THE EFFECTIVENESS OF TEACHING PERSONAL LETTER TEXT BY USING A GOOGLE DOCS COLLABORATIVE WRITING ACTIVITY FOR THE ELEVENTH GRADE STUDENTS OF MAN DEMAK

THESIS

Submitted in partial fulfillment of the requirement
For Degree of Bachelor of Education
In English Language Education

By
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2019

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Semarang, 24 July 2019

The researcher

Erlia Sholikhatul Amalia

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UNIVERSITAS ISLAM NEGERI WALISONGO

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

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RATIFICATION

Thesis with the follwing identity:

Title : **THE EFFECTIVENESS OF TEACHING PERSONAL LETTER TEXT BY USING A GOOGLE DOCS COLLABORATIVE WRITING ACTIVITY FOR THE ELEVENTH GRADE STUDENTS OF MAN DEMAK**

Name of Students : Erlia Sholikhatul Amalia

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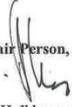
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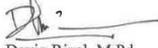
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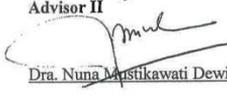
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ADVISOR NOTE

To

The Dean of Education and Teacher Training Faculty

Walisongo State Islamic University of Semarang

Assalamu'alaikum. Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : **THE EFFECTIVENESS OF TEACHING PERSONAL LETTER TEXT BY USING A GOOGLE DOCS COLLABORATIVE WRITING ACTIVITY FOR THE ELEVENTH GRADE STUDENTS OF MAN DEMAK**

Name of Student : Erlia Sholikhatul Amalia

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Walisongo State Islamic University of Semarang

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ABSTRACT

Erlia Sholikhatul Amalia (1503046018). **The Effectivenes of Teaching Personal Letter Text Using A Google Docs Collaborative Writing Activity for the Eleventh Grade Students of MAN Demak.** Education and Teacher Training Faculty. Walisongo State Islamic University. 2019.

The purpose of the research was to explains the effectiveness of teaching personal letter text by using a Google docs with collaborative writing activity. The population of this research was the students at the eleventh grade of MAN Demak. The subjects of this study were involving 70 tenth grade students that divided into 35 students of experimental class and 35 students of control class. Experimental group was taught by using a Google Docs with collaborative writing activity and control group was taught with collaborative writing activity. The method used in this study was quantitative approach with quasi experimental design. The researcher used Cluster Random Sampling Technique. The instruments used in this study were tests, questionnaires, and observation. Those were calculated and analyzed by using T-test. The result of this study showed there was a difference of mean score between the experimental and control classes. The increasing point of the experimental class was 69.60 to 76.23. Meanwhile, the control class increased from 68.03 to 70. It means that the experimental class has a higher mean score rather than the control class. In accordance with the t-test scored showed that that t_{count} (2.67) was higher than t_{table} (1.99). So, it meant H_o was rejected and H_a was accepted. Based on the result, the researcher concludes that using Google docs collaborative writing activity was effective to teach personal letter text at MAN Demak in the academic year of 2018/2019.

Keywords: *Collaborative Writing, Google Docs, Personal Letter Text, Teaching Writing.*

MOTTO

"Let go of what has passed"

(Ali Ibn Abi Thalib)

DEDICATION

This paper is dedicated to all people who always pray and give support in finishing this paper for my success, they are:

1. My beloved father (Wiratmoko Adi), my mother (Siti Aisyah) and my little brother (M. Afif Ma'ruf) who always have honesty sincerity to grow me up, educate, accompany and pray for me until getting success and support for me until I can accomplish this script.
2. All inspiring people around me.

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1. Dr. H. Raharjo M.Ed, St. as the Dean of Islamic Education and Teacher Training Faculty (FITK).
2. Dr. H. Ikhrom, M.Ag. as the head of English Department
3. Daviq Rizal, M.Pd and Dra. Nuna Mustikawati, M.Pd as the advisor, I would like to thanks a million for their generous invaluable advice and positive direction and their time throughout the entire writing process, also for their suggestion and guidance for this graduating paper from beginning until the end.
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Erika Friskiyani, Okta Nur Aini, Naeli Hidayati who has given support and motivation in her own way, thank you.

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8. Last but not least, those who can't be mentioned one by one, who had supported me to reach my dream.

Finally, the researcher realizes that this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for her to get critiques and suggestions to make this thesis better.

Semarang, 24 July 2019
The Researcher

Erlia Sholikhatul Amalia

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CHAPTER I

INTRODUCTION

This chapter deals with the introduction of the study that consists of a background of study, research questions, the objective of the research, significance of the research.

A. Background of research

Writing is one of four skills in English, in this skill, students actually can produce language themselves based on their ideas through their knowledge and vocabulary.[1] Writing is not only a process of linking words into sentences or paragraphs, but it is a sequence of steps of ideas, organize thinking and feeling in the form of words and combined into sentences into the form of paragraphs in which every sentence is closely related one another. According to Nadiah, writing is a process of discovering, organizing ideas and revising them on paper. In writing any kind of text, we need the complex grammar to express the idea comprehensively.[2] That's why the students need to know how to write well and effectively.

By Javed who says that writing skill focuses on the construction of grammatical sentences and the communication of meaning so that the readers can understand the writer's point of view.[3] It is categorized as an active skill because it requires students' concentration and effort in order to communicate the idea through the text and to develop language target.

اِالَّذِي عَلَّمَ بِالْقَلَمِ

"Who has taught (the writing) by the pen." (QS. Al Alaq:4)

From the verse above, Allah commands us to write, so we know how important writing is. Good writing is done from the set of rules and principles. Rules of good writing skill are progressively noticed as crucial to provide student for their success in this century.

In Indonesia's curriculum, the students are taught to deepen their English writing skill through different kind of texts that have been adjusted with their level. For the eleventh grade of senior high school students, one of the text should that learn is a personal letter text. It is written in the 2013 syllabus revision, *Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial,*

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[1] siti tarwiyah Maslichah, 'Enhancing Students' Ability in Writing Descriptive Text through Graphic Organizer', *Journal for Language and Foreign Language Learning*, 6.2 (2013), 10 <http://journal.walisongo.ac.id>.

[2] Nadiah Ma'mun, 'Grammatical Intricacy on Students' Writing', *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 47 <https://doi.org/10.21580/vjv6i11619>.

[3] Muhammad Javed and others, 'E-ISSN: 1308-1470 • Www.e-Iji.net P-ISSN: 1694-609X A Study of Students' Assessment in Writing Skills ...', *International Journal of Instruction*, 6.2 (2013) <www.e-iji.net>.

struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.[4] Thus, in learning personal letter text, students are able to expand their knowledge about how to write personal letter text.

Taj Mohammad and Zoheb Hazarika have categorized major problems such as capitalization, punctuation, language use (grammar), preposition, spelling, and so on. [5]Whereas, these aspects determine students' writing. If the students misplace the punctuation of if they use the wrong tenses, their written language can be misinterpreted. Besides those major problem above, the students experienced difficulty in organizing ideas. Sapkota stated that ideas organization becomes the early stage that the students should implement before producing the written language.[6]

Based on the writer's observation at the eleventh-grade students of MAN Demak, many students face some difficulties in organizing their ideas into written form. For the XI IPA 3&4, writing is a time-consuming activity. Approximately, many students spent one hour to develop the ideas. Then, they still needed more time to finish each part of the personal letter generic structure. Consequently, there are many unfinished personal letter texts cause by students' poor thinking ability. Only 30% of the students could finish the task. When the students' personal letter text was analyzed, the writer found some mistakes and errors, especially in spelling, punctuation, and grammar. For instance, they did not aware of the difference between past tense and present tense and they often misspelled several words.

The writer assumes that the problem occurred if the students had to deal with their own task. They often made various accidental mistakes or troubled with ideas development. When they show low performance in learning, the teacher has to take action by improving her teaching strategies. After analyzing students' problem, the writer suggests that by implementing collaborative writing strategies. Storch mentioned that a writing collaboration requires the students to gather their attention to language and socio-cognitive activity as interaction.

Thus, the writer suggests the students to use Google Docs application as a collaborative writing platform to facilitate their process of long-distance communication among group members. It enables the students to work in the same document though they are not in the same place. There, the process of receiving feedback, giving comments, and write collaboratively happen in one platform.

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[4] 'Silabus Bahasa Inggris SMA K13 Revisi 2017 Kelas XI'.

[5] Taj Mohammad and Zoheb Hazarika, 'Difficulties of Learning EFL in KSA: Writing Skills in Context', *International Journal of English Linguistics*, 6.3 (2016), 105 <https://doi.org/10.5539/ijel.v6n3p105>.

[6] Ashok Sapkota, 'Developing Students' Writing Skill through Peer and Teacher Correction: An Action Research', *Journal of NELTA*, 17.1–2 (2013), 70–82 <https://doi.org/10.3126/nelta.v17i1-2.8094>.

According to Suwantarathip and Wichadee, Google Docs is saved online and the students could work by using their gadgets such as phone, tablet, and computer. Then, Google Docs enables them to revisit the document if they get a notification from Gmail that other group member commented on their work.[7] Additionally, Elizabeth stated that when editing papers and writing a concluding paragraph, students wrote longer essays and were able to work on collaborative writing more efficiently, finishing more quickly when using Google Docs as compared to Microsoft Word.[8]

From the above explanation is hope that Google Docs can be used as one of the ways to teach writing English in the MAN Demak. By implementing this media, the writer hopes that it can help the teacher to provide fun and enjoyable learning activity. In short, it can help the students to improve their writing ability. In this study, I try to find out how good the ability of the XI grade students of senior high school in producing text or paragraph by learning personal letter text.

B. Research Questions

In this research formulated the problems as follows:

How is the effectiveness of Google Docs collaborative writing activity to teach personal letter texts at the eleventh-grade students at MAN Demak in academic year 2018/2019?

C. The Objective of the Research

Considering the above problems, the objective of this research can be elaborated obviously the effectiveness of implementation Google docs collaborative writing activity to teach writing at the grade XI MAN Demak in the academic year 2018/2019.

D. The Significances of the Research:

1. Theoretically

   The result of this study gives some positive contribution and give larger knowledge about google docs as a teaching media with collaborative writing activity in writing skill that will be able to improve students' ability especially on personal letter text.

2. Pedagogically

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[7] Ornprapat Suwantarathip and Saovapa Wichadee, 'The Effects of Collaborative Writing Activity Using Google Docs on Students' Writing Abilities', *Turkish Online Journal of Educational Technology*, 13.2 (2014), 148–56.

[8] Wenyi Zhou, Elizabeth Simpson, and Denise Pinette Domizi, 'Google Docs in an out-of-Class Collaborative Writing Activity', *International Journal of Teaching and Learning in Higher Education*, 24.3 (2012), 359–75.

The result of the study will give information on knowledge about an alternative teaching media that can be used for improving the students' achievement in writing personal letter text.

