode Latihan Terbimbing Sebagai Upaya untuk Meningkatkan Kemampuan Berpikir Kritis Kreatif Dalam Pembelajaran Menulis Cerpen*, p. 5, retrieved on 1 July 2015

knowledge is increase. So, the quality of their writing will be improve.³⁴

C. Hypothesis

Based on the statement above, the hypothesis of the study can be related as follows: "There is a positive and significant influence of students activeness in online discussion towards their writing ability"

³⁴ Sianturi, Helga S, *Metode Latihan Terbimbing Sebagai Upaya untuk Meningkatkan Kemampuan Berpikir Kritis Kreatif Dalam Pembelajaran Menulis Cerpen*, p. 5, retrieved on 1 July 2015

CHAPTER III

RESEARCH METHOD

A. Research Approach

This research is quantitative approach with correlational method. A correlational method is most appropriate for this study because it allows two variables to show if they have a positive or negative relationship and examines hypothesis. Product moment technique is used to estimate the degree of relationship between two variables. Regression Coefficient technique is used to estimate the degree of relationship between two variables.

B. Research Setting

The primary data for this research are students and documents. Those data are derived from participants of this study that are students at the 4th semester of ELT Departments at Education and Teacher Training Walisongo State Islamic University in the academic year of 2013/2014, and the setting this research that conducted at Online Teaching Listening and Speaking Class Discussion in www.daviqr.com and in 20 Oktober 2014 until 5 November 2014.

C. Population and Sampling

Population is the entire group of entities or persons to whom the results of a study are intended to apply.¹ Target population is a population which becomes our target activation of research conclusion. In this study, the populations are the 4th semester of ELT Departments at Education and Teacher Training Walisongo State Islamic University in the academic year of 2013/2014. The total population of the study are 99 students who are grouped into three classes.

Sample is a part of population. According to Suharsimi Arikunto, there are two ways in deciding a sample. First, if the population is less 100, the all population can be a sample. Second, if the population is over 100, the researcher can take 10%-15% or 20%-25% from all population as a sample.²

Questioners and writing tests were separated to all the students, but the data that collected just 47 respondents. So, writer make it as sample.

D. Variables

In this research, there are two variable. Those are independent variable and dependent variable. According to Nunan, independent variable is the

¹Donna M, Johnson, *Approaches Research in Second Language Learning*, (New York: Longman, 1992), p. 110.

²Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), Ed. VI, p.

variable that the researcher expects to influence to others.³ There are two kinds of variable :

1. The Independent Variable (X)

Independent variables are the conditions or characteristics that are manipulated by the researcher in order to explain the relation with the observed phenomena. Independent variable is a variable which influences other variable. The independent variable of this research is student's activeness in online discussion.

The indicators are as follows :

- a. Motivation
- b. Frequency
- c. Interest
- d. Activity

2. The Dependent Variable (Y)

Dependent variables are variable that the conditions are influenced by independent variables. Referring to definition, the dependent variable of the research is students' writing ability.

E. Techniques of Data Collection

1. Documentation

Arikunto states that documentation method is seeking of data about the matters or things on notes, archives of book, magazines, newspaper,

³Nunan, David *Research Method in Language Learning*, (USA: Cambridge University Press, 1992), p.3

epigraph and agenda.⁴ The documentation was used to get data about what is online discussion and how is the implementation of it, name of the student at the 4th semester of ELT Departments at Education and Walisongo State Islamic University in the academic year of 2013/2014 and all information that related with this research.

2. Questionnaire

A questionnaire is a number of written questions⁵, which are used to gain information from the respondent directly and indirectly. The questionnaire consist of 30 questions that they are using English language.

The questions consist of positive questions and negative questions. The students have to answer by choosing five responses. Those are point, A/Always, B/Often, C/Sometimes, D/Seldom, E/Never that have five option with different point.

The data analysis started by summing up the item credits of questionnaire, which had been answered by the respondents. Their individual total scores were graded into five categories :

Very high	: 85-100
High	: 70-85
Fair	: 55-70
Low	: 40-55
Very low	:25-40

⁴Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), Ed. VI, p. 158

⁵Usman, Husaini and Purnomo Setiady Akbar, *Metodologi Penelitian Sosial*, (Jakarta: Bumi Aksara, 2003), p.110

3. Writing Test

The writer carried out the writing test in this research. David Harris states that writing test is used to measure students' writing ability would be to have them write.⁶ Writing is an appropriate test for measuring the students' mastery of the whole language aspects that have been taught in the teaching learning process.

Based on the statements above, the writer conducted the written test in this research. This test was used to measure students' writing ability in writing skill. There are five components or elements of writing assessment, so the writer will analyze their writing in five aspects.

Element of writing assessment⁷ :

It's analysis	Score	Criterion of scoring
Content	27-30	Excellent - very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	22-26	Good - average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
	17-21	Fair - poor :limited knowledge of subject, little substance, inadequate development of topic
	13-16	Very poor: does not show knowledge of subject, not-substantive, not pertinent, or

⁶David P. Harris, *Testing English as a Second Language*, (Bombay: McGraw-Hill, 1969), p. 69.

⁷Weigle, Sara Cushing, *Assessing Writing* (Cambridge: Cambridge University Press, 2002), p. 116

It's analysis	Score	Criterion of scoring
		not enough to evaluate
Organization	18-20	Excellent – very good: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	14-17	Good – average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	10-13	Fair – poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	7 – 9	Very poor: does not communicate, no organization, or not enough to evaluate
Vocabulary	18 – 20	Excellent – very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
		Good – average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	14 – 17	Fair – poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
7 – 9	Very – poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate	
Language use	22-25	Excellent- very good: Effective complex construction, few errors of agreement, tense, number, word order function, articles, pronoun, and preposition
	18-21	Good- average: Effective but

It's analysis	Score	Criterion of scoring
		simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, preposition but meaning seldom obscured
	11-17	Fair- poor: Major problems in simple / complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, article, pronouns, preposition, and/ or fragments, ru-ons, detentions, meaning confused
	5-10	Very poor: Virtually no mastery of sentence constructions rules, dominated by errors, does not communicate, not enough evaluate
Mechanics	5	Excellent- very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good- average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair- poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

F. Procedures and Time Line

No	Time	Activity
1	The first week,	researcher get familiar with student's of 4 th semester in ELT Departments at Education and Teacher Training Walisongo Islamic University in the academic year 2013/2014.
2	The second week	researcher gives the questioners and tests in every class.
3	The third week	researcher collects the data.
4	The fourth week	researcher analyzes the data.

G. Techniques of Data Analysis

The data analysis method, which is used in this research, is quantitative analysis. Quantitative is concerned with the amount or number.

Bogdan pointed out "Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others".⁸

1. Analysis descriptive

At the first, the writer put in the data that collected into the table of distribution. Every question in the questionnaire got different point. Positive questions are that always has 5 points, often has 4 points, sometimes has 3 points, seldom has 2 points, and never has 1 point.

⁸Hasan,Iqbal, *Analisis Data Penelitian dengan Statistik*, (Jakarta: BumiAksara, 2004), p. 29.

Negative question are that always has 1 points, often has 2 points, sometimes has 3 points, seldom has 4 points, and never has 5 point.

After that, the score were put in the table of score each the data collections. Then, interval and the quality score of each variable are found in this step :

a. Finding out the highest score (H) and the lowest (L)

b. Class interval with the formula $i = \frac{R}{K}$

i = interval

R = range

K = interval total

$K = 1 + 3.3 \text{ Log } N^9$

$R = H - L + 1^{10}$

c. Making the table of distribution and look for the mean with the

formula $M = \sum \frac{fx}{n}^{11}$

d. Making the table of interval and category

2. Using normality test to know the normality distribution of the students' activeness in online teaching listening speaking class discussion and students' writing abilities.
3. Using homogeneity test to know the data has homogeneity variance.
4. Scoring the students writing ability

⁹Susetyo, Budi, *Statistika Untuk Analisis Data Penelitian: Dilengkapi Cara Perhitungan Dengan Spss Dan MsOffice Excel*, (Bandung: Refika Aditama, 2010), p. 20-21

¹⁰Hartono, *Statistik untuk Penelitian* (Yogyakarta: PustakaPelajar, 2008,) p.38

¹¹Masrukin, *Statistik Deskriptif Berbasis Komputer*, (Kudus: Media Ilmu Press, 2005), p. 32

Excellent	: 80-100
Good	: 66-79
Fair	: 56-65
Poor	: 40-55
Fail	: 30-39

5. Analysis of hypothesis test

And the second part is looking for the correlation between predictor and criterion by using technique of correlation product moment.

The formula is as follow :

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}^{12}$$

$$\text{Where : } \sum xy = \sum xy - \frac{(\sum x)(\sum y)}{N}^{13}$$

$$\sum x^2 = \sum X^2 - \frac{(\sum x)^2}{n}$$

$$\sum y^2 = \sum Y^2 - \frac{(\sum y)^2}{n}^{14}$$

After that, measuring correlation significance test is using two ways:

- Using r_{table} , if $r_{xy} > r_{table}$, with significance value 1% or 5%, so the correlation is significant.¹⁵
- Using t test with the formula t score = $\frac{r\sqrt{(N-2)}}{\sqrt{1-r^2}}$ and if t score > t table (0,01), and t score > t table (0,05), it is significant.¹⁶

¹²Susetyo, Budi, *Statistika Untuk Analisis Data Penelitian: Dilengkapi Cara Perhitungan Dengan Spss Dan MsOffice Excel*, (Bandung: Refika Aditama, 2010), p. 120

¹³Hartono, *Statistik untuk Penelitian* (Yogyakarta: PustakaPelajar, 2008,) p. 269

¹⁴Hartono, *Statistik untuk Penelitian* (Yogyakarta: Pustaka Pelajar, 2008,) p. 270

¹⁵Hartono, *Statistik untuk Penelitian* (Yogyakarta: Pustaka Pelajar, 2008,) p. 88

And then, looking for the regression similarity is using deviasi score formula, yaitu:

$$y = a + bx$$

$$a = \frac{\sum x^2 \sum Y - \sum x \sum (XY)}{n \sum x^2 - \sum x^2}$$

$$b = \frac{n \sum (XY) - \sum x \sum Y}{n \sum x^2 - \sum x^2}^{17}$$

The last, looking for F score is using deviasi score with the formula:

Varian Source	Dk	Jk	RJK	F
Total	N	$\sum Y^2$	Y^2	-
Regresi (a)	1	$\frac{(\sum Y)^2}{n}$	$\frac{(\sum Y)^2}{n}$	$\frac{S^2_{reg}}{S^2_{sisal}}$
Regresi (b/a)	1	$b\left\{\frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{n}\right\}$	$S^2_{reg} = JK \left(\frac{b}{a}\right)$	
Sisa	n-2	JK (T) - JK (a) - JK (b/a)	$S^2_{sisal} = \frac{JK (s)}{n-2}$	

N = amount of respondent

Dk=Acquitted Quadrate

Jk = Quadrate Amount

RKJ = Mean of Quadrate Amount

F = score of F in regression¹⁸

¹⁶Susetyo, Budi, *Statistika Untuk Analisis Data Penelitian: Dilengkapi Cara Perhitungan Dengan Spss Dan MsOffice Excel*, (Bandung: Refika Aditama, 2010), p. 184

¹⁷Hartono, *Statistik untuk Penelitian* (Yogyakarta: PustakaPelajar, 2008,) p. 89

¹⁸Susetyo, Budi, *Statistika Untuk Analisis Data Penelitian: Dilengkapi Cara Perhitungan Dengan Spss Dan MsOffice Excel*, (Bandung: Refika Aditama, 2010), p. 154-158

From the result above the writer interpreted that category based on the following statement :

0,80 -1,00 means very high correlation

0,60-0,799 means high correlation

0,40-0,599 means enough correlation

0,20-0,399 means low correlation

0,00-0,199 means very low correlation

6. Final analysis

After getting F_{reg} , the next step is comparing the price of F_{reg} with the value on table value. The table value is 1% or 5%. It is significant if $F_{reg} > F_t$ 1% or 5%. There is positive influence of students' activeness in online discussion toward students' writing abilities. It is not significant if $F_{reg} < F_t$ 1% or 5%. There is no positive influence of students' activeness in online discussion toward student's writing abilities.¹⁹

¹⁹Hadi,Sutrisno,*Analysis Regresi*, (Yogyakarta: Andi Office, 2001), p. 5

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

After writer has observed and collected some data, in this chapter, writer did analysis which refers to the statistical data analysis to find out the influence of student's activeness toward their writing abilities. The analysis are as following:

1. To know the students' activeness in Online Teaching Listening and Speaking Class Discussion in www.daviqr.com at the 4th semester of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in the academic year of 2013/2014,
2. To know the students' writing ability at the 4th semester of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in the academic year of 2013/2014
3. To find out the influence student's activeness in online discussion toward their writing ability at the 4th semester of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in the academic year of 2013/2014.

Before analyzing some problems, writer will describe about Profil of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University:

1. **Profil of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University**

Education and Teacher Training Faculty Walisongo State Islamic University is located in Prof. Dr. Hamka, Ngaliyan, Semarang, second campus State Islamic University, pos code 50185. The office of ELT Departments is in second floor building of Education and Teacher Training Faculty office.

Vision: Islamic Educational Excellence Model-Based Unity Studies in ASEAN 2030.

Misions:

- a. Education and Learning organized based on Education Sector Unitary Science to produce graduates professional and noble character,
- b. Increasing research education for Islam , science and society,
- c. Organising useful field of education devotion for society
- d. Exploring, developing and applying the values of Local Wisdom in Education,
- e. The Education Institutional governance professional and national standards ;
- f. Education Cooperation is developed in various Educational Institutions regionally, nationally and internationally.

Goals:

- a. Producing education graduates who have academic and professional competence by the moral glory that is able to implement and develop the unity of science ;
- b. Producing research and science study for society in education contributively to improve the quality of society in a religious community, state and nation.

2. Student's Activeness in Online Discussion

In this research, the writer uses the questionnaire for the research to measure students' activeness in Online Discussion. Questionnaire has 150 point as highest score and 30 point as highest score. Here the result of the questionnaire from the students.

Table 4.1**The Score of Students' Activeness in Online Discussion**

No	Kode	X
1	R-01	117
2	R-02	113
3	R-03	100
4	R-04	102
5	R-05	94
6	R-06	111
7	R-07	114
8	R-08	115
9	R-09	83
10	R-10	90
11	R-11	111
12	R-12	103
13	R-13	86
14	R-14	115
15	R-15	105

No	Kode	X
16	R-16	86
17	R-17	95
18	R-18	99
19	R-19	109
20	R-20	102
21	R-21	104
22	R-22	125
23	R-23	89
24	R-24	99
25	R-25	90
26	R-26	104
27	R-27	100
28	R-28	101
29	R-29	102
30	R-30	99
31	R-31	101
32	R-32	75
33	R-33	94
34	R-34	108
35	R-35	104
36	R-36	87
37	R-37	88
38	R-38	117
39	R-39	82
40	R-40	68
41	R-41	99
42	R-42	96
43	R-43	97
44	R-44	91
45	R-45	83
46	R-46	91
47	R-47	102
	Σ	4646

Based on the above table, the highest amount of the students' activeness is 125 and the lowest is 68. The score (X) is 4646 and the participants (N) are 47. The next step is to determine distribution frequency of the students' activeness. Distribution frequency of the students' activeness is made by following steps:

a. Interval Total (K)

$$\begin{aligned}K &= 1+3.3 \log N \\&= 1+3.3 \log 47 \\&= 1+3.3 (1,6) \\&= 1+5.28 \\&= 6.28 \\&= 6\end{aligned}$$

b. Range

$$\begin{aligned}R &= H-L+1 \\&= 150- 30+1 \\&= 121\end{aligned}$$

R: Range

H: The highest total

L: The lowest total

c. Interval Class (i)

$$\begin{aligned}i &= \frac{R}{K} \\&= \frac{121}{6} \\&= 20.1 \\&= 21\end{aligned}$$

d. Mean

$$M = \frac{\sum X}{N}$$

$$= \frac{4646}{47}$$

$$= 98.9$$

Below is a table 4.2 of distribution frequency of the students' activeness. The table consists of Interval class, frequency, class sign and percentage.

Table 4.2
Mean Score Distribution of Student's Activeness
In Online Discussion

Interval	f	X	fx
135.00-155.00	0	145	0
114.00-134.00	6	124	744
93.00-113.00	27	103	2781
72.00-92.00	13	82	1066
51.00-71.00	1	61	61
30.00-50.00	0	40	0
Total	47		4652

Based on the result of mean calculation above, the next step is making the category. They are as following:

$$MD = \frac{\sum Fx}{n}$$

$$= \frac{4652}{47}$$

$$= 99$$

Table 4.3**The Quality of Students' Activeness in Online Discussion**

Interval	Category	Quality
112.00-152.00	High	medium
71.00-111.00	Medium	
30.00-70.00	Low	

Based on the table above, it is known that the mean from students' activeness in online discussion variable in online teaching listening and speaking discussion class in www.daviqr.com is 99. It means that the category of students' activeness in online discussion is medium. It is on interval 71.00-111.00.

The further step is looking for standard deviation. The distribution frequency of students' activeness in online discussion above is used to make easy in determining standard deviation.

Table 4.4**Distribution Frequency of Students' Activeness in Online Discussion**

Interval	F	X	FX	X-xi	$(X-xi)^2$	$F(X-xi)^2$
135.00-155.00	0	145	0	-58.9	3463.4	0
114.00-134.00	6	124	744	-37.9	1432.7	1432.7
93.00-113.00	27	103	2781	-16.9	284.0	3691.5
72.00-92.00	13	82	1066	4.1	17.2	464.8
51.00-71.00	1	61	61	25.1	632.5	3794.8
30.00-50.00	0	40	0	46.1	2129.7	0
Total	47		4652			9383.7

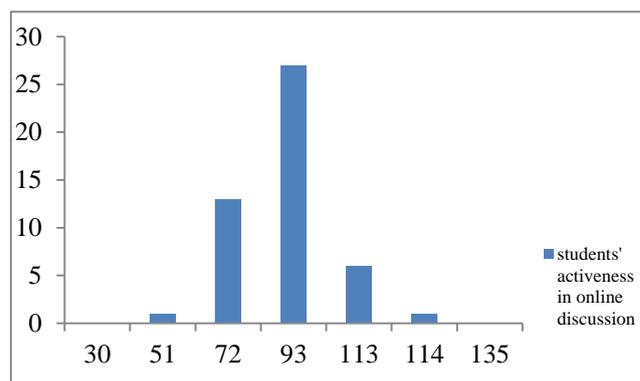
$$\begin{aligned}
 SD &= \sqrt{\frac{\sum f_i(x_i - X)^2}{(n-1)}} \\
 &= \sqrt{\frac{9383.7}{47-1}} \\
 &= \sqrt{\frac{9383.7}{46}} \\
 &= \sqrt{203.99} \\
 &= 14.28
 \end{aligned}$$

So, standard deviation of students' activeness in online discussion is 14.28.

Based on the above calculation, a curve of students' activeness in online discussion can be drawn as following:

Diagram 4.1

A Diagram of Students' Activeness in Online Discussion



3. The Students' Writing Ability

Table 4.5

The Score of Students' Writing Test

No	Kode	Y
1	R-01	75
2	R-02	71
3	R-03	84
4	R-04	78
5	R-05	77
6	R-06	73
7	R-07	75
8	R-08	75
9	R-09	71
10	R-10	77
11	R-11	74
12	R-12	82
13	R-13	75
14	R-14	77
15	R-15	79
16	R-16	53
17	R-17	64
18	R-18	71
19	R-19	72
20	R-20	85
21	R-21	84
22	R-22	76
23	R-23	78
24	R-24	89
25	R-25	83
26	R-26	82
27	R-27	89
28	R-28	73
29	R-29	76
30	R-30	70
31	R-31	76
32	R-32	78
33	R-33	72
34	R-34	76
35	R-35	73
36	R-36	70
37	R-37	60
38	R-38	73
39	R-39	64

40	R-40	68
41	R-41	85
42	R-42	71
43	R-43	77
44	R-44	70
45	R-45	54
46	R-46	63
47	R-47	61
	□	3479

Based on the above table, the highest amount of the students' writing ability is 100 and the lowest is 53. The score (Y) is 3479 and the participants (N) are 47. The next step is to determine distribution frequency of the students' writing ability. Distribution frequency of the students' writing ability is made by following steps:

a. Interval Total (K)

$$\begin{aligned}
 K &= 1 + 3.3 \log N \\
 &= 1 + 3.3 \log 47 \\
 &= 1 + 3.3 (1.6) \\
 &= 1 + 5.28 \\
 &= 6.28 \\
 &= 6
 \end{aligned}$$

b. Range

$$\begin{aligned}
 R &= H - L + 1 \\
 &= 100 - 53 \\
 &= 48
 \end{aligned}$$

R: Range

H: The highest total

L: The lowest total

c. Interval Class (i)

$$\begin{aligned} i &= \frac{R}{K} \\ &= \frac{48}{6} \\ &= 6 \end{aligned}$$

d. Mean

$$\begin{aligned} M &= \frac{\sum X}{N} \\ &= \frac{3479}{47} \\ &= 74 \end{aligned}$$

Below is a table 4.6 of distribution frequency of the students' writing ability. The table consists of Interval class, frequency, class sign and percentage.

Table 4. 6

Mean Score Frequency Distribution of Student's Writing Test

Interval	f	X	fx	X-xi	(X-xi)²	f(X-xi)²
93.00-100.00	0	96.50	0	22.5	505.3	0
85.00-92.00	4	88.50	354	14.5	209.6	838.5
77.00-84.00	13	80.50	1046.5	6.5	42	545.7
69.00-76.00	22	72.50	1595	-1.5	2.3	50.9
61.00-68.00	5	64.50	322.5	-9.5	90.7	453.3
53.00-60.00	3	56.50	169.5	-17.5	307	921
Total	47		3487.5			2809.4

Based on the result of mean calculation above, the next step is making the category. They are as follow:

$$\begin{aligned}
 M &= \frac{\sum Fx}{n} \\
 &= \frac{3487.5}{47} \\
 &= 74.2
 \end{aligned}$$

Table 4.7

The Quality of Students' Writing Test

Interval	Category	Quality
85.00-100.00	Excellent	Good
69.00-84.00	Good	
53.00-68.00	Failed	

Based on the table above, it is known that the mean from students' writing test in 4th semester of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in academic year 2013/2014 is 74.2. it means that the category of students' writing test is good. It is on interval 69.00-84.00.

The further step is looking for standard deviation. The distribution frequency of students' writing ability above is used to make easy in determining standard deviation.

$$SD = \sqrt{\frac{\sum fi(xi - X)^2}{(n-1)}}$$

$$= \sqrt{\frac{2809.4}{47-1}}$$

$$= \sqrt{\frac{2809}{46}}$$

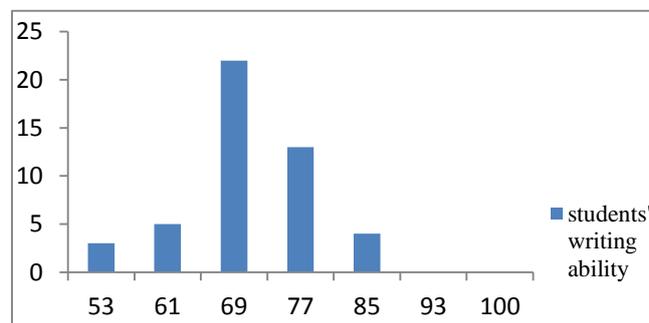
$$= \sqrt{58.8}$$

$$= 7.7$$

So, standard deviation of students' writing test is 7.7. Based on the above calculation, a curve of students' writing ability can be drawn as following:

Diagram 4.2

A Diagram of Students' Writing Ability



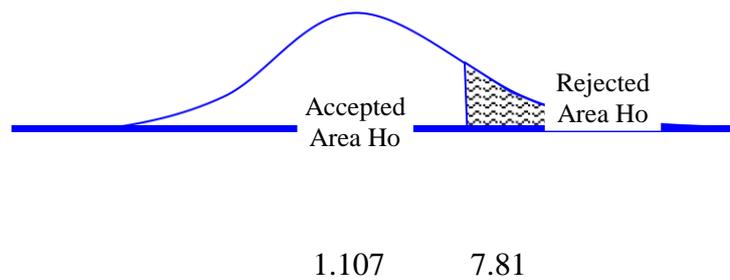
4. Test of Normality

- a. Normality test of students' activeness in online discussion

The computation of normality test can be sequenced as follow:

Table 4.8**The Normality Test Data of Students' Activeness in Online****Discussion**

Interval	Ei	Oi	$(O_i - E_i)^2$
			Ei
135.00-155.00	0.1	0	0.05
114.00-134.00	4.9	6	0.25
93.00-113.00	28.23	27	0.05
72.00-92.00	13.35	13	0.01
51.00-71.00	0.45	1	0.64
30.00-50.00	0	0	0
χ^2			1.007



Because χ^2 in the revenue of H_0 area, than that data is normal distribution.

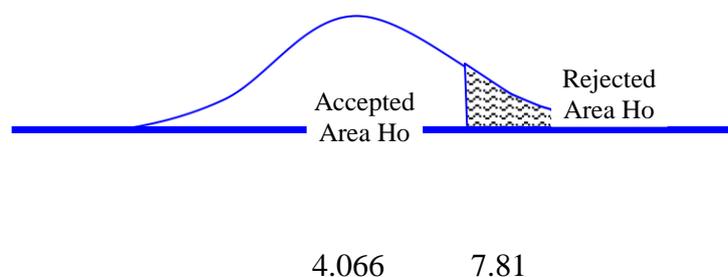
Based on the computation above are gained χ^2 score = 1.107 and χ^2 table = 7,81 and $dk = 6 - 3 = 3$, $\alpha = 5\%$. So, χ^2 score < χ^2 table, it means the result of the data have normal distribution. The complete data can be looked at appendix.

b. Normality test of writing test

The computation of normality test can be sequenced as following:

Table 4.9**The Normality Test Data of Students' Writing Test**

Interval	Ei	Oi	$(O_i - E_i)^2$
			Ei
93.00-100.00	0.44	0	0.44
85.00-92.00	3.91	4	0
77.00-84.00	13.36	13	0.01
69.00-76.00	17.85	22	0.97
61.00-68.00	9.35	5	2.03
53.00-60.00	1.91	3	0.62
χ^2			4.066



Because χ^2 in the revenue of H_0 area, than that data is normal distribution. Based on the computation above are gained χ^2 score = 7,15 and χ^2 table = 7,81 and $dk = 6 - 3 = 3$, $\alpha = 5\%$. So, χ^2 score $< \chi^2$ table it it means the result of the data have distribution normally. The complete data can looked at appendix.