3. Practically

The result of this study hopefully is useful to provide input for:

   a. For the researcher

   This research is used as a requirement for the writer to accomplish her study. Moreover, the writer hopes the use of Google Docs will be more familiar in the school to be applied, especially when teaching students to work collaboratively.

   b. For the students

   This research is expected to make the students accustomed to using technology in their English language learning, especially when it comes to collaborative work. Then, by using Google Docs, the students expected to appreciate the meaning of contribution when working in a team.

   c. For the English teacher

   This research hopefully would be beneficial for the teacher to recognize how far the students' ability in producing written text also to give information about students' weakness when dealing with learning issues, especially in writing.

   d. For the other researcher

   By doing this research, the researcher gets new experiences and new knowledge about the research and hopefully, it can be the reference for the other researcher to do the new research in the future.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, presents about previous studies and some theories are provided to support the research. This chapter explains the general concepts of collaborative writing activity, Google docs, personal letter text, conceptual framework, and theoretical framework.

A. Previous Studies

1. Kyeong Ouk Jeong, *A study on the Integration of Google Docs as a Web-based Collaborative Learning Platform in EFL Writing Instruction.* (2016)

   The purpose of Kyeong's journal is to explore EFL college students' perceptions and experiences about the technology-enhanced collaborative English writing course. This research used a quantitative method. The participants of his study were 20 students taking an English course in the first semester of 2014 at a college situated in the middle part of Korea. Once students wrote their writing on the cloud-based online platform, they could receive feedback from peer-editing as well as from teacher-editing. Descriptive data from semi structured focus group interviewand students writing samples on the website also anlyzed. The finding of this journal 90% of the students responded that they enjoyed their experience of exchanging online feedback on their writings via Google Docs as the cloud-based online writing system.[1]

   The difference between both type research is the object study of this research is the eleventh-grade students of MAN Demak, while Kyeong's research is students English course in the first semester of 2014. The similarity between this research and Kyeong's research is in the method of analysis to analyze data that is quantitative research, and it's also using technology in English language learning.

   The strength of this research is the researcher conveyed the method, data analysis, result clearly. Whereas, the weakness was the researcher used one classroom, so the participant was limited.

2. Ornprapat Suwantarathip and Saovapa Wichadee, *The Effect of Collaborative Writing Activity Using Google Docs on Students' Writing Activity.* (2014)

   This study underlines how poor the students' writing ability in the English language a low experienced by undergraduate students at Bangkok University. After conducting an

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[1] Kyeong Ouk Jeong, 'A Study on the Integration of Google Docs as a Web-Based Collaborative Learning Platform in EFL Writing Instruction', *Indian Journal of Science and Technology*, 9.39 (2016) <https://doi.org/10.17485/ijst/2016/v9i39/103239>.

observation, the data found that some students have a problem with a low score in writing an assignment, therefore collaborative writing was applied as an option to improve students' writing ability. To create learner-centered learning, Google Docs was used as a collaboration media.[2] This research used the experimental method. It was conducted with the students enrooled in EN02 course in the first semester of academic year of 2013. Both groups were assigned to complete four writing assignments using different working methods. The instruments employed in the study were writing tests and two questionnaires. Data were analyzed by using means, standard deviations, percentages, and independent samples t-tests. The results indicate that a significant difference was found between the two groups' writing mean score after the experiment. Students in the Google Docs group gained higher mean scores than those working in groups in a face-to-face classroom.

This research has a similarity with my research because both of them used Google docs as media online with a collaborative writing activity, both of them also used the experimental method. But, the difference research is in the object of study of this research is the eleventh-grade students of MAN Demak, while Suwantarathip is undergraduate students at Bangkok University.

The strength of this research is the researcher used the same trial in the research. So, there is a specific difference between the resulting score from students after and before using Google Docs with the collaborative writing activity. The weakness of the research is the main problem still general. So, the researcher should make the problem more specific.

3. Megan Woodrich, *Google Docs as A Tool for Collaborative Learning Writing in The Middle School Classroom.* (2017)

In this study, the authors examine how an online word processing tool can be used to encourage participation among students of different language backgrounds, including English Language Learners. To be exact, the paper discusses whether student participation in anonymous collaborative writing via Google Docs can lead to more successful products in a linguistically diverse eighth-grade English Language Arts classroom. The method is through

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[2] Ornprapat Suwantarathip and Saovapa Wichadee, 'The Effects of Collaborative Writing Activity Using Google Docs on Students' Writing Abilities', *Turkish Online Journal of Educational Technology*, 13.2 (2014), 148.

face-toface, online, and anonymous writing activities, a rubric, and a survey. The finding of this research 95% students enjoyed working on Google docs.[3]

The difference between both types of research is the object study of this research is the eleventh-grade students of MAN Demak, while Megan is middle school classroom at eighth grade. The similarity with my research is also used media online for English language learning.

The strength of this research all the contents and instructions are already written in this journal, he also gave some suggestions for the English language teachers to applied google docs in English language learning. The weakness of this study is the author used many methods for his research, it means not focused on one method.

4. Elizabeth Simpson, *Google Docs in an out of Class Collaborative Writing Activity*. (2012)

Goals of this study assessing the effectiveness of using Google Docs in an out-of-class collaborative writing activity through measuring the assignment's influence on students' learning experiences, and teaching students to successfully communicate their understanding and application of concepts through writing. This research used the experimental method. Participants were 35 students, All students participated in two assignments as a requirement of their class. Seven students did not complete all aspects of the study due to class absences, 31 students completed the questionnaire for Assignment 1, and 28 students completed the questionnaire for Assignment 2. Finding of this study is Google Docs changed the means of communication used in collaborative writing, 93% of students considered Google Docs a useful tool for group work.[4]

The similarity between both in researches used the quantitative method. the differences in this research focus on improving applied google docs and my study focus on writing with media online google docs. The strength of this research is data of the research was collected by giving tests, so there is a significant difference before and after using google docs collaborative writing activity. The weakness of this study is the researcher needs more time to find out the result.

5. Jawaher Alsubaie, *Exploring Writing Individually and Collaboratively Using Google Docs in the EFL Context*. (2017)

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[3] Megan P Woodrich and Yanan Fan, 'Google Docs as a Tool for Collaborative Writing in the Middle School Classroom', *Journal of Information Technology Education: Research*, 16 (2017), 391–410 <https://doi.org/10.28945/3870>.

[4] Wenyi Zhou, Elizabeth Simpson, and Denise Pinette Domizi, 'Google Docs in an out-of-Class Collaborative Writing Activity', *International Journal of Teaching and Learning in Higher Education*, 24.3 (2012), 359–375.

This research was conducted to analyze students' achievements by submitted tasks using both faces to face setting for the pre-individual and collaborative tasks and online learning environment for the post individual and collaborative tasks. The results were consistent as that students perceived Google Docs as a useful tool for both individual and group work.

The participants in this study were a class of Arabic major from a college in Saudi Arabia. The research was searching for the differences between the students' individual and collaborative work using Google Docs, and discerning the students' perspectives toward collaborative work with Google Docs on English writing tasks. the results were consistent as that students perceived Google Docs as a useful tool for both individual and group work. The Results show significant increase in the students' scores using Google Docs. Further, the results were consistent as that students perceived Google Docs as a useful tool for both individual and group work.[5]

The strength of this research is the researcher used pre and post-questionnaires, pre and post written tasks, students' portfolio, a customized rubric for test scores, and post interviews to find out the result and to explore the integration effectiveness. While the weakness of this research is participants of his study were a class of Arabic major. I think it not effective in EFL context.

This research has a similarity with my research because both of us using google docs and experimental study. The difference between my study is the research didn't use the genre of the text.

B. Theoretical Review

1. General Concept of Collaborative Writing Activity

   a. Collaborative writing activity

   In accordance with Alma and Ortiz, collaborative writing means the learners form a group consists of one or more individuals to work in a writing project. As they work together, the teacher expects the learners to exchange their point of view and learn how to teach each other. Widdowson, in Luna and Ortiz's journal, cited Montero's sentence that

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[5] Jawaher Alsubaie and Ali Ashuraidah, 'Exploring Writing Individually and Collaboratively Using Google Docs in EFL Contexts', *English Language Teaching*, 10.10 (2017), 10 <https://doi.org/10.5539/elt.v10n10p10>.

by working together, the process of dialog occurred, then the decision is produced through students' immediate feedback.[6]

Collaborative writing takes on a variety of forms in an active process including using technology as a tool. From here, the learning process happens interactively. In Sayyede' s journal, defined collaborative writing as an activity that utilized to overcome low linguistic level such as planning, negotiating mean and reviewing so that the learners can be more reflective.[7]

Collaborative writing provides opportunities for students to write as part of a community and use each other for support guidance. Collaborative writing in both L1 and L2 settings has been recognized as contributing to a higher quality of writing. In the writing process increased student motivation.[8]

According to Kelly in Grief's journal, there are several purposes or values about collaborative writing from experts' point of view. Bishop stated aids the learners to unite their strengths instead of the weakness. Meanwhile, Phillips added that it encourages learners to be supportive and cooperative with their partner to create a sense of responsibility, Porto uttered that it enables a group member to take the role as '*immediate audience*' that in charge to evaluate mistakes, when there is a need to revise their writing, teamwork is required to make the process become more meaningful.[9]

To summarize, collaborative writing is a collaborative learning activity done by two or more learners. It enables them to be dependent on their learning partners as long as they can be responsible for a written task given by the teacher.

When they forced to work together, they have to reduce their ego in order to create a good relationship with peers. To produce good writing, they have to integrate their knowledge, bring up a sense of co-ownership by showing their sensitivity towards each other's mistakes so that the learning process becomes valuable.

b. The Advantages of Collaborative Writing Activity

As reported by Mulligan, there are some positive effects by applying collaborative writing on learners' learning improvement. First, develops social skill, the interaction and

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[6] Alma Milena and others, 'Collaborative Writing to Enhance Academic Writing Development Through Project Work La Escritura Colaborativa Para Incrementar El Desarrollo de La Escritura Académica a Través Del Trabajo Por Proyectos', *A Colombian Journal for Teachers of English*, 20 (2013), 130–48.

[7] Seyyede Paria Sajedi, 'Collaborative Summary Writing and EFL Students ' L2 Development', *Procedia - Social and Behavioral Sciences*, 98 (2014), 1650–57 <https://doi.org/10.1016/j.sbspro.2014.03.589>.

[8] Greg Kessler

[9] Sue Grief (NRCD Institue of Education), *TEACHING AND LEARNING : DEVELOPMENT Collaborative Writing* (London: NRDC, 2007) <www.nrdc.org.uk>.

good communication that had been built between learners will improve their social skill. Second, reduces stress and shortens the time, when a learner works individually, he/she may be troubled with certain difficulty that leads to frustration, plus it also could waste his/her time. However, with the presence of another peer, they can overcome the learning problem together. Third, motivates learners, interaction such support from the member group will influence their spirit to learn better. Fourth, improves their writing content, by adapting the writing process such revision, they will deliberate which content should be added or remove. The last improve grammatical and structural skill, collaboration enables them to share knowledge around aspects such as structure and grammar understanding.[10]

The integration of collaborative writing tools can be featured by several components such as the spirit of learning community, dynamic social interaction, communication, and so on. The development of collaboration in the language classrooms using technology can enhance autonomous learning and motivation.[11]

Overall, applying collaborative writing can improve interaction in groups activities, support sharing and distributing collective knowledge among the learning community of learners.

2. Teaching Writing Skills
   a. Teaching Writing

Teaching writing skill is an ongoing developmental process.[12] Writing is a skill which must be taught and practiced because it provides a very good means of foxing the vocabulary, spelling, and pattern. It becomes an important aspect of students' expression.[13] Writing skill is very crucial in all stage of life, from early education to future employment. Writing skill also needs to be developed in English teaching. It has been reported that writing is one crucial ways to deliver information.[14]

According to Mira, educators have always considered writing difficult to measure, asses, analyze, and score. Teacher should carefully plan writing strategies that

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[10] Christopher Mulligan and Russell Garofalo, 'A Collaborative Writing Approach : Methodology and Student Assessment', June, 2011, 5–10 <https://jalt-publications.org/files/pdf-article/art1_13.pdf>.

[11] Jeong.

[12] Shubhada Deshpande, 'Teaching Writing Skills in English: Involvement of Students in the Assessment and Correction of Their Own Errors', *International Journal of English Language Teaching*, 3.1 (2014), 68–73 <www.eajournals.org>.

[13] F Patel, *ENGLISH LANGUAGE Teaching (Methods, Tools & Techniques)* (Jaipur: Sunrise Publisher, 2008).

[14] Fenti Susilawati, 'TEACHING WRITING OF NARRATIVE TEXT', 5.2 (2017), 103–11 <http://ejournal.upi.edu/index.php/L-E/article/view/9939>.

students can consciously work on their texts from a multiple perspective, which include grammatical level, content compilation, and genre specifications.[15]

Overall, teaching writing is guiding someone to learn and write to do something to know and understanding knowledge. Teaching writing is also useful for setting homework exercise and for some class text.

b. Writing Process

Writing is a process that involves several steps. The writing process is the stages a writer goes through in order to produce something in its final written form.[16] Lings' identifies four distinct sub-processes in writing. First, in the conceptualizing stage, the writers generate and select ideas that they can use in their writing, and organize the ideas in a neat way. Second, formulating, which means putting ideas into sentences. The Third is revising, where writes rewrite and improves the essays. The revision can be related to content, grammar, and mechanics. The fourth is reading, the writer read the essays' instruction. They read to gather information for the essay topic. The last is publishing, the writing piece is rewritten in a published or presentable form in students made book on special paper and or on a computer, so that it can be displayed or shared.[17]

To summarize, it can be said that there are five steps in the writing process. If the writers follow the steps and practice by writing often, they will find it easier to write paragraphs and to improve their writing.

3. Google Docs in Writing Collaboration

a. Definition of Google Docs

Firth and Mesureur defined Google docs as a freely accessible platform from Google Company. Here, to work with Google docs and to keep the document the learners need to stay online.[18] This is one of the factors that make Google Docs different from Microsoft Word. Setyawan and Rochsantiningsih also mentioned that Google Docs can be defined as the convenient online word processor, spreadsheet, and presentation compiler designed

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[15] Mira M Alameddine and S Mirza, 'Teaching Academic Writing for Advanced Level Grade 10 English', *Procedia - Social and Behavioral Sciences*, 232.April (2016), 209–16 <https://doi.org/10.1016/j.sbspro.2016.10.048>.

[16] Jeremy Harmer, *How to Teach Writing* (England: Pearson Education, 2004) <https://epdf.pub/queue/>.

[17] Yin Ling Cheung, 'Teaching Writing', *Research Gate*, August 2016, 2016, 8 <https://doi.org/10.1007/978-3-319-38834-2>.

[18] Mark (Keisen Univerisity) Firth and Germain (Keisen Univerisity) Mesureur, 'Innovative Uses for Google Docs in a University Language Program', *JALT CALL Journal*, 6.1 (2010), 3–16.

by Google that can facilitate the process of collaborative learning between the learners or teacher also make an online document, save it, and share it at ease.[19]

Suwantarathip and Wichadee said that there are four options in Google Docs, such as Google Document, Google Spreadsheets, Google Presentation, and Google Drawing. These four options carry different purpose to adjust the users' needs. Moreover, when the users feel like want to work using one of these features in collaboration, they can use the collaboration feature served by Google Docs. In Suwantarathip and Wichadee's journal that there is an editing tool enables every group member to have access to edit the document. They also can view the before and after updated document and who made the change.[20]

All in all, Google Docs is a free online application which runs by Google Company in order to fulfill society's needs, including the learners' academic purposes. It facilitates the learners to share documents, viewing or editing if needed. Besides, it also allows multiple participants to collaborate on a project via the web.

b. The Advantages of Google Docs

The utilization of Google Docs is the potential to create communication among students and teacher because it enables interaction for everyone who works on a collaboration project. According to Fuccio, there are some advantages by utilizing Google Docs, as follows: First, shifting the education paradigm. Google Docs provided as an educational paradigm tool in the process of giving and receiving feedback. The learners that have confusion with the task can overcome it by highlighting the certain area and post their question in the comment section. Second, increased reading input and feedback. The learners can increase their reading input potential since it can be accessed anytime and anywhere. The process of peers editing would trigger the group participants to re-read their friends' writing. Third, streamlining the feedback process. The general process of sharing a draft with MS Word is time-consuming, yet with Google Docs the learners can shorten the process. With Google Docs the process of editing, commenting, and sharing occurs in the same location.[21]

To summarize, the advantages of Google docs there are 3 which is it to create communication among students and teacher because it enables interaction for everyone

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[19] Gelegar Yudha Setyawan, 'Optimizing Google Docs to Improve Students Writing Skill of Descriptive Text', *English Language Teaching*, 2012, 233.

[20] Suwantarathip and Wichadee.

[21] D Stephanie Fuccio, 'Cloud Power: Shifting L2 Writing Feedback Paradigms via Google Docs', *Journal of Global Literacies, Technologies, and Emerging Pedagogies*, 2.4 (2014), 202–233.

who works on a collaboration project. Alternatively, the teacher can also ask the students to invite to share the document so that the teacher could see the progress of the writing.

c. The Disadvantages of Google Docs

There are some disadvantages by utilizing Google Docs, as follows : First, Slow internet connection. Effective use of Google Docs can only be ensured if the connection is good. If not, words type are very slow to appear, thus creating a demotivating effect on the user. Second, there is no direct image paste. If an editor wishes to paste the print screen picture into a Google document, there is no direct paste function as normally done in word. The editor has to save the picture first and then insert the picture into the Google document. [22]

Overall, there are limitations regarding the use of Google Docs, its slow internet connection, no direct image paste. But, we can look for the solutions in order to solve the limitations disadvantages of google docs.

d. The Steps to Start Collaboration with Google Docs

Before operating google docs collaboratively, the students have to understand how it works and how to invite their friends to the writing project. For the new users, they can follow the steps which consist of creating a google docs account, creating a blank document and lastly, giving them access to collaborators. The steps explained, as follows:

Step 1. Create a Google Docs account, if the students are new, first, they need to sign up a Gmail account. Yet, if they already have a Gmail account, they can immediately sign in. the purpose why they have to log in Gmail account because Google Docs can be accessed with Gmail account. Step 2. visit www.docs.google.com, after log in to the Gmail account, the next step is to open a new tab on the web browser and visit Google Docs by typing the address. When the google docs first appearance appears, choose a blank page to create a new document. Step 3. Create a new document, after clicking a blank page icon, the appearance of Google Docs changes into a blank document. The students can begin to write the title of their documents. Step 4. Give access to collaboration, first, find the "Share" icon. By clicking it, the students enable to invite participants by typing their Gmail account, then choose one of visibility options such as in picture below: *public on the web* (it enables everyone to get access without signing in),

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[22] Ahmad Zamri Mansor (University Kebangsaan, 'Google Docs as a Collaborating Tool for Academicians', *Procedia - Social and Behavioral Sciences*, 59.1 (2012), 411–19 <www.sciencedirect.com>.

anyone with the link (only people who has a link get an access), or *private* (people who have permission can have access).[23]

All in all, google docs offers a more productive alternative of collaborating through e-mail. Apart from collaborating in writing multi-authored paper, academicians can use Google Docs in monitoring student research paper. To do this, you need to create a Google Docs document for every student, or every group.

4. Personal Letter Text

a. Definition of Personal Letter

According to Robert, a letter is one person's written message to another pertaining to some matter of common concern. Letters have several different types, formal letters, and informal letters.[24] Meanwhile, the personal letter includes an informal letter. Personal letters are the letters that are written to people such as friends, parents, siblings, cousins.[25]

Based on the definition above, writing personal letters was an important communications vehicle for intelligent, educated people. Even many average folk, farmers, factory workers, day laborers, and homemakers routinely wrote letters to friends and relatives.

b. Generic Structure of Personal Letter

According to Zaenal, the generic structure of personal letter text can be defined: first, date, when the letter is written (top left). This allows the reader to have a reference as to when the address was written. We can then relate better to the contents of the letter. Second, address, place where you are writing from. The address should be accurate and complete. If the recipient of the letter is in another country, do not forget to write our country as well in the address. Third, salutation and name, greeting and the person's name you are writing to. The greeting can be informal as well, if it is a friend or someone close to our age we can greet them by their first name, like "Dear, Alex". And if we are writing to an elder person, we can address them as Mr or Mrs. Like say for example we were writing a congratulatory letter to our teacher, it can be addressed as "Dear, Mrs. Alex". Fourth, Introduction, the opening of the letter. It includes what you want to write to the other person. The opening of

[23] Ahmad Zamri Mansor, 'Google Docs as a Collaborating Tool for Academicians', *Procedia - Social and Behavioral Sciences*, 59.2006 (2012), 411–19 <https://doi.org/10.1016/j.sbspro.2012.09.295>.

[24] Robert Bly, *Webster's New World Letter Writing Handbook*, 2003 <http://www.amazon.com/Websters-World-Letter-Writing-Handbook/dp/0764525247/ref=sr_1_3?s=books&ie=UTF8&qid=1411708201&sr=1-3&keywords=letter+writing>.