5. Test of homogeneity

Test of homogeneity was done to know whether sample in the research come from population that had same variance or not. In this study, the homogeneity of the test was measured by comparing the obtained score (χ^2 score) with χ^2 table. Therefore, if the obtained score

(F score) was lower than F table. It could be means that the H_0 was accepted.

Based on the homogeneity are acquired F score = 12.565 and F table = 46.19 and $dk = k - 1 = 33 - 1 = 32$, $\alpha = 5\%$. So, F score < F table. It means that the F table variance was homogeneous. The analysis of homogeneity test could be seen in appendix.

6. Hypothesis Analysis

The analysis is used to attest this at the hypothesis is accepted or rejected. In this research, the hypothesis is there are positive influence of students' activeness in online discussion toward their writing ability at 4th semester students of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in the academic year of 2013/2014. Here, the tabulation is made up to assist in analyzing the data.

Table 5.0

The Coefficient Correlation between Variable X (Students' Activeness in Online Discussion) and Variable Y (Students' Writing Ability)

No	Kode	X	Y	X ²	Y ²	XY
1	R-01	117	75	13689	5625	8775
2	R-02	113	71	12769	5041	8023
3	R-03	100	84	10000	7056	8400
4	R-04	102	78	10404	6084	7956
5	R-05	94	77	8836	5929	7238
6	R-06	111	73	12321	5329	8103
7	R-07	114	75	12996	5625	8550
8	R-08	115	75	13225	5625	8625
9	R-09	83	71	6889	5041	5893
10	R-10	90	77	8100	5929	6930
11	R-11	111	74	12321	5476	8214
12	R-12	103	82	10609	6724	8446
13	R-13	86	75	7396	5625	6450

14	R-14	115	77	13225	5929	8855
15	R-15	105	79	11025	6241	8295
16	R-16	86	53	7396	2809	4558
17	R-17	95	64	9025	4096	6080
18	R-18	99	71	9801	5041	7029
19	R-19	109	72	11881	5184	7848
20	R-20	102	85	10404	7225	8670
21	R-21	104	84	10816	7056	8736
22	R-22	125	76	15625	5776	9500
23	R-23	89	78	7921	6084	6942
24	R-24	99	89	9801	7921	8811
25	R-25	90	83	8100	6889	7470
26	R-26	104	82	10816	6724	8528
27	R-27	100	89	10000	7921	8900
28	R-28	101	73	10201	5329	7373
29	R-29	102	76	10404	5776	7752
30	R-30	99	70	9801	4900	6930
31	R-31	101	76	10201	5776	7676
32	R-32	75	78	5625	6084	5850
33	R-33	94	72	8836	5184	6768
34	R-34	108	76	11664	5776	8208
35	R-35	104	73	10816	5329	7592
36	R-36	87	70	7569	4900	6090
37	R-37	88	60	7744	3600	5280
38	R-38	117	73	13689	5329	8541
39	R-39	82	64	6724	4096	5248
40	R-40	68	68	4624	4624	4624
41	R-41	99	85	9801	7225	8415
42	R-42	96	71	9216	5041	6816
43	R-43	97	77	9409	5929	7469
44	R-44	91	70	8281	4900	6370
45	R-45	83	54	6889	2916	4482
46	R-46	91	63	8281	3969	5733
47	R-47	102	61	10404	3721	6222
□		4646	3479	465570	260409	345264

$$N = 47 \quad \square X^2 = 465570$$

$$\square X = 4646 \quad \square Y^2 = 260409$$

$$\square Y = 3479 \quad \square XY = 345264$$

To find out the correlation between student's activeness in online discussion and students' writing ability, so the writer uses product moment:

Coefficient Correlation on Linear Regression

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

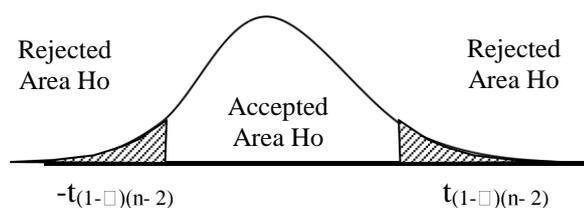
$$= \frac{47(345264) - (4646)(3479)}{\sqrt{\{47(465570) - (4646)^2\}\{47(260409) - (3479)^2\}}}$$

$$= 0.319$$

$$r^2 = \frac{b\{N\sum xy - \sum x \sum y\}}{N\sum y^2 - (\sum y)^2}$$

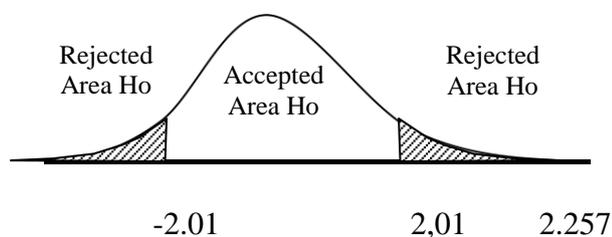
$$= \frac{0.216\{47(345264) - (4646)(3479)\}}{47(260409) - (3479)^2}$$

$$= 0.102$$



From the computation above, it is found that the correlation coefficient is 0.102. Whereas the critical value of "r" with 95% significant level. Therefore, the critical value is lower than the value resulted from the calculation above. It means that the hypothesis was received. So, there is high correlation between students' activeness in online discussion and

students' writing abilities. After that, measure the significant of the correlation with T-test calculation is as following:



$$t = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-r^2_{xy}}}$$

$$= \frac{0.32 \sqrt{47-2}}{\sqrt{1-0.102}}$$

$$= 2.257$$

$$\alpha = 5\% \text{ dan } dk = 47-2 = 45 \text{ find } t_{(0,975)(45)} = 2.01$$

Because t is in the rejection H_0 area, so that coefficient correlation is significant.

So, from the computation above, the score is 2.01. t score = 2.257 > t table = 2.01. It means that there is a significant correlation between student's activeness in online discussion and students' writing abilities.

After to know the correlation, the writer did analysis regression to measure degree of students' activeness in online discussion and students' writing abilities.

$$\hat{Y} = a + bX$$

With coefficient a and b with calculated as follow:

$$a = \frac{\sum Y \sum X^2 - \sum X \sum XY}{N \sum X^2 - (\sum X)^2}$$

$$b = \frac{N \sum XY - \sum X \sum Y}{N \sum X^2 - (\sum X)^2}$$

$$a = \frac{(3479)(465570) - (4646)(345264)}{47(465570) - (4646)^2}$$

$$= 52.69$$

$$b = \frac{47(345264) - (4646)(3479)}{47(465570) - (4646)^2}$$

$$= 0.216$$

So regression similarity is:

$$Y = a + bX$$

$$= 52.69 + 0.216x$$

The simple linear equation between students' activeness in online discussion toward their writing ability are acquired $Y = 52.69 + 0.216x$. It means that if the degree of students' activeness in online discussion are higher, so the writing ability is also higher.

The significance and linear test of equation regression the number of equation

Table 5.1

Table of Preparing JK (E)

No	Kode	X	Y	X ²	Y ²	XY	JKE
1	R-40	68	68.00	4624	4624	4624	0.00
2	R-32	75	78.00	5625	6084	5850	0.00
3	R-39	82	64.00	6724	4096	5248	0.00
4	R-09	83	71.00	6889	5041	5893	144.50

No	Kode	X	Y	X ²	Y ²	XY	JKE
5	R-45	83	54.00	6889	2916	4482	
6	R-16	86	53.00	7396	2809	4558	242.00
7	R-13	86	75.00	7396	5625	6450	
8	R-36	87	70.00	7569	4900	6090	50.00
9	R-37	88	60.00	7744	3600	5280	162.00
10	R-23	89	78.00	7921	6084	6942	0.00
11	R-10	90	77.00	8100	5929	6930	
12	R-25	90	83.00	8100	6889	7470	18.00
13	R-44	91	70.00	8281	4900	6370	24.50
14	R-46	91	63.00	8281	3969	5733	
15	R-05	94	77.00	8836	5929	7238	12.50
16	R-33	94	72.00	8836	5184	6768	
17	R-17	95	64.00	9025	4096	6080	0.00
18	R-42	96	71.00	9216	5041	6816	0.00
19	R-43	97	77.00	9409	5929	7469	0.00
20	R-18	99	71.00	9801	5041	7029	
21	R-24	99	89.00	9801	7921	8811	
22	R-30	99	70.00	9801	4900	6930	
23	R-41	99	85.00	9801	7225	8415	280.75
24	R-03	100	84.00	10000	7056	8400	12.50
25	R-27	100	89.00	10000	7921	8900	
26	R-28	101	73.00	10201	5329	7373	4.50
27	R-31	101	76.00	10201	5776	7676	
28	R-04	102	78.00	10404	6084	7956	
29	R-20	102	85.00	10404	7225	8670	306.00
30	R-29	102	76.00	10404	5776	7752	
31	R-47	102	61.00	10404	3721	6222	
32	R-12	103	82.00	10609	6724	8446	0.00
33	R-21	104	84.00	10816	7056	8736	68.67
34	R-26	104	82.00	10816	6724	8528	
35	R-35	104	73.00	10816	5329	7592	
36	R-15	105	79.00	11025	6241	8295	0.00
37	R-34	108	76.00	11664	5776	8208	0.00
38	R-19	109	72.00	11881	5184	7848	0.00
39	R-06	111	73.00	12321	5329	8103	
40	R-18	111	71.00	12321	5041	7881	2.00
41	R-02	113	71.00	12769	5041	8023	0.00
42	R-07	114	75.00	12996	5625	8550	0.00
43	R-08	115	75.00	13225	5625	8625	
44	R-14	115	77.00	13225	5929	8855	2.00
45	R-01	117	75.00	13689	5625	8775	2.00
46	R-38	117	73.00	13689	5329	8541	
47	R-22	125	76.00	15625	5776	9500	0.00
□		4646	3476	465570	259974	344931	1331.92

$$JK(T) = \sum Y^2 = 260409$$

$$JK(a) = \frac{(\sum Y)^2}{N} = \frac{(3479)^2}{47} = 257520.02$$

$$\begin{aligned} JK(b|a) &= b \left\{ \sum xy - \frac{(\sum X)(\sum Y)}{N} \right\} \\ &= 0.216 \left\{ 345264 - \frac{(4646)(3479)}{47} \right\} \\ &= 293.71 \end{aligned}$$

$$\begin{aligned} JK(S) &= JK(T) - JK(a) - JK(b|a) \\ &= 260409 - 257520.021 - 293.713 \\ &= 2595.266 \end{aligned}$$

$$\begin{aligned} JK(E) &= \sum \left\{ \sum y^2 - \frac{(\sum y)^2}{n} \right\} \\ &= 1331.917 \end{aligned}$$

$$\begin{aligned} JK(TC) &= JK(S) - JK(E) \\ &= 2595.266 - 1331.917 \\ &= 1263.349 \end{aligned}$$

Acquitted Quadrate (dk)

$$Dk(a) = 1$$

$$Dk(b|a) = 1$$

$$Dk(S) = n - 2 = 47 - 2 = 45$$

$$Dk(TC) = k - 2 = 29 - 2 = 27$$

$$Dk(E) = n - k = 47 - 29 = 18$$

Middle Quadrate (KT)

$$KT(a) = \frac{JK(a)}{Dk(a)} = \frac{257520.021}{1} = 257520.021$$

$$KT(b|a) = \frac{JK(b|a)}{dk(b|a)} = \frac{293.713}{1} = 293.713$$

$$KT(S) = \frac{JK(S)}{dk(S)} = \frac{2595.266}{45} = 57.673$$

$$KT(TC) = \frac{JK(TC)}{dk(TC)} = \frac{1263.349}{27} = 46.791$$

$$KT(E) = \frac{JK(E)}{dk(E)} = \frac{1331.917}{18} = 73.995$$

Table 5.2**The Summary of Regression Analysis**

Variation Source	Dk	JK	RK	F	F 5%	Criteria
Total	47	260409.000			F1%	
Regresi (a)	1	257520.021	257520.021	5.09	4.057	Significant
Regresi (b a)	1	293.713	293.713			
Residu (S)	45	2595.266	57.673			
Tuna Cocok (TC)	27	1263.349	46.791	0.632	2.126	Linear
Galat (E)	18	1331.917	73.995			

The hypothesis is that there is a positive and significant influence of students' activeness in online discussion towards their writing ability. Because $F_{reg} > F_{table}$, that is $5.09 > 4.057$, it means the significant value. So, the hypothesis is accepted.

B. Discussion

There are two variables in this research, independent variable and dependent variable. The independent variable (X) in this research is students' activeness in online teaching listening speaking discussion class at www.daviqr.com. The dependent variable (Y) is students' writing ability which influenced by students' activeness in online discussion.

Like Athik's research, using internet is a modern learning media. It makes students more interest and more active to study. She explains that use internet can be improve students' reading comprehension. Because there are many sites that contains reading exercise.

Not only reading skill, but also writing ability that can be learned by internet. Online discussion is this one that students can practice writing. As like Libasut's research that students' activeness in joining English Immersion Class to improve students writing ability is that the more students join, their writing can improve. In online discussion also need students' activeness in writing.

Writing is a communication with others by expressing idea. It is one difficult. Students should more practice writing to get good writing. As Helga said in her paper, teacher has to give exercise to the students to make writing as habit.¹ With exercise writing as habit, students will be more careful about what they write.