[25] zaenal abidin, 'English 4 Success Integrated with Character Education Fo Madrasah Aliyah' (Demak: Damaet, 2018), p. 5.

informal letters should be casual and comforting. It must not be formal and direct as in business letters. Fifth, body of letter, it is the main part of the letter. It includes what you want to write to the other person. But you have to adjust the language and the wordings according to who you are writing to. with a friend, we can afford to be very casual and flippant even. Sixth, closure, the part indicates the letter is going to end. Say a meaningful and affectionate goodbye to the reader. And do not forget to invite the reader to write back or replay to your letter. It shows an intention to keep the conversation going. Last, complimentary close, a short expression like "love you", "sincerely yours", etc.

c. Language Features in Personal Letter

Sentence structure, accuracy of grammar is important, slang can be used, use contractions such as "I'll, I'm, we'll", use personal pronouns such as "I, we, you". Write in a natural, conversational style, use a person's name you are writing to, be warm.[26]

From the explanation above, there are 7 generic structure of personal letter text, and language feature in personal letter text. By identifying the generic structure of the text, it is easier to understand the text.

5. Conceptual Framework

According to Greg that the collaborative writing project is limited because of the environmental problem like face-to-face and online connection where the task is written by a student. Then, it distributes to another student for the evaluation. Collaborative writing activity encourages the students to produce a better-written text while reminding each other with their mistakes toward writing aspects. Moreover, the students' contribution to a collaborative task could improve their understanding of how to form a good personal letter text. The process of discussing ideas also could train their communication skill between the group members. Woodrich stated that the benefit of collaborative tasks is studies show that when they work together to draft research papers, they share their thinking space and offer revision suggestions that focus on meaning.[27]

Gary's argued peer editing with Google Docs facilitates teachers' ability to monitor the exchanges that occur between classmates during the entire editing process.[28] Kyeong's stated

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[26] zaenal abidin.

[27] Greg Kessler, Dawn Bikowski, and Jordan Boggs, 'Collaborative Writing among Second Language Learners in Academic Web-Based Projects', *Language Learning & Technology*, 16.1 (2012), 91–109 <http://llt.msu.edu/issues/febuary2012/kesslerbikowskiboggs.pdf>.

[28] Gary Waddell (Mahidol University International College, 'Using Google Documents to Enhance Peer Editing', *International Academic Forum*, 2015 <www.iafor.org>.

that web-based frameworks can provide encouraging ways for collaborative writing activities in the technology enhance the learning environment.[29]

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┌─────────────┐         ┌─────────────┐
│ Google Docs │ ──────> │Collaborative│
│             │         │  Writing    │
└─────────────┘         └─────────────┘
      ▲                        │
      │                        ▼
      │                 ┌─────────────┐
      │                 │  Produce a  │
      │                 │better written-│
      │                 │    text     │
      │                 └─────────────┘
      │                        │
      │                        ▼
      │                 ┌─────────────┐
      │                 │   Improve   │
      │                 │  students'  │
      │                 │understanding│
      │                 └─────────────┘
      │                        │
      │                        ▼
      │                 ┌─────────────┐
      └─────────────────│ A good form │
                        │personal letter│
                        │    text     │
                        └─────────────┘
```
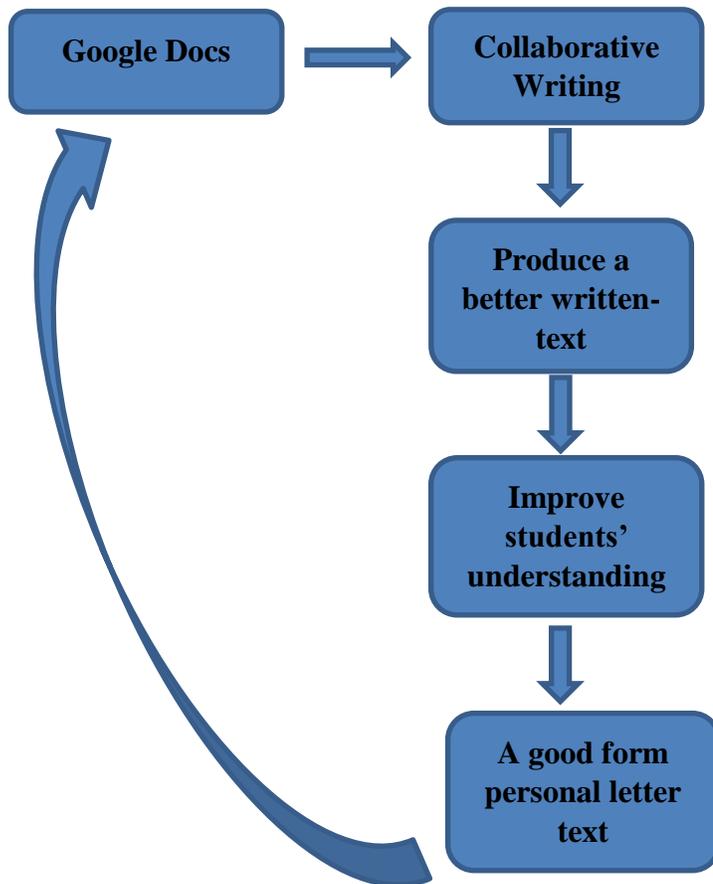
[29] Jeong.

CHAPTER III

RESEARCH METHOD

This chapter discusses about research design, subject of the research, sources of data, data collection technique, and data analysis technique.

A. Research Method

In this research, the writer used the quantitative design. Quantitative research is an approach for testing objective theories by examining the relationship among variable. [1] This research is an experimental research to find out the effectiveness of the implementation Google Docs with collaborative writing activity and the researcher also focused on the students' difficulties in process of writing especially in the generic structure of personal letter text. An additional, experimental design is applied behavioral analysis single-subjects experiment in which an experimental treatment is administered over time to a single individual or a small number of individual.[2]

An experimental research design applied in this research is randomized control group pretest-posttest, in which the researcher chooses experimental and control group accurately through cluster random sampling, because of the limitation of researchers understanding about the similarities between the two groups. In this experimental design, the researcher evaluates the experimental class before and after giving a treatment. Meanwhile, the other class stand as control class and isolated from the treatment. In another word, the control class is not given any treatment. Finally, the researcher compares the influence of the treatment toward an experimental class.

B. The Subject of the Research

1. Population

The population is defined as the overall object of research.[3] The population of this research is the XI grade students of MAN Demak in the academic year of 2018/2019. There are 2 classes and each class consists of 35 students.

2. Sample

The sample is taking of part population using a certain procedure. [4] It is subject of population. In this research selected two groups of students from the population as a sample

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[1] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, 4 edition (California: Sage Publications, 2014).

[2] Creswell.

[3] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D*, 10th edn (Bandung: Alfabeta, 2010).

in this research. In this study, there are two classes as the sample is controlled class and experimental class.

3. Sampling

Sampling technique is a sample taking technique. The researcher used cluster random sampling, because the sample member taking based on population which had been set. Sampling groups correctly is especially important when we have more than one condition in the experiment.[5] One sample group often serves as a control group. The researcher took the procedure of cluster random sampling called the lottery method. The small piece of paper was presented by a small piece of paper. The paper was placed in a box and well mixed, and a sample of the required size is selected. After being well mixed, a paper is dropped out of the slot and these become the sample of the research.

C. Data Collection

In this research, there were 3 instruments in order to get better data. The instrument of the research is a tool or facility used by the researcher for collecting the data in order to get a better result. To make this research successful, the writer used some instruments to collect data, they are the following:

1. Test

In simple terms, the test is as a method which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or class to collect data. The instruments of the test in this research is a subjective test, students are given a free chance to think as much as possible with arranging and grammatical correctly sentences about personal letter text.

There are:

a. Pre-test

The pre-test is given before the teacher teaches material by google docs to experimental class, the teacher asks students to write personal letter text. The Pre-test is given to the experimental and control class in the same way. This test is given before the experiment run.

b. Treatment

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[4] Sugiyono.
[5] Prof. Dr. Sugiyono.

After giving pre-test, the experimental group was given treatment by Google Docs collaborative writing activity to teach the writing of personal letter text meanwhile the control group.

    c. Post-test

Post-test is given to experimental and control class. It is to know students' achievement after they are teaching the collaborative writing activity (experimental class) and without using google docs collaborative writing activity (control class).

2. Questionnaire

The questionnaire is used as a tool to gather the information from the participants. As the participants, the students were asked to fill the questionnaire related to their impressions about Google Docs as learning media. In this questionnaire, the writer used Likert scale, so students' response was divided into four answers, which are: Strongly Agree, Agree (which indicate positive impressions), Disagree, and Strongly Disagree (which indicate negative impressions).

3. Observation Sheet

Observation sheet consisted of 12 statements discussed about teacher's teaching performance and students' learning performance. In this research, the main English teacher acted as an observer who observed teaching and learning process in the classroom. There were five column of responds, which are: Very Good, Good, Adequate, and Insufficient. The observer asked to choose the best one which describe the real condition that happened in the class by giving a checklist.

D. Data Analysis

Data analysis was carried out to find out the data normality and homogeneity of the sample. It was meant to check if the research result meets the requirement of good research or not. To analyze the result of the data from pre-test and post-test, the writer uses the following steps:

1. The technique of scoring Test

According to Douglas Brown, there are five major items or categories in the analytic scoring writing test, namely content, organization, vocabulary, grammar, and mechanic.[6]

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[6] H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Pearson Education, 2004) <longman.com>.

Table 3.1

Scoring guidance

Item analysis	Score	Criteria of scoring
Content	25-22	**Excellent to very good:** relevant the assigned topic. The ideas included in the content should be thought creatively.
	15-21	**Good to average:** some knowledgeable of subject adequate range, limited development of tenses: mostly relevant the topic, but lacks detail.
	10-14	**Fair to poor:** limited knowledgeable of subject title substance, inadequate development of topic.
	6-9	**Very poor:** doesn't show knowledgeable of subject non-substantive, non-pertinent, not enough to evaluate.
Organization	18-20	**Excellent to very good:** fluent expression ideas clearly state; well organized; logical sequencing; cohesive.
	14-17	**Good to average**: somewhat choppy loosely organized but main ideas stand out.
	10-13	**Fair to poor:** not fluent ideas confused or disconnected
	7-9	**Very poor:** doesn't communicate any organization.
Vocabulary	22-25	**Excellent to very good:** sophisticated range effective word choice and usage, the word from mastery, appropriate registers.
	15-21	**Good to average:** adequate range occasional of word form, choice and usage but the meaning is not obscured.

	10-14	**Fair to poor:** adequate range occasional of word form, choice and usage but meaning confused.
	6-9	**Very poor:** essentially translation little knowledge of English vocabulary.
Grammar	18-20	**Excellent to very good:** effective complex, few errors of agreements, grammar construction.
	14-17	**Good to average:** effective but simple constructive in grammar
	13-10	**Fair to poor:** a major problem is simple construction in grammar.
	7-9	**Very poor:** virtually no mastery of sentence construction rules.
Mechanic	8-10	**Excellent to very good:** demonstrate mastery of construction
	6-7	**Good to average:** occasional errors of spelling, punctuation, capitalization.
	4-5	**Fair to poor:** frequent errors of spelling, punctuation, capitalization
	3-2	**Very poor:** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization and paragraphing.

2. Analysis of pre-test
   a. Test of normality

   Normality test is used to know the distribution data normal or not. The researcher used Chi-square formula. Here are the steps of Chi-square test:

   1) Determine the range (R); the largest data reduces the smallest
   2) Determine the class interval (K) with the formula:

   K = 1 +(3,3) log n

   3) Determine the length of the class, using the formula:

   P=

4) Make a frequency distribution table

5) Determines the class boundaries (bc) of each class interval

6) Calculating the average Xi (X), with the formula:

$$=$$

7) Calculate the variants, with the formula:

$$S =$$

8) Calculate the value of Z, with the formula:

$$Z =$$

x = limit class

= average

S = standard deviation

9) Define the wide area of each interval

10) Calculate the frequency expository (Ei), with the formula:

Ei = n X wide area the number of samples

11) Make a list of frequency of observation (Oi), with the frequency expository as follows:

Class	Bk	Z_1	$P(Z_1)$	L	Ei	Oi	

12) Calculate the Chi-square, with the formula:

$$x^2 =$$

x^2 = chi-square

Oi = frequency from the sample

Ei = frequency that was obtained from the data sample

K = number of class interval

Criteria:

If $x^2_{count} > x^2_{table}$ so the data is not a normal distribution and the other way if the $x^2_{count} < x^2_{table}$ so the data is a normal distribution.[7]

b. Test of the homogeneity

It is used to know whether experimental class and control class, that is taken from a population that has the same variant or not. To getting the assumption that a sample of research comes from a came same condition or homogeneous. The formula was:[8]

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[7] Sudjana, *Metode Statistika* (Bandung: Tarsito, 2001).

[8] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2012).

$$F = \frac{Vb}{Vk}$$

Vb: The biggest variant

Vk: The smallest variant

c. Test of Mean

Test of Mean is used to examine average whether the experimental group and control group that to have been decided to have a significantly different average. T–test is used to analyze the data of research. T-test would be the measure would use to compare the mean scores of the two groups.[9]

The formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$\bar{x}_1$: The mean score of the experimental group

$\bar{x}_2$: The mean of the control group

n_1 : The number of experimental groups

n_2 : The number of the control group

With

$$S^2 = \frac{(n_1 - 1)S_1{}^2 + (n_2 - 1)S_2{}^2}{n_1 + n_2 - 2}$$

n_1 : The number of experimental class

n_2 : The number of the control class

$S_1{}^2$: The standard deviation of experimental class

$S_2{}^2$: The standard deviation of the control class

3. Analysis of post-test

a. Normality Test

Normality test used to know normality of the data of post-test that going to be analyzing whether both groups have normal distribution or not.

b. Homogeneity Test

[9] Brown.

Homogeneity Test used to know whether experimental class and control class, that is taken from the sample have the same variant or not.

c. Test Mean

This aim is to compare the pre-test and post-test score.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter discussed the analysis of data collection from the research finding. This analysis answered the research questions how is the effectiveness of google docs collaborative writing activity to teach personal letter text and what is the pedagogical implication of teaching personal letter text by using a Google Docs collaborative writing activity.

A. The effectiveness of Google docs collaborative writing activity to teach personal letter text

This research is an experimental research to find out the effectiveness of the implementation of Google docs with collaborative writing activity toward students' writing skill. The subjects of this research was divided in two classes, the experimental class and control class. Learning writing a descriptive text in the experimental class was lecturing conventional learning (without using Google docs).