¹ Sianturi, Helga S, *Metode Latihan Terbimbing Sebagai Upaya untuk Meningkatkan Kemampuan Berpikir Kritis Kreatif Dalam Pembelajaran Menulis Cerpen*, retrieved on 1 July 2015

In online discussion, the positive effect is that students was practiced to write in English. They have a bravery to write in English. But, the negative effect is when they give a respond just make a simple sentence, like *yes, I agree*, or, *I don't think so*, without a reason or information why they agree or disagree. As Checkett and Feng Checkett said that to make a good writing, a writer has to keep writing as short and simple as possible without leaving out any important information, and forbidden to use slang language or confusing expression, but use a combination.² So, students are not only giving short answer, but also they have to give the reason. Because, exercise writing is when we write simple sentence clearly and logically.

² L.A, Dwihandini, Marhaeni, Suarnajaya, *The Analysis of Factors Affecting Undergraduate Students' Difficulties in Writing Thesis in The English Department of Mahasaraswati University*, (Singaraja: E-Journal Program Pascasarjana Pendidikan Ganesha Program Studi Pendidikan Bahasa, 2013), vol. 2, p. 3, retrieved on 1 July 2015

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out in www.daviqr.com in 4th semester of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in academic year 2013/2014, the writer draws conclusion from the previous chapters which have been discussed.

1. The students' activeness in online discussion at online teaching listening and speaking discussion class in www.daviqr.com is 99. It means that the category of students' activeness in online discussion is medium. It is on interval 71.00-111.00.
2. The degree of students' writing test in 4th semester of ELT Departments at Education and Teacher Training Faculty Walisongo State Islamic University in academic year 2013/2014 is 74.2, it is in the medium. It means that the category of students' writing test is good. It is on interval 69.00-84.00.
3. In this research, it was found that there was significant correlation and significant effect between students' activeness in online discussion and students' writing skill. It can be seen from correlation result that the price of r_{count} 0.102 and F_{reg} 5.09.

B. Suggestion

Based on the whole result of the study, the writer hope that interaction between teacher and students not only in the classroom, but also out of classroom. Using technology as a learning media is better to help the students studying. It can be used if teacher can not attend in the classroom. Teacher makes task that using technology for student and it collects by email or does discussion, for example online discussion. Students can study though without teacher in the classroom. They can improve by themselves and responsible with their job and teacher can observe their improvement every time. So, there is not space between teacher and students.

For the next researchers should be explore again what the benefit of using technology for learning media. They can look for which advantages and disadvantages from the online discussion. Also, they can improve the research from the others learning modern media. So, the next research can be better.

C. Closing

Finally, the writer realizes that this thesis is far from being perfect. So writer hope critics and advice are really expected for the perfection of the writer's future research. Hopefully, this thesis will be useful for us.

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Appendix 1

**LIST OF RESPONDENTS OF 4TH SEMESTER ELT DEPARTMENT AT
EDUCATION AND TEACHER TRAINING WALISONGO STATE
ISLAMIC UNIVERSITY IN THE ACADEMIC YEAR 2013/2014**

NO	NIM	CLASS
1	123411001	TBI A 2012
2	123411009	TBI A 2012
3	123411018	TBI A 2012
4	123411019	TBI A 2012
5	123411033	TBI A 2012
6	123411032	TBI A 2012
7	123411116	TBI A 2012
8	123411112	TBI A 2012
9	123411027	TBI A 2012
10	123411021	TBI A 2012
11	123411115	TBI A 2012
12	123411014	TBI A 2012
13	123411025	TBI A 2012
14	123411002	TBI A 2012
15	123411005	TBI A 2012
16	123411011	TBI A 2012
17	123411015	TBI A 2012
18	123411064	TBI B 2012
19	123411062	TBI B 2012
20	123411045	TBI B 2012
21	123411061	TBI B 2012
22	123411039	TBI B 2012
23	123411097	TBI B 2012
24	123411041	TBI B 2012
25	123411046	TBI B 2012
26	123411055	TBI B 2012
27	123411057	TBI B 2012
28	123411067	TBI B 2012
29	123411103	TBI C 2012
30	123411106	TBI C 2012
31	123411111	TBI C 2012
32	123411075	TBI C 2012
33	123411088	TBI C 2012
34	123411090	TBI C 2012
35	123411095	TBI C 2012
36	123411108	TBI C 2012
37	123411089	TBI C 2012

38	123411097	TBI C 2012
39	123411110	TBI C 2012
40	123411092	TBI C 2012
41	123411078	TBI C 2012
42	123411100	TBI C 2012
43	123411105	TBI C 2012
44	123411093	TBI C 2012
45	123411083	TBI C 2012
46	123411094	TBI C 2012
47	123411081	TBI C 2012

Appendix 2

**THE INFLUENCE OF STUDENT'S ACTIVENESS IN ONLINE
DISCUSSION TOWARD THEIR WRITING ABILITY**

Place of the research : ELT Departments at Education and Teacher
Training Faculty Walisongo State Islamic University
Respondents : 4th semester students of ELT Departments at Education and
Teacher Training Faculty Walisongo State Islamic
University in the academic year of 2013/2014

Instructions:

1. Write the name, class, and the number of students
2. Read the questions below correctly
3. Give cross (X) in your answer that you considered right.

Name :

Class :

NIM :

1. I try to write opinion in English in online discussion
 - a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
2. Online discussion is interesting
 - a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
3. I like doing the online discussion in English with my friends in other time
of class
 - a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
4. I dislike doing the online discussion with my friends
 - a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
5. I feel bored when doing online discussion
 - a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never

6. I like sharing opinion with my friends
 - a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
7. The Intensity of doing online discussion is high
 - a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
8. The Intensity of giving opinion in English is high
 - a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
9. The Intensity of giving opinion in English is low
 - a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
10. I give my opinion in English in online discussion once a week
 - a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
11. I feel difficulty when giving my opinion
 - a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
12. The more you join online discussion in English, the easier you write English
 - a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
13. I do online discussion in English everyday
 - a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
14. I do not do online discussion everyday
 - a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
15. The intensity of using new words is high
 - a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never

16. The intensity of using new words is low
- a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
17. I am passive in the online discussion class
- a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
18. Online discussion disturb my other study
- a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
19. Topic of online discussion must be interesting
- a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
20. I study to write my opinion in English
- a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
21. I try to find the new words when do online discussion
- a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
22. The intensity of finding new words is high
- a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
23. The intensity of finding new words is low
- a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
24. Concept of study by doing online discussion must be continued
- a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
25. I understand what the topic in online discussion
- a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never

26. I do not pay attention to the topic
- a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
27. Study writing with online discussion is difficult
- a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
28. I give the respond of the topic in online discussion
- a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
29. I do online discussion while browsing other website
- a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never
30. I give the topic in the new session
- a. Always
 - b. Often
 - c. sometimes
 - d. seldom
 - e. never

Appendix 3

Writing Test

Name :

Class :

NIM :

Write your opinion about living in a foreign country cannot be better than living in your own consists of 4 paragraphs include issues, arguments for, arguments against, and recommendation in 100 words !

Appendix 4

**THE INFLUENCE OF STUDENT'S ACTIVENESS IN ONLINE
DISCUSSION TOWARD THEIR WRITING ABILITY**

Regression Analysis Preparation Table

No	Code	X ₁	Y	X ₁ ²	Y ²	X ₁ Y
1	R-01	R-01	117	75	13689	5625
2	R-02	R-02	113	71	12769	5041
3	R-03	R-03	100	84	10000	7056
4	R-04	R-04	102	78	10404	6084
5	R-05	R-05	94	77	8836	5929
6	R-06	R-06	111	73	12321	5329
7	R-07	R-07	114	75	12996	5625
8	R-08	R-08	115	75	13225	5625
9	R-09	R-09	83	71	6889	5041
10	R-10	R-10	90	77	8100	5929
11	R-11	R-11	111	74	12321	5476
12	R-12	R-12	103	82	10609	6724
13	R-13	R-13	86	75	7396	5625
14	R-14	R-14	115	77	13225	5929
15	R-15	R-15	105	79	11025	6241
16	R-16	R-16	86	53	7396	2809
17	R-17	R-17	95	64	9025	4096
18	R-18	R-18	99	71	9801	5041
19	R-19	R-19	109	72	11881	5184
20	R-20	R-20	102	85	10404	7225

21	R-21	R-21	104	84	10816	7056
22	R-22	R-22	125	76	15625	5776
23	R-23	R-23	89	78	7921	6084
24	R-24	R-24	99	89	9801	7921
25	R-25	R-25	90	83	8100	6889
26	R-26	R-26	104	82	10816	6724
27	R-27	R-27	100	89	10000	7921
28	R-28	R-28	101	73	10201	5329
29	R-29	R-29	102	76	10404	5776
30	R-30	R-30	99	70	9801	4900
31	R-31	R-31	101	76	10201	5776
32	R-32	R-32	75	78	5625	6084
33	R-33	R-33	94	72	8836	5184
34	R-34	R-34	108	76	11664	5776
35	R-35	R-35	104	73	10816	5329
36	R-36	R-36	87	70	7569	4900
37	R-37	R-37	88	60	7744	3600
38	R-38	R-38	117	73	13689	5329
39	R-39	R-39	82	64	6724	4096
40	R-40	R-40	68	68	4624	4624
41	R-41	R-41	99	85	9801	7225
42	R-42	R-42	96	71	9216	5041
43	R-43	R-43	97	77	9409	5929
44	R-44	R-44	91	70	8281	4900

45	R-45	R-45	83	54	6889	2916
46	R-46	R-46	91	63	8281	3969
47	R-47	R-47	102	61	10404	3721
Σ			4646	3479	465570	260409

Appendix 5

Preparation JK (E) Table

No	Code	X	Y	X²	Y²	XY	JKE
1	R-40	68	68.00	4624	4624	4624	0.00
2	R-32	75	78.00	5625	6084	5850	0.00
3	R-39	82	64.00	6724	4096	5248	0.00
4	R-09	83	71.00	6889	5041	5893	144.50
5	R-45	83	54.00	6889	2916	4482	
6	R-16	86	53.00	7396	2809	4558	242.00
7	R-13	86	75.00	7396	5625	6450	
8	R-36	87	70.00	7569	4900	6090	50.00
9	R-37	88	60.00	7744	3600	5280	162.00
10	R-23	89	78.00	7921	6084	6942	0.00
11	R-10	90	77.00	8100	5929	6930	
12	R-25	90	83.00	8100	6889	7470	18.00
13	R-44	91	70.00	8281	4900	6370	24.50
14	R-46	91	63.00	8281	3969	5733	
15	R-05	94	77.00	8836	5929	7238	12.50
16	R-33	94	72.00	8836	5184	6768	
17	R-17	95	64.00	9025	4096	6080	0.00
18	R-42	96	71.00	9216	5041	6816	0.00
19	R-43	97	77.00	9409	5929	7469	0.00
20	R-18	99	71.00	9801	5041	7029	
21	R-24	99	89.00	9801	7921	8811	280.75

No	Code	X	Y	X²	Y²	XY	JKE
22	R-30	99	70.00	9801	4900	6930	
23	R-41	99	85.00	9801	7225	8415	
24	R-03	100	84.00	10000	7056	8400	12.50
25	R-27	100	89.00	10000	7921	8900	
26	R-28	101	73.00	10201	5329	7373	4.50
27	R-31	101	76.00	10201	5776	7676	
28	R-04	102	78.00	10404	6084	7956	
29	R-20	102	85.00	10404	7225	8670	306.00
30	R-29	102	76.00	10404	5776	7752	
31	R-47	102	61.00	10404	3721	6222	
32	R-12	103	82.00	10609	6724	8446	0.00
33	R-21	104	84.00	10816	7056	8736	68.67
34	R-26	104	82.00	10816	6724	8528	
35	R-35	104	73.00	10816	5329	7592	
36	R-15	105	79.00	11025	6241	8295	0.00
37	R-34	108	76.00	11664	5776	8208	0.00
38	R-19	109	72.00	11881	5184	7848	0.00
39	R-06	111	73.00	12321	5329	8103	
40	R-18	111	71.00	12321	5041	7881	2.00
41	R-02	113	71.00	12769	5041	8023	0.00
42	R-07	114	75.00	12996	5625	8550	0.00
43	R-08	115	75.00	13225	5625	8625	
44	R-14	115	77.00	13225	5929	8855	2.00

No	Code	X	Y	X ²	Y ²	XY	JKE
45	R-01	117	75.00	13689	5625	8775	2.00
46	R-38	117	73.00	13689	5329	8541	
47	R-22	125	76.00	15625	5776	9500	0.00
∑		4646	3476	465570	259974	344931	1331.92