The pre-test the students asked to wrote a descriptive text without using Google docs and the theme is make a personal letter text about apologizing. The post-test was conducted to find out whether using Google docs can improve students' ability in writing descriptive text, after they was given treatment using Google docs as media in teaching writing.

1. Analysis of scoring test

After collecting the data, the researcher analyzed the result of data from the test had been given to both of classes. In scoring writing test.

a. The result of pre-test score of the experimental class

Based on the result of research of experimental class before taught using Google docs as a medium in teach writing personal letter text the highest score achieved was 84 and the lowest was 45. The range (R) was 40, the number of class was 6 and the interval class was 7, so the mean $(\overline{X})$ was 69.60 with standart deviation (S) 9.83. The result of the calculation above was input into the table of frequency, distribution as follow:

Table 4.1

List frequency distribution of pre-test score of experimental class

No	Interval Class	Frequency
1	45-51	2
2	52-58	3
3	59-65	4
4	66-72	13

| 5 | 73-80 | 7 |
| 6 | 80-86 | 6 |

b. The result of pre-test score of the control class

Based on the result of research of control class before being taught by using conventional learning as a medium in writing personal letter text the highest score achieved was 83 and the lowest was 45. The range (R) was 39, the number of class was 6 and the interval class was 7, so the mean $(\overline{X})$ was 68.03 with standard deviation (S) 10.66.

Table 4.2

List frequency distribution of pre-test score of control class

No	Interval Class	Frequency
1	45-51	4
2	52-58	4
3	59-65	4
4	66-72	10
5	73-79	8
6	80-86	5

c. The result of post-test score of the experimental class

Based on the result of research of experimental class after taught by using Google docs with collaborative writing activity as a medium in writing personal letter text the highest score achieved was 94 and the lowest was 54. The range (R) was 41, the number of class was 6 and the interval class was 7, so the mean $(\overline{X})$ was 76.23 with standard deviation (S) 9.58. The result of the calculation above was inputted into the table of frequency distribution as follow:

Table 4.3

List frequency distribution of post test score of experimental class

No	Interval Class	Frequency
1	54-60	3
2	61-67	2
3	68-74	8

4	75-81	11
5	82-88	8
6	89-95	3

d. The result of post-test score of the control class

Based on the result of research of control class before being taught by using conventional learning as a medium in writing personal letter text the highest score achieved was 84 and the lowest was 50. The range (R) was 35, the number of class was 6 and the interval class was 6, so the mean $(\overline{X})$ was 70.00 with standard deviation (S) 9.93. The result of the calculation above was inputted into the table of frequency distribution as follow:

Table 4.4

List frequency distribution of post test score of control class

No	Interval Class	Frequency
1	53-58	4
2	59-64	4
3	65-70	5
4	71-76	9
5	77-82	8
6	83-88	5

2. Data analysis

a. First phrase analysis

It was done to know the normality and homogeneity of the initial data in experimental class and control class

1) Normality of pre-test

It was used to know the normality of the data that was going to be analyzed whether both of groups had normal distribution or not. Chi square used here.

H_0 : the data of normal distribution

H_a : the data of unnormal distribution

With criteria H_0 accepted if $x^2_{count} < x^2_{table}$

With α = 5% and df= k-3

Table 4.5

The result of normality pre-test of experimental class and control class

No	Class	Test	X^2_{count}	X^2_{table}	Criteria
1	Experimental	Pre-test	4.0627	7.8147	Normal
2	Control	Pre-test	6.1963	7.8147	Normal

Based on the analysis above it can be seen that X^2 *count* both of class was lower than X^2 *table* (X^2 *count* $<$ X^2 *table*, so H_0 accepted. It can be concluded that the distribution data of experimental class and control class are normal.

2) Homogeneity of pre-test

It was used to know whether experimental and control group that were decided, came from population that had relatively same variant or not. The formula was:

$$F = \frac{Maximum\ variance}{Minimum\ variance}$$

$$= \frac{113,56}{96.54}$$

$$= 1.18$$

Tabel 4.6

The result of homogeneity pre-test of experimental class and control class

No	Class	Variance	N	F_{count}	F_{table}	Criteria
1	Experimental	96.54	35	1.18	1.77	Homogen
2	Control	113.56	35			

Based on the computation above it was obtained that F_{count} was lower than F_{table}, so H_o accepted. It can be conclude that the data of pretest from experimental and control have the same variance or homogeneous.

3) Test Average of pre-test

This test was used to know whether there was a difference average on pre-test of experimental class and control class. The data which were used to test the hypothesis was the pre-test score of both classes. To test average used t-test.

Table 4.7

The average similarity test of pre-test of both of class

No	Source of variance	Experimental	Control
1	N	35	35
2	Average	69.60	68.03
3	Variance	96.54	113.56
4	Standard of deviation	9.83	10.66
5	Maximum Score	84	83
6	Minimum Score	45	45

$$S^2 = \frac{(n_1 - 1)S_1{}^2 + (n_2 - 1)S_2{}^2}{n_1 + n_2 - 2}$$

$$= \frac{(35 - 1)\,96.5412 + (35 - 1)\,113{,}56}{35 + 35 - 2}$$

$$S^2 = 105.05$$

$$S = 10.2$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{69,6 - 68}{10,25\sqrt{\frac{1}{35} + \frac{1}{35}}} = 0,64$$

Based on the computation above, by α = 5% and df = 35+35-2= 68 is obtained t_{table} = 1.995 and t_{count} = 0.64. H_o is accepted if t < t ½ (nb-1) : (nk-1). So, it can conclude that there was not significant difference of the average pretest between experimental class and control class.

b. End phase analysis

1) Normality of post test

It was used to know the normality of the data that was going to be analyzed whether both groups had normal distribution or not. Chi square used here.

H_0 : the data of normal distribution

H_a : the data of unnormal distribution

With criteria H_0 accepted if $x^2_{count} < x^2_{table}$

With α = 5% and df= k-3

Table 4.8

The result of normality post-test of experimental class and control class

No	Class	Test	X^2_{count}	X^2_{table}	Criteria
1	Experimental	Post-test	3.9752	7.8147	Normal
2	Control	Post-test	7.4227	7.8147	Normal

Based on the analysis above it can be seen that X^2 *count* both of class was lower than X^2 *table* (X^2 *count* < X^2 *table*, so H_0 accepted. It can be concluded that the distribution data of experimental class and control class are normal.

2) Homogeneity of post-test

It was used to know whether experimental and control group that were decided, came from population that had relatively same variant or not. The formula was:

$$F = \frac{Maximum\ variance}{Minimum\ variance}$$

$$= \frac{98.53}{91.77}$$

$$= 1.07$$

Tabel 4.9

The result of homogeneity post-test of experimental class and control class

No	Class	Variance	N	F_{count}	F_{table}	Criteria
1	Experimental	91.77	35	1.07	1.77	Homogen
2	Control	98.53	35			

Based on the computation above it was obtained that F_{count} was lower than F_{table}, so H_o accepted. It can be conclude that the data of pretest from experimental and control have the same variance or homogeneous.

3) Test Average of post-test

This test was used to know whether there was a difference average on post-test of experimental class and control class. The data which were used to test the hypothesis was the post-test score of both classes. To test average used t-test.

Table 4.10

The average similarity test of post-test of both of class

No	Source of variance	Experimental	Control

1	N	35	35
2	Average	76.23	70.00
3	Variance	91.77	98.53
4	Standard of deviation	9.58	9.93
5	Maximum Score	94	84
6	Minimum Score	54	50

$$S^2 = \frac{(n_1 - 1)S_1{}^2 + (n_2 - 1)S_2{}^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(35 - 1)\,91{,}77 + (35 - 1)\,98{,}529}{35 + 35 - 2}$$

$$S^2 = 95{,}1496$$

$$S = 9{,}75$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{76{,}23 - 70}{9{,}75\sqrt{\frac{1}{35} + \frac{1}{35}}} = 2{,}67$$

Based on the calculations t – test is obtained t $_{count}$ was 2.67 and t $_{table}$ 1.95 with α = 5% and df = 35+35-2= 68. It showed that t $_{count}$ > t $_{table}$ (t $_{count}$ higher than t $_{table}$). So it means that there is significant difference of average post test between experimental class and control class.

4) Questionnaire

The purpose of giving questionnaire was to know students' perception whether or not Google docs can bring positive influence the learning. There were 10 statements, here the writer will elaborate the data as follows:

Statement 1. *Google Docs applications are benefit to me.* There were 57.1% students that agreed with the statement. Then, 22.8% of them strongly agreed with it. Yet, 17.1% students that disagreed with the statement. The last, 2.8% of them strongly disagreed with it. Statement 2. *I like using Google Docs.* There were 54.2% of them just agreed with the statement. Then, 22.8% of students strongly agreed with the statement. 17.1% of them disagreed with the statement. Yet, 5.7% that strongly disagreed with it. Statement 3. *The advantages of Google docs applications outweigh it's disadvantages.* 54.2% students that agreed with the statement. There were 28.5% of them strongly agreed with the statement. Then, 17.1% of students that disagreed with the statement. But no one of them strongly disagreed. Statement 4. *Learning to operate Google docs applications is easy for me.* There were 62.8% that agreed with the statement. Then, 17.1% of them strongly agreed with the statement. 14.2% of them disagreed with the statement. 5.7% of them strongly disagreed with it.

Statement 5. *It is easy for me to become skill full at using Google docs.* There were 60% that agreed with the statement. Then, 11.4% of them strongly agreed with the statement. 20% of them disagreed with the statement. 8.5% of students strongly disagreed with it. Statement 6. *Google docs fits well with the way I like to collaborative other team members online.* There were 45.7% students agreed with the statement. Then, 31.4% strongly agreed with the statement. 17.1% of them disagreed with the statement. Only 5.7% of them strongly agreed with it. Statement 7. *Using Google docs fit into my work style for collaborative projects.* There were 57.1% of students that agreed with the statement. Then, 25.7% of them disagreed of the statement. 11.4% of them strongly agreed with the statement. 11.4% of students strongly disagreed with it. Statement 8. *I can share my project work through the Google docs platform.* There were 54.2% of students that agreed with the statement. Then, 28.5% of them strongly agreed with the statement. Yet, 17.1% of students disagreed with the statement. But, no one of them strongly disagreed with it. Statement 9. *I feel confident responding to others' messages and shared project work through the Google docs platform.* There were 60% of students that agreed with the statement. Then, 14.2% of them strongly agreed with the statement. 14.2% of them disagreed with the statement. 11.4% of students strongly disagreed with it. Statement 10. *I feel confident to be able to share information to help others to solve their problems.* There were 40% of students that agreed with the statement. Then, 8.5% of

them strongly agreed. 40% of the students disagreed with the statement. 11.4% of them strongly disagreed with it.

Based on the calculation above, the writer can conclude that the result of questionnaire 62% they can accepted and followed Google docs as a teaching media after the writer applied it.

5) Observation

The implementation of observation was to observed the English teacher who acted as an observer in the classroom observed all of the activities from the beginning until the end of the teaching and learning process. After getting the result of observation sheets. The writer can conclude that the progress of the students gradually increased. The good thing was they respected the teacher when she delivered the material by not trying to distract their friends. However, their passiveness changed after teacher introduced Google Docs media. They seemed curious and interested in operating Google Docs since it was new for them. However, they still need to practice a lot with it, their communication skill between other students also low. Only several of them that showed good cooperation and contribution in doing collaboration work. Fortunately, in the last meeting the amount of responsive students increased.

During pre-activity until post-activity in the next meeting, the students and the writer communicate well and appreciate each other. There were many students that began to enjoy the learning and get used to Google Docs. The passive students began to show up. Their cooperation in finishing group project also improved way better. Every group member helped each other by sharing ideas to solve certain problems. So that everyone became very productive.