$N = 47$ $\sum X^2 = 465570$

$\sum X = 4646$ $\sum Y^2 = 260409$

$\sum Y = 3479$ $\sum XY = 345264$

Appendix 6

Regression Similarity

The regression similarity is with the calculated:

$$\hat{Y} = a + bX$$

with coefficient a and b with calculated as follow:

$$a = \frac{\sum Y \sum X^2 - \sum X \sum XY}{N \sum X^2 - (\sum X)^2}$$

$$b = \frac{N \sum XY - \sum X \sum Y}{N \sum X^2 - (\sum X)^2}$$

Based on the calculated is found:

$$a = \frac{(3479)(465570) - (4646)(345264)}{47(465570) - (4646)^2}$$

$$= 52.69$$

$$b = \frac{47(345264) - (4646)(3479)}{47(465570) - (4646)^2}$$

$$= 0.216$$

So regression similarity is:

$$Y = a + bX$$

$$= 52.69 + 0,216x$$

Significance and Linearity Test of Regression Similarity

Jumlah Kuadrat

$$JK (T) = \sum Y^2 = 260409$$

$$JK (a) = \frac{(\sum Y)^2}{N} = \frac{(3479)^2}{47} = 257520.02$$

$$JK (b|a) = b \left\{ \sum xy - \frac{(\sum X)(\sum Y)}{N} \right\} = 0.216 \left\{ 345264 - \frac{(4646)(3479)}{47} \right\}$$

$$= 293.71$$

$$JK(S) = JK(T) - JK(a) - JK(b|a)$$

$$= 260409 - 257520,021 - 293.713$$

$$= 2595.266$$

$$JK(E) = \sum \left\{ \sum y^2 - \frac{(\sum y)^2}{n} \right\} = 1331.917$$

$$JK(TC) = JK(S) - JK(E)$$

$$= 2595.266 - 1331.917 = 1263.349$$

Appendix 7

Acquitted Quadrate (dk)

$$Dk(a) = 1$$

$$Dk(b|a) = 1$$

$$Dk(S) = n - 2 = 47 - 2 = 45$$

$$Dk(TC) = k - 2 = 29 - 2 = 27$$

$$Dk(E) = n - k = 47 - 29 = 18$$

Middle Quadrate (KT)

$$KT(a) = \frac{JK(a)}{Dk(a)} = \frac{257520.021}{1} = 257520.021$$

$$KT(b|a) = \frac{JK(b|a)}{dk(b|a)} = \frac{293.713}{1} = 293.713$$

$$KT(S) = \frac{JK(S)}{dk(S)} = \frac{2595.266}{45} = 57.673$$

$$KT(TC) = \frac{JK(TC)}{dk(TC)} = \frac{1263.349}{27} = 46.791$$

$$KT(E) = \frac{JK(E)}{dk(E)} = \frac{1331.917}{18} = 73.995$$

The Summary of Regression Analysis

Variation Source	Dk	JK	RK	F	F 5%	Criteria
Total	47	260409.000			F1%	
Regresi (a)	1	257520.021	257520.021	5.09	4.057	Significant
Regresi (b a)	1	293.713	293.713			
Residu (S)	45	2595.266	57.673			
Tuna Cocok (TC)	27	1263.349	46.791	0.632	2.126	Linear
Galat (E)	18	1331.917	73.995			

Appendix 8

Coefficient Correlation on Linear Regression

Coefficient Correlation (r_{xy}) with the calculated:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Based on the calculated is found:

$$\begin{aligned} r_{xy} &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}} \\ &= \frac{47(345264) - (4646)(3479)}{\sqrt{\{47(465570) - (4646)^2\} \{47(260409) - (3479)^2\}}} \\ &= 0.319 \end{aligned}$$

$$r^2 = \frac{b \{N \sum XY - \sum X \sum Y\}}{N \sum Y^2 - (\sum Y)^2}$$

$$\begin{aligned} r^2 &= \frac{b \{N \sum xy - \sum x \sum y\}}{N \sum y^2 - (\sum y)^2} \\ &= \frac{0.216 \{47(345264) - (4646)(3479)\}}{47(260409) - (3479)^2} \\ &= 0.102 \end{aligned}$$

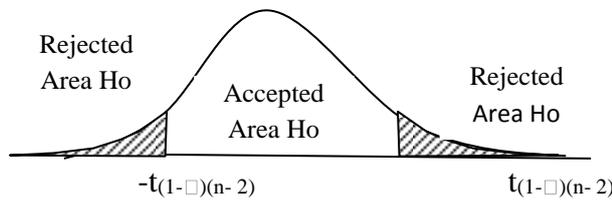
Appendix 9

Significance Test of Coefficient Correlation

Significance Test of Coefficient Correlation is used t-test with the calculated:

$$t = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-r^2_{xy}}}$$

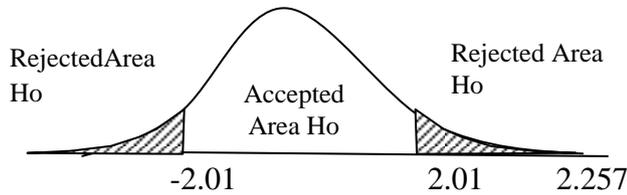
if t is in Ho receiving area, as $-t(1-1/2\alpha)(n-2) < t < t(1-1/2\alpha)(n-2)$, it means that Coefficient Correlation is not significant.



based on the calculated above is found:

$$t = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-r^2_{xy}}} = \frac{0.32\sqrt{47-2}}{\sqrt{1-0.102}} = 2.257$$

$\alpha = 5\%$ and $dk = 47-2 = 45$ is found $t_{(0,975)(45)} = 2,01$



Because t in the revenue Ho area, so that coefficient correlation is significant.

Appendix 10

THE NORMALITY TEST DATA OF VARIABEL X

Hypothesis

Ho : data distributed normal

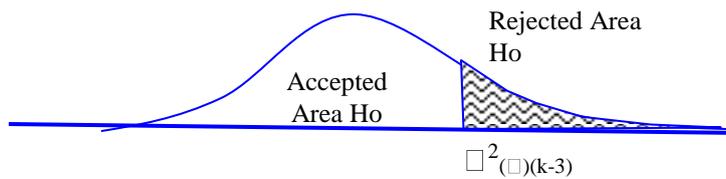
Ha : data not distributed normal

Hypothesis Test

The formulation is :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

if $\chi^2 < \chi^2_{table}$, Ho is received,

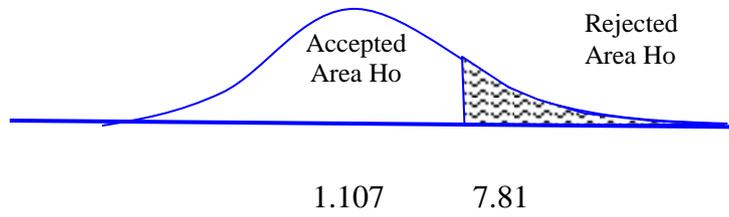


Hypothesis Test

Maximum	= 150	Interval	= 21
Minimum	= 30	Mean	= 98.9
Range	= 121	S	= 11.7
Interval Class	= 6	N	= 47

Interval	Batas Kelas	Z untuk batas kls.	Peluang untuk Z	Luas Kls. Untuk Z	Ei	Oi	(Oi - Ei) ²
							Ei
135.00 - 155.00	134.50	3.04	0.50	0	0.1	0	0.05
114.00 - 134.00	113.50	1.25	0.39	0.10	4.9	6	0.25
93.00 - 113.00	92.50	-0.54	0.21	0.60	28.23	27	0.05
72.00 - 92.00	71.50	-2.34	0.49	0.28	13.35	13	0.01
51.00 - 71.00	50.50	-4.13	0.50	0.01	0.46	1	0.64
30.00 - 50.00	29.50	-5.92	0.50	0	0.001	0	0
						47	
$\chi^2 =$							1.007

$\alpha = 5\%$, with $dk = 6 - 3 = 3$ is found in F table = 7,81



Because α in the revenue of Ho area, than the data is normal distribution

Appendix 11

THE NORMALITY TEST DATA OF VARIABEL Y

Hypothesis

Ho : data distributed normal

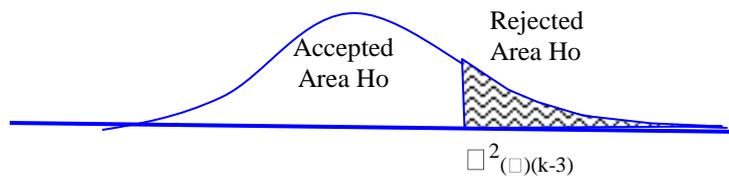
Ha : data not distributed normal

Hypothesis Test

The formulation is :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

If $\chi^2 < \chi^2_{tabel}$, Ho is received

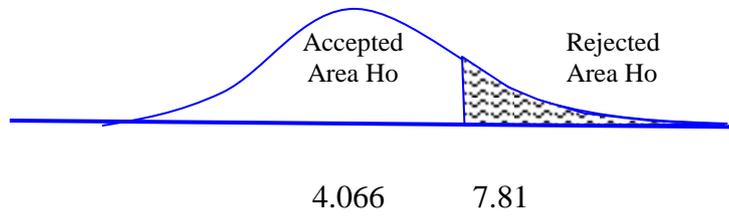


Hypothesis Test

Maximum	= 100	Interval	= 8
Minimum	= 53	Mean	= 74
Range	= 48	S	= 7.9
Interval class	= 6	N	= 47

Kelas Interval	Batas Kelas	Z untuk bataskls.	Peluang untuk Z	LuasKls. Untuk Z	Ei	Oi	(Oi-Ei) ²	
							Ei	
93.00 - 100.0	100.50	2.33	0.4901	0.0094	0.44	0	0.44	
85.00 - 92.00	92.50	1.32	0.4070	0.0832	3.9	4	0	
77.00 - 84.00	76.50	-0.31	0.1228	0.2842	13.36	13	0.01	
69.00 - 76.00	68.50	-0.70	0.2570	0.3798	17.85	22	0.97	
61.00 - 68.00	60.50	-1.71	0.4560	0.1990	9.35	4	2.03	
53.00 - 60.00	52.50	-2.72	0.4967	0.0407	1.91	0	0.62	
						47		
						χ^2	=	4.066

$\alpha = 5\%$, with $dk = 6 - 3 = 3$ is found F^2 table = 7.81



Because α in the revenue of Ho area, than the data is normal distribution

Appendix 12

HOMOGENEITY TEST OF VARIANS Y FOR X1

No	Kode	X	Y	n_i	$dk = n_i - 1$	s_i^2	$\log s_i^2$	$(n_i - 1)s_i^2$	$(n_i - 1) \log s_i^2$
1	R-45	57	54	1	0	0.000	0.000	0.000	0.000
2	R-37	62	60	1	0	0.000	0.000	0.000	0.000
3	R-46	71	63	1	0	0.000	0.000	0.000	0.000
4	R-16	78	53	2	1	60.500	1.782	60.500	1.782
5	R-39	78	64						
6	R-09	79	71	1	0	0.000	0.000	0.000	0.000
7	R-05	80	77	1	0	0.000	0.000	0.000	0.000
8	R-32	81	78	1	0	0.000	0.000	0.000	0.000
9	R-25	82	83	2	1	112.500	2.051	112.500	2.051
10	R-40	82	68						
11	R-23	83	78	1	0	0.000	0.000	0.000	0.000
12	R-13	84	75	2	1	8.000	0.903	8.000	0.903
13	R-42	84	71						
14	R-30	85	70	1	0	0.000	0.000	0.000	0.000
15	R-10	86	77	2	1	128.000	2.107	128.000	2.107
16	R-47	86	61						
17	R-02	87	71	2	1	8.000	0.903	8.000	0.903
18	R-08	87	75						
19	R-11	89	74	2	1	2.000	0.301	2.000	0.301
20	R-31	89	76						
21	R-33	90	72	1	0	0.000	0.000	0.000	0.000
22	R-28	91	73	1	0	0.000	0.000	0.000	0.000
23	R-19	95	72	2	1	0.500	-0.301	0.500	-0.301
24	R-38	95	73						
25	R-06	97	73	4	3	30.000	1.477	90.000	4.431
26	R-14	97	77						
27	R-17	97	64						
28	R-36	97	70						
29	R-22	99	76	2	1	18.000	1.255	18.000	1.255
30	R-44	99	70						
31	R-07	100	75	1		0.000	0.000	0.000	0.000
32	R-01	101	75	1		0.000	0.000	0.000	0.000
33	R-34	102	76	1		0.000	0.000	0.000	0.000
34	R-29	106	76	2	1	9.100	0.959	9.100	0.959
35	R-35	106	73						
36	R-15	107	79	2	1	2.000	0.301	2.000	0.301
37	R-43	107	77						
38	R-04	108	78	2	1	8.000	0.903	8.000	0.903
39	R-26	108	82						

40	R-18	109	71	1	0	0.000	0.000	0.000	0.000
41	R-41	113	85	1	0	0.000	0.000	0.000	0.000
42	R-12	118	82	1	0	0.000	0.000	0.000	0.000
43	R-27	126	89	1	0	0.000	0.000	0.000	0.000
44	R-21	130	84	1	0	0.000	0.000	0.000	0.000
45	R-03	132	84	1	0	0.000	0.000	0.000	0.000
46	R-20	142	85	1	0	0.000	0.000	0.000	0.000
47	R-24	143	89	1	0	0.000	0.000	0.000	0.000
□				47	14	386.600	12.642	446.600	15.596

Variance combination from sample is:

$$S^2 = \frac{\sum (n_i - 1) S_i^2}{\sum (n_i - 1)} = \frac{446.600}{14} = 31.900$$

$$\text{Log } S^2 = 1.504$$

With the formulation of B, as follow:

$$B = (\text{Log } S^2) \sum (n_i - 1) = 1.504 \times 14 = 21.053$$

$$\begin{aligned} \chi^2 &= (\text{Ln } 10) \{ B - \sum (n_i - 1) \log S_i^2 \} \\ &= 2.303 \{ 21.053 - 15.596 \} = 12.565 \end{aligned}$$

□ = 5% with dk = k - 1 = 33 - 1 = 32 is found □²_{table} = 46.19

because □²_{score} < □²_{table}, so the data is homogeneous.