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B. Discussion

After getting the result of the research, the researcher discussed the data. Based on the teaching learning processed, it could be seen were:

1. The score of initial ability (pre-test)

   Based on the calculations of normality and homogeneity test from experimental class and control class, both of classes are normal distribution and homogeneous.

2. The score of final ability (post-test)

   Based on the result of calculation t-test is obtained the average score of experimental class was 76.23 and standard deviation (s) was 9.58 which were higher than result of control

class was 70 and standard deviation (s) was 9.93. So it means that there is a significant difference between writing personal letter text who were taught by using Google docs and those who were taught without Google docs.

Based on the calculations t-test is obtained t_{count} was 2.67 and t_{table} was 1.95 with $\alpha = 5\%$ and df = 35+35-2= 68. It showed that $t_{count} > t_{table}$ (t_{count} higher than t_{table}). So it means that there is a significant difference between writing improvement of students who were taught by using Google docs and without Google docs in learning writing personal letter text.

C. Limitation of the Research

The researcher realized that this research was not done perfectly. There were obstacles faced during the research process. Some limitations of this research are:

1. This research was limited at MAN Demak in the academic year 2018/2019.

2. The research was limited at personal letter text material for XI grade students of MAN Demak.

3. The research was limited at the topic of personal letter text that was used in the pre-test and post-test both two classes.

Considering all those limitations, it was needed to do more research about teaching writing personal letter text by using the same or different technique or method that will have more optimal result.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains about conclusion, suggestion, and closing

A. CONCLUSION

According to the result of the research about the Google Docs collaborative writing activity to teach personal letter texts for the eleventh grade students of MAN Demak, the research conclude that:

First, how is the effectiveness of Google Docs collaborative writing activity to teach personal letter text. This media proven to elevate students' score in writing personal letter text. This media was very helpful, it can be seen that students' ability in writing personal letter text for the eleventh grade students of MAN Demak improved after being taught through Google docs can improving personal skill, team building and social skill.

Second, based on the result of previous findings and discussion, calculation t-test is obtained the average score of experimental class was 76.23 which were higher than result of control class was 70. Based on the calculations t-test is obtained t_{count} was 2.67 and t_{table} was 1.95 with $\alpha = 5\%$ and $df = 35+35-2 = 68$. It showed that $t_{count} > t_{table}$ (t_{count} higher than t_{table}). So it means

that there is a significant difference between writing improvement of students who were taught by using Google docs and without Google docs in learning writing personal letter text.

B. SUGGESTION

Related to the conclusion above, the researcher would like to deliver some useful suggestion to the readers as:

First, the teacher should choose the method or technique and the materials which are appropriate with the students needed and experience. Second, Google Docs as a media with collaborative writing activity is recommended to teach writing a personal letter texts, because the students can share their opinions with the other. The teacher can use media Google docs to grow students' motivation in learning writing skill and to make them be able the master in writing. The further researcher can use Google docs collaborative writing activity by using other types of text besides personal letter text and for improving writing in another grade.

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Appendix 1 : List Students Experimental Class

No	Nama	Kode
1	Achmad Najib	E01
2	Ade Reza Dwi Friskia	E02
3	Ahmad Jurjani	E03
4	Ainur Rohmah	E04
5	Akbar Abdillah	E05
6	Alfi Yatur Rohmaniyyah	E06
7	Amaliyah Fikriyatul Atikah	E07
8	Andini Novia Nurjanah	E08
9	Annisa Zunti Nuraini	E09
10	Dani Anisul Fuat	E10
11	Eka Dilla Anandani	E11
12	Faichatur Roichah	E12
13	Ghina Alifia	E13
14	Hidayatul Marsyidah	E14
15	Iffatul Maula	E15
16	Jazila Indah Suroya	E16
17	Lutfi Febri Maharani	E17
18	Maulani Zahrotul Hariroh	E18
19	Maulida Rahmah Ar-rozi	E19
20	Muhammad Miftakul Ikhsan	E20
21	Muhammad Syauqi Muttaqi	E21
22	Muhammad Zainur Rahman	E22
23	Muthoharoh	E23
24	Nabila Tauhidatusy Syarifah	E24
25	Naili Ida Nurul Izzah	E25
26	Nasihatun Nikmah	E26
27	Ni'matul Azilah	E27
28	Nida Fuji Utami	E28
29	Nihayatul Ismi	E29
30	Nilna Isfiyah	E30
31	Rahmatul Ula	E31

32	Resa Putridwi Jayanti	E32
33	Sifaus Sudur	E33
34	Tegar Wicaksono	E34
35	Zainur Ikhsan	E35

Appendix 2 : List Students Control class

No	Nama	Kode
1	Achmad Sofiq	C01
2	Adinda Putri Afiliani	C02
3	Ahmad Thoriq Tazkiza	C03
4	Alfina Rohmaniyah	C04
5	Anggun Puspita Anggraeni	C05
6	Choirotunnisa	C06
7	Dimas Ahmad Husen	C07
8	Dinda Amelia Khoirunnisa	C08
9	Dwi Ariyanti	C09
10	Dyah Ayu Febriani	C10
11	Elsa Nur Cholada	C11
12	Foikhotul Muna	C12
13	Farah Fauziah	C13
14	Fina Lailatusyifa	C14
15	Hasan Noor Alif	C15
16	Ibnu Kautsar Zabid	C16
17	Khilmiyatun Nasikhah	C17
18	Khubib Miftakhul Amin	C18
19	Khusni Mubarok	C19
20	Laili Hidayatusy Syifa	C20
21	M. Ulil Absor	C21
22	Maghfirotul Laila	C22
23	Milfia Manzilatul Aula	C23
24	Mishbahul Munir	C24
25	Mohammad Ishomuddin	C25
26	Muhammad Lutfi	C26
27	Mustaghfiroh	C27
28	Nur Ulum Amaliyah	C28

29	Nurul Izzah	C29
30	Nurur Rohmah	C30
31	Paramita Citra Nur Damayanti	C31
32	Putri Suroyaningsih	C32
33	Qoniatul Maghfiroh	C33
33	Qoniatun Nasihah	C34
35	Rahmayani Afifatu Slamet	C35

Appendix 3 : Lesson Plan of Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN
KELAS EKSPERIMEN

Sekolah   : MAN Demak
Mata Pelajaran   : Bahasa Inggris
Kelas   : XI
Materi Pokok   : Surat Pribadi Sederhana
Alokasi Waktu   : 90 Menit

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

B. Kompetensi Dasar
3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya .
4.7 Menangkap makna teks surat pribadi.

4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi
3.5.1. Mengidentifikasi struktur teks pada surat pribadi sederhana.
3.5.3. Menemukan unsur kebahasaan pada surat pribadi sederhana
4.7.1. Menamukan informasi rinci tersirat dan atau tersurat dari surat pribadi sederhana lisan dan tulisan
4.8.1. Menyusun sebuah surat pribadi sederhana.

D.   Materi Pembelajaran
1. Surat pribadi sederhana
   a. Definisi
      Jenis surat yang dibuat untuk keperluan pribadi atau personal yang ditujukan kepada pihak lain, baik kepada seseorang maupun kepada organisasi/ perusahaan.
   b. Fungsi Sosial
      - Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis
      - Memberi informasi kepada teman
   c. Struktur
      - Date
      - Salutation: Dear ....
      - Opening paragraph: Greetings, memberi kabar keadaan sekarang dan apa yang sedang dilakukan
      - Content: Mengabarkan hal yang sudah/ akan terjadit
      - Closing: Menutup surat dengan harapan untuk bertemu kembali
      - Signature
   d. Unsur kebahasaan:
      - Kata dan tata bahasa baku
      - Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
      - Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
      - Rujukan kata.

- simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi.
- Simple past tense
  a) Definisi
     sebuah pola atau aturan kalimat yang menunjukkan sebuah aktifitas yang terjadi di masa lalu atau di waktu lampau.
  a) Verbal:
     Positive(+) S + V2 + O + Ket.
     Negative(-) S + did not + V1 + O +ket.
     Interrogative(?) Did + S + V1 + O + ket.
        Contoh:
        (+) She brought a new book yesterday
        (-) She did not buy a new book
        (?) Did she buy a new book yesterday?
  b) Nominal:
     Positive(+) S + was/were + not + kt.sifat/kt.benda/kt.ket
     Negative(-) S + was/were+not + kt.sifat/kt.benda/kt.ket
     Interrogative(?) Was/were + S + kt.sifat/kt.benda/kt.ket?
        Contoh:
        (+) the case was hard to solve
        (-) the case was not hard to solve
        (?) Was the case hard to solve?

e. contoh surat pribadi

Jakarta, 5 January 2017
Dear Dimas,

    Thank you very much for your last letter. It was great to hear from you after so many months. You seem to be having a nice time in Korea.
    Thanks also for the photographs. I absolutely loved that snap of yours

standing in front of the Namsan Tower. Korea looks stunning. Someday, I would definitely like to go there. There's not much happening here. I am busy with my part time job and college.

By the way, are you coming home anytime soon? If you are, let me know the dates and we can arrange to meet up.

Hope to see you soon

Alika

E. Soal Remidial
Buatlah surat pribadi sederhana

F. Soal pengayaan
Buatlah ringkasan tentang surat pribadi sederhana

G. Metode Pengajaran
Metode pembelajaran : Collaborative writing (Google Docs)
Pendekatan pembelajaran : Scientific Approach
Teknik pembelajaran : Mengamati, diskusi, Tanya jawab, praktek

H. Media dan Sumber pembelajaran
Buku LKS, lembar kerja, kertas, LCD, komputer

I. Langkah-Langkah Pembelajaran

1. Kegiatan Pendahuluan
   a. Guru membuka dengan salam pembuka dan berdoa untuk memulai pembelajaran.
   b. Guru memeriksa kehadiran peserta didik.
   c. Guru menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
   d. Guru meninjau ulang materi sebelumnya.
2. Kegiatan inti
   a. Guru menayangkan gambar/foto/video tentang materi *Surat Pribadi Sederhana*.
   b. Guru membuat grup kelompok yang terdiri dari 5 murid.

c. Guru memberikan contoh-contoh materi *Surat Pribadi Sederhana* untuk dapat dikembangkan peserta didik.

d. Murid menanyakan beberapa kesulitan materi termasuk, fungsi, struktur kebahasaan dan bagaimana cara membuat surat pribadi sederhana.

e. Murid memperoleh masukan dari guru dan teman tentang materi surat pribadi sederhana.

f. Guru mempersilahkan semua grup untuk memulai membuat surat pribadi sederhana dengan menggunakan Google Docs.

g. Murid saling bertukar ide dan bekerja sama membuat surat pribadi sederhana.

h. Semua anggota yang ada didalam kelompok mengetik kalimat sendiri yang dilakukan secara bergantian dan dikumpulkan hingga menjadi sebuah surat pribadi sederhana.

3. Kegiatan Akhir

a. Guru meminta masing-masing grup untuk mengirimkan document ke email.

b. Guru memberikan feedback pada hasil tugas masing-masing group menggunakan Google Docs.

c. Guru meminta siswa untuk menyimpulkan point-point penting materi yang telah dipelajari.

d. Guru memberikan tugas projek untuk dipelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah.

e. Guru memberikan penghargaan untuk materi pelajaran Menyusun paragraph-paragraf pendek menjadi surat pribadi kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

f. Guru menutup pertemuan dengan membaca hamdalah.

4. Kegiatan Pembelajaran Remidial dan Pengayaan

A. Pembelajaran Remidial

a) Guru memberikan beberapa pertanyaan yang berhubungan dengan materi sebelumnya dan menerangkan kembali.

b) Murid membuat beberapa pertanyaan tentang materi pembelajaran seperti fungsi social, struktur, dan unsur kebahasaan surat pribadi.

c) Setelah Tanya jawab, guru memberikan feedback tentang fungsi sosial, struktur, dan unsur kebahasaan surat pribadi.

d) Guru memberikan lembar kerja.

B. Kegiatan pembelajaran Pengayaan

   a) Guru memberikan lembar kerja

   b) Guru meminta siswa untuk membuat rangkuman dari teks surat pribadi.

J. Evaluasi

No	Indicator	Evaluasi		
		tehnik	Jenis instrument	pertanyaan
1.	Membuat surat pribadi sesuai dengan judul	Tes menulis	Essay	Buatlah surat pribadi sederhana sesuai judul

K. Penilaian

- Teknik   : Individu dan kelompok
- Jenis tes   : tes menulis
- Aspek   :
1. Penilaian Sikap

Aspek	Kriteria	Skor
Discipline	➢ Sangat sering menunjuk an sikap disiplin	4
➢ Dating tepat waktu		
➢ Mengikuti proses pembelajaran	➢ Sering	3

| | menunjuk kan sikap disiplin | 2 |
| dengan baik dan aktif ➢ Mengerjakan tugas dengan benar ➢ Menggunakan seragam dan mengikuti peraturan sekolah | ➢ Kadang-kadang menunjuk an sikap disiplin ➢ Tidak pernah menunjuk kan sikap disiplin | 1 |

2. Penilaian Pengetahuan

Indicator pencapaian kompetensi	Kriteria	Skor
Memahami fungsi sosial. Struktur teks, dan unsur kebahasaan menulis surat pribadi sederhana	➢ Sangat memahami ➢ Memahami ➢ Sedikit memahami ➢ Tidak memahami	4 3 2 1

3. Penilaian Menulis

Item analysis	Score	Criteria of scoring
Content	25-22	**Excellent to very good:** releveant to assigned topic. The ideas that included in the content should be thought creatively.
	15-21	**Good to average:** some knowledgeable of subject adequate range, limited development of tensis: mostly relevant to topic, but lacks detail.