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What are the problems in listening and speaking you encounter? What do you have your own experience?

Discussion	Started by	Group	Replies	Last post
The problems of Listening and Speaking	 Muhammad Mahmudi	TBI 4C	0	Muhammad Mahmudi Mon, 31 Mar 2014, 11:51 PM
listening or speaking	 Ahmad Khusen	TBI 4A	4	Artiyah Ali Mon, 17 Mar 2014, 10:27 AM
Do you have more problems in listening than speaking?	 Daviq Rizal		0	Daviq Rizal Tue, 4 Mar 2014, 03:27 PM

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1. What are the words that most people mispronounce them? Give examples please.
2. How do we know the correct pronunciation?

Discussion	Started by	Replies	Last post
vowel	 Muhamad Syarif Hidayatullah	2	Muanatun Nafi'ah Sat, 5 Apr 2014, 09:56 PM
Make a Record	 Fella Shoufa Masitha	1	Muanatun Nafi'ah Sat, 5 Apr 2014, 09:47 PM
pronunciation	 Ahmad Khusen	6	Muhammad Abdul Aziz Wed, 2 Apr 2014, 09:35 AM
mispronounce eleven and elephant	 Dodit Adi Cahyono	9	Fella Shoufa Masitha Wed, 26 Mar 2014, 07:53 PM
the articulation of consonants	 Daviq Rizal	2	Imroatus Soliha Wed, 26 Mar 2014, 12:10 PM
answer	 Durrotun Nashikhah	1	Khoirul Anwar Wed, 26 Mar 2014, 12:00 PM
Answer	 Daslim Daslim	3	Ahmad Khusen Tue, 25 Mar 2014, 12:21 AM
answer	 Muhamad Syarif Hidayatullah	0	Muhamad Syarif Hidayatullah Fri, 21 Mar 2014, 03:40 PM
answer	 Yusuf Rochman	0	Yusuf Rochman Tue, 18 Mar 2014, 06:09 PM

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6th Week: Integrated Skills of Listening and Speaking

 6th Week: Reading Materials

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7th Week: Techniques of Teaching Speaking

8th Week: General Speaking Games

How do we integrate listening and speaking materials in an English classroom?
What strategies and techniques should we use to have an interesting class?

Discussion	Started by	Replies	Last post
difficulties	 Afifatul Millah	17	Shofwatin Nihayah Mon, 21 Apr 2014, 05:47 AM
Creative Ways in Teaching Listening and Speaking	 Fella Shoufa Masitha	33	Khoirul Anwar Sat, 19 Apr 2014, 09:38 PM
The Best Method	 Ina Retno Ariani	11	Evi Khasanah Thu, 17 Apr 2014, 09:27 AM

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Teacher: Daviq Rizal

This course will develop students' ability to understand and use the nature and principles of listening and speaking skills, techniques of teaching listening and speaking skills and languages games of speaking and listening skills.

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Daftar Urutan Mahasiswa Kelas Media Pembelajaran

by [Admin Daviq](#) - Tuesday, 30 September 2014, 07:12 PM

daftar mahasiswa CALL.pdf

Please see this attendance list.



my teaching schedule

by [Admin Daviq](#) - Sunday, 14 September 2014, 11:14 PM

jadwalngajar.pdf

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

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All students of CALL have been registered here.

by *Admin Daviq* - Friday, 12 September 2014, 05:49 PM

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Silabus dan Kontrak Perkuliahan Media Pembelajaran/CALL

by *Admin Daviq* - Tuesday, 3 September 2013, 01:17 PM

silabus dan kontrak perkuliahan CALL.zip

Berikut

1. Silabus Media Pembelajaran / Computer-Assisted Language Learning
2. Kontrak Perkuliahan Media Pembelajaran / Computer-Assisted Language Learning



Silabus, SAP dan Kontrak Perkuliahan Advanced Listening

by *Admin Daviq* - Monday, 2 September 2013, 01:56 PM

silabus, sap dan kontrak perkuliahan.zip

Berikut saya lampirkan

1. Silabus Advanced Listening Comprehension;
2. Satuan Acara Perkuliahan Advanced Listening Comprehension;
3. Kontrak Perkuliahan Advanced Listening Comprehension.

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	Siti Diah Pramesti	<input checked="" type="checkbox"/>
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	Zulfa Nabila	<input checked="" type="checkbox"/>
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Teacher: Daviq Rizal

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Teaching Listening and Speaking

Teacher: Daviq Rizal

This course will develop students' ability to understand and use the nature and principles of listening and speaking skills, techniques of teaching listening and speaking skills and languages games of speaking and listening skills.

Discourse Study

Teacher: Daviq Rizal

This course provides students with the understanding of meanings such as interpersonal, textual and ideational meaning.

Computer-Assisted Language Learning

Teacher: Daviq Rizal

This course will develop students' ability to understand and use various teaching media including computer-assisted language learning to teach English.

Site news

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(last 1440 minutes)

- Nailul Faroh
- Apri Eri Setyaningsih
- Yatimul Chotimah
- Rizki Utami
- Sholihatin Ni'mah AM
- Neilidar Asma
- Akhmad Syaiful Anwar
- Chilmi Zakaria
- Heni Fatmawati
- Murwati Murwati
- Nihla Alfiyatur Rohmaniyah



by *Admin Daviq* - Thursday, 20 November 2014, 06:24 AM

Ass wr wb.

I couldn't come on listening classes on Thursday, November 20th, 2014. I'll have a workshop in Horison hotel on that date. The class is postponed until next week.

Wass wr wb.

Counter

04924

Hit Counter



Survei tentang Hybrid Courses

by *Admin Daviq* - Wednesday, 22 October 2014, 05:33 PM

Ass wr. wb.

Bagi mahasiswa-mahasiswi yang mengikuti mata kuliah Media Pembelajaran, Anda diwajibkan mengikuti survei ttg Hybrid Courses (gabungan antara kuliah tatap muka dan online) di SESI 6 ini. Survei harap diisi terakhir besok Jum'at, 24 Oktober 2014. Apabila survei tidak diisi, nilai tugas sesi 6 akan ditunda. Terima kasih.

Wass wr.wb.



Daftar Urutan Mahasiswa Kelas Media Pembelajaran

by *Admin Daviq* - Tuesday, 30 September 2014, 07:12 PM

 daftar mahasiswa CALL.pdf

Please see this attendance list.



my teaching schedule

by *Admin Daviq* - Sunday, 14 September 2014, 11:14 PM

 jadwalngajar.pdf

Check out my teaching schedule.



All students of CALL have been registered here.

by *Admin Daviq* - Friday, 12 September 2014, 05:49 PM

Dear students,

Please login with your student number and with the password given. Don't forget to change your password and edit your profile and upload your photo. Don't forget to add your cell phone number.

Older topics ...

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Teaching Listening and Speaking

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Computed from logs since Tuesday, 20 March 2012, 02:06 AM.

Activity	Views	Related blog entries	Last access
News forum	7	-	Wednesday, 1 October 2014, 03:04 PM (13 days 19 hours)
1st Week : Listening and Speaking Problems			
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1st Week: Online Discussion	261	-	Wednesday, 15 October 2014, 10:16 AM (2 mins 59 secs)
2nd Week: Teaching Listening Skills			
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3rd Week: Reading Materials	171	-	Monday, 21 July 2014, 10:49 AM (85 days 23 hours)
3rd Week: Online Discussion	285	-	Wednesday, 15 October 2014, 10:11 AM (7 mins 42 secs)
4th Week: Stress and Intonation in Pronunciation			
4th Week: Reading Materials	141	-	Monday, 21 July 2014, 10:49 AM (85 days 23 hours)
4th Week: Online Discussion	228	-	Wednesday, 15 October 2014, 10:16 AM (2 mins 39 secs)
4th Week: Quiz on Pronunciation	389	-	Monday, 4 August 2014, 01:05 PM (71 days 21 hours)
5th Week: Methods of Teaching Listening Skills			
5th Week: Reading Materials	147	-	Monday, 30 June 2014, 09:45 AM (107 days)
5th Week: Online Discussion	69	-	Wednesday, 15 October 2014, 10:17 AM (2 mins 19 secs)
6th Week: Integrated Skills of Listening and Speaking			
6th Week: Reading Materials	137	-	Monday, 30 June 2014, 09:53 AM (107 days)
6th Week: Online Discussion	394	-	Wednesday, 15 October 2014, 10:17 AM (1 min 55 secs)
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7th Week: Online Discussion	133	-	Wednesday, 15 October 2014, 10:17 AM (1 min 33 secs)
7th Week: Group Assignment	218	-	Thursday, 9 October 2014, 11:40 PM (5 days 10 hours)
8th Week: General Speaking Games			
8th Week: Online Discussion	121	-	Wednesday, 15 October 2014, 10:18 AM (1 min 12 secs)
8th Week: Mid Semester Test	436	-	Thursday, 2 October 2014, 12:55 AM (13 days 9 hours)

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call

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difficulties

by [Afifatul Millah](#) - Thursday, 10 April 2014, 04:14 PM

sometimes we find difficulties in giving an integrated skill subject to our students .teaching listening and speaking need a proper method in order to make these lesson are integrated., what are your suggestions to solve this problem??

[Edit](#) | [Delete](#) | [Reply](#)



Re: difficulties

by [Minhatin Aliyah](#) - Thursday, 10 April 2014, 05:03 PM

Maybe by raising student motivation, student learning can be excited to get a listening and speaking, or arouse the attention of students so that the students learning process the better, and the results are getting better as well .. and the method of drawing and singing students will easily get the learning and remembering. .

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)



Re: difficulties

by [Afifatul Millah](#) - Monday, 14 April 2014, 01:32 PM

what do you mean by drawing ? is it something like making mind map ? or drawing an imagination ?

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Re: difficulties

by [Ahmad Khusen](#) - Wednesday, 16 April 2014, 11:38 AM

did yu mean picture or shape? visual and audio or combination audi-visual ?
it is better to improving skill trthrough that method

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)



Re: difficulties

by [Evi Khasanah](#) - Thursday, 17 April 2014, 09:33 AM

maybe, which do you mean about drawing is when study vocabulary, teacher use draw to explain the student...right??..thanks

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Re: difficulties

by [Shofwatin Nihayah](#) - Monday, 21 April 2014, 05:47 AM

I think, sometimes It can be!
But not all of the time. If you wanna give students some vocabularies of noun, you can use it. So how about the verb? May be you can demonstrate it directly.

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Re: difficulties

by [Evi Khasanah](#) - Thursday, 10 April 2014, 05:15 PM

maybe for integrated skill listening,teachr can give student material which can make them interes and as their feeling like listen song,movie etc. Thanks

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Re: difficulties

by [Afifatul Millah](#) - Monday, 14 April 2014, 01:37 PM

ok,, thanks for your nice idea ..
:)

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Re: difficulties

by [Ahmad Khusen](#) - Wednesday, 16 April 2014, 11:40 AM

not really,,, studens have many interested and many vieving of something so,,, you have to know the caracteristic of the student first to make confortable method in singing or others

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Re: difficulties

by [Evi Khasanah](#) - Thursday, 17 April 2014, 09:30 AM

yes broth, I think singing, music, movie or song are suitable for enjoy student, not for critical or serious student...thanks

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Re: difficulties

by [Shofwatin Nihayah](#) - Monday, 21 April 2014, 05:38 AM

You said that We have to know the characteristic of students first to make comfortable method. But in the same class there are many characteristics of them. Have we make an analyse the students characteristic one by one?
So, what do you think about it?

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Re: difficulties

by [Ina Retno Ariani](#) - Thursday, 10 April 2014, 05:23 PM

First, the teacher must know about the student include mentality, ability, etc

Second, the teacher must find many infomation about teaching method, subject, techniques of teaching and so on, she can read book, find from internet and other media :)

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Re: difficulties

by [Afifatul Millah](#) - Monday, 14 April 2014, 01:37 PM

ok,great .. , thanks for your nice idea ..

:)

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Re: difficulties

by [Ahmad Khusen](#) - Wednesday, 16 April 2014, 11:41 AM

what do you mean with she.....?

all of teacher ha,,,,, the additional creativity of the teacher also needed

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Re: difficulties

by [Niswatur Rohmah](#) - Friday, 11 April 2014, 04:28 PM

the teacher should identify students' characteristic in learning process. We'll find some problems that faced by students. Coz different students make different level of difficulties that they faced.

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Re: difficulties

by [Afifatul Millah](#) - Monday, 14 April 2014, 01:38 PM

yes,, ok,, thanks for your nice idea ..

:)

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Re: difficulties

by [Ahmad Khusen](#) - Wednesday, 16 April 2014, 11:43 AM

students in the same level,,,,, but in different skill I think.... think again!!!

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Re: difficulties

by [Fella Shoufa Masitha](#) - Tuesday, 15 April 2014, 07:48 PM

we can give some reviews about the ability and skill of each students first. actually if we can know about the abilities of them at this subject, all of the materials in learning will be easy to followed and understand it.

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listening or speaking

by [Ahmad Khusen](#) - Tuesday, 11 March 2014, 09:53 PM

every students likes speaking more than listening, but most of the students cant speak more...but when they listening to the music, amazing thing happened. they very interested but not implied with their listening skill. so what the real problem here?

[Edit](#) | [Delete](#) | [Reply](#)



Re: listening or speaking

by [Fella Shoufa Masitha](#) - Wednesday, 12 March 2014, 06:36 PM

actually the students are always enjoy when they listen to musics only, its difficult when they try to listen the materials of subject in listening section. maybe it caused for less interest or too focuss and no relax. having many vocabularies is one of the problems for students (ours), so if we are often to learn and practice, so our vocabularies will be more. actually its will be easy for us.

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Re: listening or speaking

by [Ahmad Khusen](#) - Friday, 14 March 2014, 01:13 AM

owh yeah this is the best one, you have to lov it first before you can mastering something ha....

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Re: listening or speaking

by [Eva Khusnia](#) - Saturday, 15 March 2014, 10:51 AM

yes because in the song many words that are easily understood than in the conversation, and students are also more interested in listening to music rather than listening to the conversation because they may feel bored and uninterested , so if we want to understand, we should listen more to the conversation than listening to a song,, :)

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Re: listening or speaking

by [Artiyah Ali](#) - Monday, 17 March 2014, 10:27 AM

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the real problem is that we less of practice .. it is simple, isn't it ? :-D

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materials for speaking

by [Daviq Rizal](#) - Monday, 17 March 2014, 09:24 PM

There are some resources for speaking activities. One of the is [Conversation Questions for ESL/EFL classrooms](#). What do you think about this? Any other resources that you know?

[Edit](#) | [Delete](#) | [Reply](#)



Re: materials for speaking

by [Khoirul Anwar](#) - Wednesday, 19 March 2014, 02:34 AM

I have just now checked "[Conversation Questions for ESL/EFL classrooms](#)", it's so usefull for students, to do commonly question. I guess "[manythings.org/pp/](#)" is good enough for speaking class. You will find short expressions, pronunciation and there were quiz for them.

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Re: materials for speaking

by [Shofwatin Nihayah](#) - Wednesday, 26 March 2014, 04:42 AM

As you said that there're some resources for speaking activities. Actually, It can be observed by ourselves. I think [Conversation Questions for ESL/EFL classrooms](#) is good enough. There're many questions related to the topic. Beside that, may be you can go to this site <http://www.onestopenglish.com/>. It's very useful because many activities and its guide for us to management our class. Check it out!!!

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Re: materials for speaking

by [Mariya Yuliana](#) - Wednesday, 2 April 2014, 03:28 PM

conversation questions for ESL/ELF classrooms it's good enough because there are many question related to the conversation to our skill. if it use and we used to applicate it will be verry usefull for increase our knowlegde.

there is the other source

http://www.myenglishpages.com/site_php_files/communication-lesson-greeting.php

that's good for beginner or learners. to know some expression in ENGLISH.

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mispronounce eleven and elephant

by [Dodit Adi Cahyono](#) - Tuesday, 18 March 2014, 07:20 PM

guys, did you ever mispronounce eleven and elephant?

to know the correct one, we have to open english dictionary as like oxford and read how to pronounce them. let's try.

[Edit](#) | [Delete](#) | [Reply](#)



Re: mispronounce eleven and elephant

by [Imam Muzaki](#) - Wednesday, 19 March 2014, 02:56 PM

i always get a stress about this guys. hhhh

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Re: mispronounce eleven and elephant

by [Maulana Ali Hakim](#) - Thursday, 20 March 2014, 09:03 PM

yeah surely, and this is the result "elephant /elifənt/" and for "eleven /l'levn/" :)

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Re: mispronounce eleven and elephant

by [Helmi Abdul Latif](#) - Friday, 21 March 2014, 11:10 PM

yah we should open dictionary, but that's sometime make us unconfident to speak coz we think too much to pronounce

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Re: mispronounce eleven and elephant

by [Niswatur Rohmah](#) - Sunday, 23 March 2014, 09:22 AM

Yes, it make me confused at first time. After open English dictionary actually stil make me confused coz different dictionary something different pronunciation also.

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Re: mispronounce eleven and elephant

by [Ida Nurhidayah](#) - Tuesday, 25 March 2014, 04:11 PM

Yaah, I often find some different pronunciations too, but I think we just need to choose one of them that's not make us difficult to imitate it, so we can use and remember it easily .

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Re: mispronounce eleven and elephant

by [Ummi Lathifah](#) - Monday, 24 March 2014, 12:12 PM

yeah, of course i did..
even after we opened dictionary and know how to pronounce it. we could mispronounce it again three days later. i think it's a matter of habit

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Re: mispronounce eleven and elephant

by [Kusumah Esti Fauziah](#) - Wednesday, 26 March 2014, 10:22 AM

Yes.. i think so.. even not three days later, but tomorrow we have forget.. So we must often read it

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Re: mispronounce eleven and elephant

by [Muhammad Abdul Aziz](#) - Wednesday, 26 March 2014, 09:00 AM

Yes , when I pronounce the word is very difficult . So I have to open english dictionary to know phonetic transcription.

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Re: mispronounce eleven and elephant

by [Fella Shoufa Masitha](#) - Wednesday, 26 March 2014, 07:53 PM

yup, one of the way is open the dictionary. and don't forget, if you have know the correct one, please memorize it and don't repeat the same mistakes :)

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There are no upcoming events

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Quiz results

8th Week: Mid Semester Test

The 5 highest grades:

- | | | |
|----|----------------------|-----|
| 1. | Imada Musthavina | 73% |
| 2. | Eva Khusnia | 72% |
| 3. | Ida Nurhidayah | 72% |
| 4. | Zumrotul Ma'sumah | 71% |
| 5. | Riska Laras Prahesti | 71% |

The 3 lowest grades:

- | | | |
|----|-----------------------|-----|
| 1. | Yulizar Farid Firdaus | 59% |
| 2. | Nur Syamsiyah | 58% |
| 3. | Muhammad Mahmudi | 54% |

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First name : AIIABCDEFGHIJKLMN**OP**QRSTUVWXYZ

Surname : AIIABCDEFGHIJKLMN**OP**QRSTUVWXYZ

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User picture	First name / Surname	Email address
	Juita Intifada	juinfa_91@yahoo.com
	Mariya Yuliana	mariya@yahoo.com
	Daslim Daslim	daslim@yahoo.com
	Riska Laras Prahesti	riskalaras25@gmail.com
	Susi Wulandari	susiwulandari22@gmail.com
	Kholifatul Mustaqiyah	oliph123@gmail.com
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	Wilda Hema Safira	whemashafira@gmail.com
	Mifrohatun Nisa'	nisa_maniza@yahoo.com
	Nur Laila Syarifah	ellayla7@gmail.com

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Activity since Monday, 13 October 2014, 10:13 AM

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- Mariya Yuliana

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5th Week: Methods of Teaching Listening Skills

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Laili Nurin Nafi'ah

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Nur Syamsiyah

syams_y2k@yahoo.co.uk



Amiku Rifkiatun

rifkyamie@yahoo.com

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There are no upcoming events

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Quiz results

8th Week: Mid Semester Test

The 5 highest grades:

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2.	Eva Khusnia	72%
3.	Ida Nurhidayah	72%
4.	Zumrotul Ma'sumah	71%
5.	Riska Laras Prahesti	71%

The 3 lowest grades:

1.	Yulizar Farid Firdaus	59%
2.	Nur Syamsiyah	58%
3.	Muhammad Mahmudi	54%

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Separate groups
All participants

Inactive for more than
Select period

User list
Brief

Current role

All participants

All participants: 101

First name : AIIABCDEFGHIJKLMN**OP**QRSTUVWXYZ

Surname : AIIABCDEFGHIJKLMN**OP**QRSTUVWXYZ

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User picture	First name / Surname	Email address
	Aida Safitri	aidaasetiawan21@gmail.com
	Minhatin Aliyah	minhaaliya4@yahoo.com
	Muhamad Syarif Hidayatullah	m.syarifhidayatullah22@yahoo.com
	Hanita Mashithoh	hanitamasithoh@yahoo.com
	Fitri Meiyenny	p.meiyenny@gmail.com
	Lilik Yusa Nursanti	lily.yusa@yahoo.com
	Artiyah Ali	artiyah@yahoo.com
	Khoirul Anwar	anwarisgo@gmail.com
	Yudha Mamduh	younkruw33@gmail.com
	Ina Retno Ariani	niena.arien@gmail.com
	Munahwaroh Munahwaroh	muna@yahoo.com
	Eva Khusnia	eva_khusnia@yahoo.co.id
	Lia Khoirotin Nida	liiakhoir@yahoo.co.id
	Evi Khasanah	evi_khasanah@yahoo.co.id
	Nur Widi Astuti	widynurastuti@ymail.com

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	Mariya Yuliana	

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5th Week: Methods of Teaching Listening Skills

6th Week: Integrated Skills of Listening and Speaking

7th Week: Techniques of Teaching Speaking

8th Week: General Speaking Games

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	Ulin Ni'mah	yulianoov@gmail.com
	Maulana Ali Hakim	maulanaalihakim@ymail.com
	Riska Setiyani	riskasetiyani@yahoo.com

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The 5 highest grades:

- | | | |
|----|----------------------|-----|
| 1. | Imada Musthavina | 73% |
| 2. | Eva Khusnia | 72% |
| 3. | Ida Nurhidayah | 72% |
| 4. | Zumrotul Ma'sumah | 71% |
| 5. | Riska Laras Prahesti | 71% |

The 3 lowest grades:

- | | | |
|----|-----------------------|-----|
| 1. | Yulizar Farid Firdaus | 59% |
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| 3. | Muhammad Mahmudi | 54% |

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First name : AIIABCDEFGHIJKLMN**OP**QRSTUVWXYZ

Surname : AIIABCDEFGHIJKLMN**OP**QRSTUVWXYZ

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User picture	First name / Surname	Email address
	Helmi Abdul Latif	helmiabdullatif33@gmail.com
	Yulizar Farid Firdaus	yulizarfarid94@gmail.com
	Jannatun Naimah	jannatunnaimah53@yahoo.co
	Muslihatul Umami	musl@yahoo.com
	Nadhifatul Harisah	nandharis@yahoo.com
	Afifatul Millah	apphinxphi@gmail.com
	Ratna Endah Heraningrum	mrending.disco@gmail.com
	Muhammad Abdul Aziz	muhammadazizvanjava@yah
	Mohammad Nasiri	nasiri_mohammad19@yahoo.
	Fella Shoufa Masitha	missfella@gmail.com
	Ahmad Khusen	khusain_bng@yahoo.com
	Dodit Adi Cahyono	doditadi@gmail.com
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	Ummi Lathifah	mameha.ageha@yahoo.co.id
	Muanatun Nafi'ah	pipianaicha2@gmail.com

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7th Week: Techniques of Teaching Speaking

8th Week: General Speaking Games

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	Siti Sukiswati	kizzykizwa@yahoo.co.id

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Surname : AIIABCDEFGHIJKLMNQRSTUWXYZ

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User picture	First name / Surname	Email address
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	Zumrotul Ma'sumah	zumrotulmasumah@gmail.com
	Imam Muzaki	muzaki019@gmail.com
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7th Week: Techniques of Teaching Speaking

8th Week: General Speaking Games



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Ana Pramudiyani

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Surname : AIIABCDEFGHIJKLMNQRSTUWXYZ

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User picture	First name / Surname	Email address
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	Muhammad Abdul Hamid	muh.abdh@yahoo.com

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8th Week: General Speaking Games

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	Robingul Ahsan	robic_9@yahoo.com
	Artika Tabah Rohmana	artika@yahoo.com
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Surname : AIIABCDEFGHIJKLMNQRSTUWXYZ

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	Juita Intifada
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teaching skill

by [Ahmad Khusen](#) - Friday, 14 March 2014, 01:09 AM

so friends what do you think about the method of teaching that mr. daviq inform to us is very good? and tell me is you have other method

[Edit](#) | [Delete](#) | [Reply](#)



Re: teaching skill

by [Ida Nurhidayah](#) - Saturday, 15 March 2014, 09:33 AM

In my opinion, Listening skill is the ability to accept and interpret the message that's presented by the speaker in the communication process. To teach listening skills we can use various ways, such as:

1. Motivate the students that they can understand what the speaker will say, don't be panic if they don't understand some words, and Ask them to focus and listen carefully.
3. For the beginners, give the topic that's familiar for them.
4. Give them some exercises to make them accustomed to the target language that we teach.

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Re: teaching skill

by [Yudha Mamduh](#) - Saturday, 15 March 2014, 11:15 AM

your opinion is like in my mind... let's share the others and make them one opinion with us.....

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Re: teaching skill

by [Evi Khasanah](#) - Saturday, 15 March 2014, 11:28 AM

I think the method is given daviq pack that uses pictures to introduce the name of the image is an efective way to teach, especially for primary school children, because they will be easier to understand and easy to remember, thanks

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Re: teaching skill

by [Eva Khusnia](#) - Saturday, 15 March 2014, 11:54 AM

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besides using picture mr daviq also use songs to teach listening, so maybe not just primary school who are interested but also for junior high school and senior high school too,, maybe it could be used as a method for teaching later,,

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Re: teaching skill

by [Shofi Anis Fitriana](#) - Saturday, 15 March 2014, 11:56 AM

YEs, why not.

because the method that mr.daviq given for us, it can be different method than other teacher, of course if we can give innovation to keep children is not bored, such as if we teach in elementary school, we can give them some song and some simple movement like on hand, foot, gead, etc. i'm sure they will be happy and can understand what the teacher mean .

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Re: teaching skill

by [Ferdin Tri Yuniar](#) - Saturday, 15 March 2014, 02:17 PM

I feel Mr. Daviq has given good method in Teaching Listening. By giving exercises, western songs, movies, news, etc. that be able to kick our listening skill. Thus, I will imitate his way in teaching listening skill but I suit with age development.

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Re: teaching skill

by [Alifatun Niswa](#) - Saturday, 15 March 2014, 07:38 PM

yes,,because i think method mr.daviq so interesting,simple ,make me fun so far but i don't know if next method ,,difficult or not,,

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Re: teaching skill

by [Sri Kusniawati](#) - Sunday, 16 March 2014, 06:05 AM

that's good, we can apply it to our students.

I think, teaching listening and speaking interesting enough. we can use many methods especially what Mr. daviq have given to us. you know that when we teach listening and speaking, we use audio and visual. we can improve our creativeness, combine any methods to teach listening and speaking.

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Re: teaching skill

by [Nur Laila Syarifah](#) - Sunday, 16 March 2014, 11:34 AM

I think Mr. Daviq's method is very good. By using picture and try to improve listening skill with listening english song, news, advertisement, automatically it can accustom us to listen english conversation. from it, our ear became accustomed to listen foreign language, esp. english.

beside that Mr.daviq also ever give us some of tips to improve our listening skill, and we can

apply it.

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Re: teaching skill

by [Ulin Ni'mah](#) - Monday, 17 March 2014, 03:33 PM

i do agree with u. he gave us new way in listening treatment which had been long time made us frightened.

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Re: teaching skill

by [Minhatin Aliyah](#) - Sunday, 16 March 2014, 08:43 PM

I think mr daviq method is very good, and easily remembered and understood by the students, and not boring, and teaching using audio and visual .. can apply our students.

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Re: teaching skill

by [Helmi Abdul Latif](#) - Sunday, 16 March 2014, 09:32 PM

listening while looking the subtitle, the student will get new words and how to pronounce. as we know why student don't understand well in listening is because of limit vocabulary, more over they don't know how to pronounce-even in common words.

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Re: teaching skill

by [Ulin Ni'mah](#) - Monday, 17 March 2014, 03:48 PM

i like the method which he gave. may be we can also modify it. but,remember of the level of class. make it as fun as possible.

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Re: teaching skill

by [Dodit Adi Cahyono](#) - Tuesday, 18 March 2014, 07:11 PM

in my opinion, teaching using pictures is one of the best ways because students will be easy to understand the material and their memory will remember better than we just use a teory.

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Re: teaching skill

by [Mifrohatun Nisa'](#) - Tuesday, 18 March 2014, 09:00 PM

I think the methods that Mr. Daviq gave to Us is a good way. We can imitate because it is simple and easy. But we have to remember that it should adaptable depend on the students. thx. :)

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Re: teaching skill

by [Khoirul Anwar](#) - Wednesday, 19 March 2014, 03:05 AM

different level should be taught by different method, hehe
In this modern era, so many technologies or other tools can help student learning

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Re: teaching skill

by [Lailina Zulfa](#) - Wednesday, 19 March 2014, 08:43 AM

in my opinion.that is good method..because 50% material and 50% practice. but it will be better if in material session, atudents also join the activity...for example we came forward to give an example to examine our understanding

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Re: teaching skill

by [Muhammad Abdul Aziz](#) - Wednesday, 19 March 2014, 09:26 AM

I think is good enough . He use online method for teaching , because it is so interisting .

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Re: teaching skill

by [Imam Muzaki](#) - Wednesday, 19 March 2014, 02:46 PM

maybe just a great experience in mr. daviq's class

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Re: teaching skill

by [Kholifatul Mustaqiyah](#) - Tuesday, 25 March 2014, 06:05 PM

I think Mr. Daviq's method is good teaching by giving exercises, using picture, songs, movies ,advertisement or news and etc Listening skill is the ability to accept and interpret the message from speaker. students must be understand well what the speaker will say, but it's very difficult for the beginner student like me...-_-

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The Best Method

by [Ina Retno Ariani](#) - Thursday, 10 April 2014, 05:10 PM

after find the best method to teaching English, what are the best and most popular method teacher usually used ? :)



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Re: The Best Method

by [Dani Hermanto](#) - Monday, 14 April 2014, 01:18 PM

in my opinion the best method is a method that make student more active than the teacher... like silent way, and other..

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Re: The Best Method

by [Evi Khasanah](#) - Thursday, 17 April 2014, 09:27 AM

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the other method are GTM, DM ALM or problem solving...

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Re: The Best Method

by [Afifatul Millah](#) - Monday, 14 April 2014, 01:39 PM

i think ,, there is no best method, but suitable method,,
:D

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Re: The Best Method

by [Wilda Hema Safira](#) - Tuesday, 15 April 2014, 02:42 PM

yeah, I think so. we can't make a conclusion which one the best method is. We must analyze student's need in learning activity. Best method it self, also depends on material will be given to student. after that, we can decide the suitable method

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Re: The Best Method

by [Ahmad Khusen](#) - Wednesday, 16 April 2014, 11:45 AM

you were right,,, but the best method is the suitbale method....so to make best method you have to make suitble method to each level of students

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Re: The Best Method

by [Evi Khasanah](#) - Thursday, 17 April 2014, 09:25 AM

great sish, teacher have to choice method that suitable with grade of class, when the method is suitable for them, I think it will be best method..thanks

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Re: The Best Method

by [Fella Shoufa Masitha](#) - Tuesday, 15 April 2014, 07:42 PM

yup, actually the most of methods in learning is good, but if we looking for the best method of our learning i think there is no the best method, but the suitable method that must we used for each learning based on students.

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Re: The Best Method

by [Ahmad Khusen](#) - Wednesday, 16 April 2014, 11:47 AM

what you mean students method or teacher method because students and teacher have different suitable method to make their skill improve signficantly

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Re: The Best Method

by [Muhamad Syarif Hidayatullah](#) - Tuesday, 15 April 2014, 08:50 PM

in my opinion, the most populer method is active learning. it mean, the students more active than teacher. ex. teacher give the material, and than ask students to discuss about it.

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Re: The Best Method

by [Ahmad Khusen](#) - Wednesday, 16 April 2014, 11:49 AM

active learning is good,, but always there are students that not confient to express their opinion to other

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Re: The Best Method

by [Ajib Wahyu Saputra](#) - Wednesday, 16 April 2014, 02:15 PM

yeach,,,
all of ur opinion about method of active learning are true....
but every student have a different need.
so, we've to choose the method depend on the grade.

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waste the time or improve our creativeness ?

by [Sri Kusniawati](#) - Saturday, 26 April 2014, 06:02 AM

Dear everyone.. we know that, we usually using games to make the class active and feel comfort. but in other hands, sometimes games just waste the time or time consuming. what's your opinion about this one ?

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Re: waste the time or improve our creativeness ?

by [Daviq Rizal](#) - Wednesday, 30 April 2014, 07:18 AM

We should pay attention to the objectives or goals of the teaching. If not, we just waste time by giving games to our students.

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Re: waste the time or improve our creativeness ?

by [Ulin Ni'mah](#) - Monday, 26 May 2014, 09:48 AM

yes,i agree with u,sir.. we should consider the goal of the teaching,the time management and make sure that student understand what should they do.

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Re: waste the time or improve our creativeness ?

by [Ulin Ni'mah](#) - Monday, 26 May 2014, 09:59 AM

give the easy and interesting game. innovation also important. don't give the monotonous game. so,the student can enjoy what they learn. but, don't give so many game. it will make them addicted. sometimes,let them to think about the lesson. the important thing,don't take place games as the main way to teach.

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whispering games

by [Daviq Rizal](#) - Wednesday, 30 April 2014, 07:17 AM

What do you think of whispering games? Can we make a modification of these games? Do you have any other interesting games?

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Re: whispering games

by [Maulana Ali Hakim](#) - Thursday, 1 May 2014, 08:57 PM

This game is good, interesting enough, and easy to understand I think.

I also have a new game, I found it in Internet but it modify by me and my friend, this is about minimal pairs, the game called "FISH CARD" in this game we divide student into some groups, and each group will get cards (5 cards for each student). the cards are about similar sounds of words. one of them pronounce the word and another have to listen carefully to match the tthe word with they cards. it force the students to correct in pronunciation and listen carefully. we'll use this game for mini teaching later. :)

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Re: whispering games

by [Ina Retno Ariani](#) - Friday, 2 May 2014, 09:24 PM

I thinkthis game is very useful for student, because it can train our memorizing, pronunciation, and controlling self

we can modification this game by change the count of member every group and word or sentence we do

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Re: whispering games

by [Muhammad Mahmudi](#) - Friday, 9 May 2014, 01:05 PM

Whispering game is interesting game because we can memorize every sentence which should be transfered to the other members in our group. I have a great idea. We can use not only oral when send message to the other members but we can use our body language. We can do it if we have a separated room. so, every member will stay in different room. The 1st member will send a message to the 2nd member by body langage. The last member should answer by guessing it by oral. Do have the other idea? or What's your respond after you read my idea?

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Re: whispering games

by [Ulin Ni'mah](#) - Monday, 26 May 2014, 02:45 PM

aha.. i ever know about that game. i like that game. coz,it is interesting,so funny. but,rmember.. we have limited place,bro..

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Re: whispering games

by [Fella Shoufa Masitha](#) - Saturday, 7 June 2014, 10:33 AM

actually this game is one of classic game. when I was junior high school, I often played this game. as we know that this game has some advantages, besides it can make students learn about good listening skill and pronunciation (spelling), this game also can make students more learn about cooperative and sportive to play this game. in my opinion, maybe such as "KOMUNIKATA" is also more interest than this game.

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Word Stress

by [Fella Shoufa Masitha](#) - Wednesday, 26 March 2014, 07:27 PM

Word stress is like a golden key to speaking and understanding English.

Guys, What do you think about this sentence ?

Please, give the explanation.

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Re: Word Stress

by [Yudha Mamduh](#) - Thursday, 27 March 2014, 04:34 PM

i don't think so... cz stressing just influence in pronoun not in meaning,,

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Re: Word Stress

by [Ferdin Tri Yuniar](#) - Thursday, 27 March 2014, 09:20 PM

In my opinion, stressing is only addition in speaking and understanding English that has known by students of English Department.

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Re: Word Stress

by [Ummi Lathifah](#) - Sunday, 30 March 2014, 06:59 PM

I think i'm agree with that statements about word stress because different stress can make misunderstanding when we apply it or communicate with native speakers.

for example like these words

"Pan" and "Pen" like what Mr. Daviq explained in the class last week

"Beach" and "Bitch"

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Re: Word Stress

by [Maulana Ali Hakim](#) - Tuesday, 1 April 2014, 12:02 PM

great umi, that is why stress created, to differ how to pronounce similar word,

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Re: Word Stress

by [Maulana Ali Hakim](#) - Tuesday, 1 April 2014, 10:07 PM

it is also important when the stress is in different place, like

I will TALK to you (it means that I will TALK, not sing, or dance to you)

I will talk to YOU (it means that I will talk with you, not he, her or other person)

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Re: Word Stress

by [Ida Nurhidayah](#) - Tuesday, 1 April 2014, 12:46 PM

it's true that using the correct word stressing is very important to anticipate misunderstanding, but when we speak orally we can support our oral language by using gestures, facial expression, and another sign, so if we pronounce a word with the wrong stess it will be helped by those signs.

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Re: Word Stress

by [Isa Aulia Rohman](#) - Tuesday, 1 April 2014, 12:48 PM

That's good Fella, in word stress we know other word with almost similiar voice there. so, we have to understand that similiar word to distinguish them. About "golden key" I don't think so, as i know English in general have a rule and use four skill, speaking writing, listening, and reading, they related each other to learn English well yeah,

I agree if you assume it with basic of speaking lesson not for golden key, thanks

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Re: Word Stress

by [Muhamad Syarif Hidayatullah](#) - Wednesday, 2 April 2014, 08:55 AM

i think, not only word stress to understanding english, but also intonation

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Re: Word Stress

by [Muhammad Abdul Aziz](#) - Wednesday, 2 April 2014, 09:09 AM

In my opinion , word stress is important to speaking. Word stress is so natural for them that they don't even know they use it. Non-native speakers who speak English to native speakers without using word stress, encounter two problems:

1. They find it difficult to understand native speakers, especially those speaking fast.
2. The native speakers may find it difficult to understand them.

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Re: Word Stress

by [Lia Khoirotin Nida](#) - Wednesday, 2 April 2014, 10:05 AM

Word stress is important, but it's not the key to speak and understand English.
Don't ever say it to your student in basic class :D

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Re: Word Stress

by [Lilik Yusa Nursanti](#) - Wednesday, 2 April 2014, 11:19 AM

I agree with your statement Lia, and I think the important one of the students in basic class just they must be brave to speak more.

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Re: Word Stress

by [Fella Shoufa Masitha](#) - Wednesday, 2 April 2014, 04:59 PM

okay, thanks for your opinions. :)

actually it just statement, not just clearly statement, it will be less clear. We are as the students too, it should be one of our thinking to understand "What is Word Stress and Meaning of each of its items". If we have many ideas to means this material, actually we will not be afraid and wrong if we have teach in our students later. may it will give a good aim for us.

thanks :)

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Re: Word Stress

by [Ina Retno Ariani](#) - Wednesday, 2 April 2014, 08:00 PM

I agree with Fella's opinion, because when someone know word stress in every words they can effectively use the language :)

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CURRICULUM VITAE

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1. SD N 02 Margorejo
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Thus, these curriculum vitae are made by the writer correctly

Semarang, 3 July 2015

The writer



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