	10-14	**Fair to poor:** limited knowledgeable of subject title substance, inadequate development of topic.
	6-9	**Very poor:** doesn't show knowledgeable of subject non substantive, non-pertinent, not enough to evaluate.
Organization	18-20	**Excellent to very good:** fluent expression ideas clearly state; well organized; logical sequencing; cohensive.
	14-17	**Good to average**: somewhat choppy loosely organized but main ideas stand out.
	10-13	**Fair to poor:** not fluent ideas confused or disconnected
	7-9	**Very poor:** doesn't communicate no organization.
Vocabulary	22-25	**Excellent to very good:** sophisticated range effective word choice and usage, word from mastery, appropriate registers.
	15-21	**Good to average:** adequate range occasional of word form, choice and usage but meaning is not obscured.
	10-14	**Fair to poor:** adequate range occasional of word form, choice and usage but meaning confused.
	6-9	**Very poor:** essentially translation little knowledge of English vocabulary.
Grammar	18-20	**Excellent to very good:** effective complex, few errors of agreements, grammar construction.
	14-17	**Good to average:** effective but simple constructive in grammar
	13-10	**Fair to poor:** a major problem is simple construction in grammar.
	7-9	**Very poor:** virtually no mastery of sentence construction rules.

Mechanic	8-10	**Excellent to very good:** demonstrate mastery of construction
	6-7	**Good to average:** occasional errors of spelling, punctuation, capitalization.
	4-5	**Fair to poor:** frequent errors of spelling, punctuation, capitalization
	3-2	**Very poor:** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization and paragraphing.

L. Penilaian Rubrik

a. Regular

No	Nama	Aspek			Skor
		Content	Language Use	Organization	
1					
2					
3					

b. Remidi dan pengayaan

No	Nama	Aspek			Skor
		Content	Language Use	Organization	
1					
2					
3					

1. **Instrumen remidi**
   Buatlah surat pribadi sederhana yang berhubungan dengan permintaan maaf!

2. **Instrument pengayaan**
   Buatlah ringkasan tentang surat pribadi dibawah ini!

Bandung, West Java
November 16th, 2018
To Bayu Putra Permana,

How are you my handsome brother? I hope you are always okay. Don't worry about me; I am fine here. I am now a very strong man you know. How is our wonderful sister? How are our parents? Send them my best regards.

I heard from our sister that you are approaching your graduation? Do your very best brother; I know you can do it very well. Follow that plan I gave you and put your heart to it, you will succeed in the near future. I am glad to see that you are getting mature now. I believe that you can make us proud.

Finally, I would like to wish you all the best in your studies and all of your greatest efforts. Don't forget God. I love you and miss you; can't wait meet all of you again.

Take care,
Affriyan

RENCANA PELAKSANAAN PEMBELAJARAN
KELAS KONTROL

Sekolah   : MAN Demak
Mata Pelajaran   : Bahasa Inggris
Kelas   : XI
Materi Pokok   : Surat Pribadi Sederhana
Alokasi Waktu   : 90 Menit

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

B. Kompetensi Dasar
3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya .
4.7 Menangkap makna teks surat pribadi.

4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi
3.5.1. Mengidentifikasi struktur teks pada surat pribadi sederhana.
3.5.3. Menemukan unsur kebahasaan pada surat pribadi sederhana
4.7.1. Menamukan informasi rinci tersirat dan atau tersurat dari surat pribadi sederhana lisan dan tulisan
4.8.1. Menyusun sebuah surat pribadi sederhana.

D. Materi Pembelajaran
2. Surat pribadi sederhana
   a. Definisi
      Jenis surat yang dibuat untuk keperluan pribadi atau personal yang ditujukan kepada pihak lain, baik kepada seseorang maupun kepada organisasi/ perusahaan.
   b. Fungsi Sosial
      - Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis
      - Memberi informasi kepada teman
   c. Struktur
      - Date
      - Salutation: Dear ....
      - Opening paragraph: Greetings, memberi kabar keadaan sekarang dan apa yang sedang dilakukan
      - Content: Mengabarkan hal yang sudah/ akan terjadit
      - Closing: Menutup surat dengan harapan untuk bertemu kembali
      - Signature

   d. Unsur kebahasaan:
      - Kata dan tata bahasa baku
      - Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
      - Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

- Rujukan kata
- simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi
- Simple past tense
    a) Definisi

    sebuah pola atau aturan kalimat yang menunjukkan sebuah aktifitas yang terjadi di masa lalu atau di waktu lampau.
    b) Verbal:

    Positive(+) S + V2 + O + Ket.

    Negative(-) S + did not + V1 + O   +ket.

    Interrogative(?) Did + S + V1 + O +   ket.

    Contoh:

    (+) She brought a new book yesterday

    (-) She did not buy a new book

    (?) Did she buy a new book yesterday?
    c) Nominal:

    Positive(+) S + was/were + not + kt.sifat/kt.benda/kt.ket

    Negative(-) S + was/were+not + kt.sifat/kt.benda/kt.ket

    Interrogative(?) Was/were + S + kt.sifat/kt.benda/kt.ket?

    Contoh:

    (+) the case was hard to solve

    (-) the case was not hard to solve

    (?) Was the case hard to solve?

e. contoh surat pribadi

Jakarta, 5th January 2017

Dear Dimas,

Thank you very much for your last letter. It was great to hear from you after so many months. You seem to be having a nice time in Korea.

Thanks also for the photographs. I absolutely loved that snap of yours standing in front of the Namsan Tower. Korea looks stunning. Someday, I would definitely like to go there. There's not much happening here. I am busy with my part time job and college.

By the way, are you coming home anytime soon? If you are, let me know the dates and we can arrange to meet up.

Hope to see you soon

Alika

E. Soal Remidial

Buatlah surat pribadi sederhana

F. Soal pengayaan

Buatlah ringkasan tentang surat pribadi sederhana

G. Metode Pengajaran

Metode pembelajaran : Collaborative writing (Google Docs)
Pendekatan pembelajaran : Scientific Approach
Teknik pembelajaran : Mengamati, diskusi, Tanya jawab, praktek

H. Media dan Sumber pembelajaran

Buku LKS, lembar kerja, kertas, LCD, komputer

I. Langkah-Langkah Pembelajaran

1. Kegiatan Pendahuluan
   a. Guru membuka dengan salam pembuka dan berdoa untuk memulai pembelajaran.
   b. Guru memeriksa kehadiran peserta didik.
   c. Guru menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
   d. Guru meninjau ulang materi sebelumnya.
2. Kegiatan inti
   a. Guru menayangkan gambar/foto/video tentang materi *Surat Pribadi Sederhana*.

      b. Siwa mengidentifikasi simple past tense.

      c. Guru memberikan kesempatan pada siswa untuk bertanya tentang materi pelajaran.

      d. Siswa menanyakan beberapa kesulitan materi termasuk, fungsi, struktur kebahasaan dan bagaimana cara membuat surat pribadi sederhana.

      e. Guru memberikan lembar kerja dan meminta siswa untuk membuat surat pribadi sederhana tentang *"Apologize"* secara berkelompok.

      f. Guru meminta siswa untuk maju kedepan kelas dan mempresentasikan hasil tulisannya.

      g. Guru mengumumkan kelompok yang menjadi presentator terbaik serta memberikan reward kepada kelompok tersebut.

3. Kegiatan Akhir

      a. Siswa dengan pengarahan guru menyimpulkan pelajaran yang telah dipelajari hari ini.

      b. Guru memberi tugas atau projek yang berhubungan dengan surat pribadi sederhana.

      c. Guru menyampaikan materi yang akan di pelajari di pertemuan selanjutnya.

      d. Guru menutup pertemuan dengan membaca doa dan salam penutup.

4. Kegiatan Pembelajaran Remidial dan Pengayaan

   A. Pembelajaran Remidial

      1) Guru memberikan beberapa pertanyaan yang berhubungan dengan materi sebelumnya dan menerangkan kembali.

      2) Murid membuat beberapa pertanyaan tentang materi pembelajaran seperti fungsi social, struktur, dan unsur kebahasaan surat pribadi.

      3) Setelah Tanya jawab, guru memberikan feedback tentang fungsi sosial, struktur, dan unsur kebahasaan surat pribadi.

      4) Guru memberikan lembar kerja.

B. Kegiatan pembelajaran Pengayaan
1) Guru memberikan lembar kerja.
2) Guru meminta siswa untuk membuat rangkuman dari teks surat pribadi.

J. Evaluasi

No	Indicator	Evaluasi		
		tehnik	Jenis instrument	pertanyaan
1.	Membuat surat pribadi sesuai dengan judul	Tes menulis	Essay	Buatlah surat pribadi sederhana sesuai judul

K. Penilaian
- Teknik   : Individu dan kelompok
- Jenis tes   : tes menulis
- Aspek   :
  1. Penilaian Sikap

Aspek	Kriteria	Skor
Discipline ➤ Dating tepat waktu ➤ Mengikuti proses pembelajaran dengan baik dan aktif ➤ Mengerjakan tugas dengan benar ➤ Menggunakan	➤ Sangat sering menunjukan sikap disiplin ➤ Sering menunjukkan sikap disiplin ➤ Kadang-kadang menunjuk	4 3 2 1

seragam dan mengikuti peraturan sekolah	an sikap disiplin ➢ Tidak pernah menunjuk kan sikap disiplin	

2. Penilaian Pengetahuan

Indicator pencapaian kompetensi	Kriteria	Skor
Memahami fungsi sosial. Struktur teks, dan unsur kebahasaan menulis surat pribadi sederhana	➢ Sangat memahami ➢ Memahami ➢ Sedikit memahami ➢ Tidak memahami	4 3 2 1

3. Penilaian Menulis

Item analysis	Score	Criteria of scoring
Content	25-22	**Excellent to very good:** releevant to assigned topic. The ideas that included in the content should be thought creatively.
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	13-10	**Fair to poor:** a major problem is simple construction in grammar.
	7-9	**Very poor:** virtually no mastery of sentence construction rules.
Mechanic	8-10	**Excellent to very good:** demonstrate mastery of construction
	6-7	**Good to average:** occasional errors of spelling, punctuation, capitalization.
	4-5	**Fair to poor:** frequent errors of spelling, punctuation, capitalization

		3-2	**Very poor:** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization and paragraphing.

L. Penilaian Rubrik
1. Regular

No	Nama	Aspek			Skor
		Content	Language Use	Organization	
1					
2					
3					

2. Remidi dan pengayaan

No	Nama	Aspek			Skor
		Content	Language Use	Organization	
1					
2					
3					

3. Instrumen remidi
Buatlah surat pribadi sederhana yang berhubungan dengan permintaan maaf!

4. Instrumen pengayaan
Buatlah ringkasan tentang surat pribadi dibawah ini!

Bandung, West Java
November 16th, 2018
To Bayu Putra Permana,

How are you my handsome brother? I hope you are always okay. Don't worry about me; I am fine here. I am now a very strong

man you know. How is our wonderful sister? How are our parents? Send them my best regards.

I heard from our sister that you are approaching your graduation? Do your very best brother; I know you can do it very well. Follow that plan I gave you and put your heart to it, you will succeed in the near future. I am glad to see that you are getting mature now. I believe that you can make us proud.

Finally, I would like to wish you all the best in your studies and all of your greatest efforts. Don't forget God. I love you and miss you; can't wait meet all of you again.

Take care,
Affriyan

Appendix 5 : Instrument for pre-test

Pre Test for experimental class

Name   :

Class   :

Group   :

Instruction   : Make a personal letter text about Apologizing!

Pre test for control class

Name   :

Class   :

Group   :

Instruction   : Make a personal letter text about gratitude!

Appendix 6 : instrument post-test

Post test for experimental class

Name   :

Class   :

Group   :

Instruction   : Make a personal letter text about Holiday!

Post test for control class

Name   :

Class   :

Group   :

Instruction   : Make a personal letter text to your parents, siblings, or friends!

Appendix 7 : Pre-test Score

No	Experimental class	
	Kode	Nilai
1	E01	65
2	E02	45
3	E03	52
4	E04	68
5	E05	65
6	E06	70
7	E07	70
8	E08	55
9	E09	75
10	E10	75
11	E11	70
12	E12	80
13	E13	47
14	E14	68
15	E15	68
16	E16	70
17	E17	65
18	E18	77
19	E19	78
20	E20	80
21	E21	82
22	E22	63
23	E23	78
24	E24	70
25	E25	78

No	E	
26	E26	80
27	E27	65
28	E28	83
29	E29	78
30	E30	70
31	E31	68
32	E32	54
33	E33	70
34	E34	84
35	E35	70
No	Control class	
	Kode	Nilai
1	C01	75
2	C02	60
3	C03	45
4	C04	60
5	C05	75
6	C06	50
7	C07	50
8	C08	70
9	C09	80
10	C10	55
11	C11	72
12	C12	45
13	C13	68
14	C14	70
15	C15	80
16	C16	57
17	C17	75

18	C18	72
19	C19	83
20	C20	78
21	C21	77
22	C22	75
23	C23	78
24	C24	75
25	C25	65
26	C26	65
27	C27	81
28	C28	58
29	C29	70
30	C30	81
31	C31	71
32	C32	68
33	C33	70
34	C34	72
35	C35	55

Appendix 8 : Post-test Score

No	Experimental class	
	Kode	Nilai
1	E01	69
2	E02	54
3	E03	58
4	E04	72
5	E05	72
6	E06	75
7	E07	75
8	E08	63
9	E09	80
10	E10	80
11	E11	75
12	E12	85
13	E13	57
14	E14	73
15	E15	73
16	E16	75
17	E17	70
18	E18	83
19	E19	85
20	E20	86
21	E21	88
22	E22	73
23	E23	82
24	E24	76
25	E25	84

No	Kode	Nilai
26	E26	91
27	E27	72
28	E28	93
29	E29	84
30	E30	78
31	E31	75
32	E32	65
33	E33	75
34	E34	94
35	E35	78

No	Control class	
	Kode	Nilai
1	C01	77
2	C02	63
3	C03	50
4	C04	63
5	C05	77
6	C06	52
7	C07	54
8	C08	72
9	C09	81
10	C10	57
11	C11	74
12	C12	50
13	C13	70
14	C14	60
15	C15	81
16	C16	72
17	C17	65

18	C18	74
19	C19	84
20	C20	79
21	C21	78
22	C22	77
23	C23	76
24	C24	79
25	C25	77
26	C26	68
27	C27	68
28	C28	82
29	C29	58
30	C30	72
31	C31	83
32	C32	73
33	C33	58
34	C34	74
35	C35	72

Appendix 9 : Normality pre-test Experimental class

Tabel Perhitungan Rata-rata dan Standar Deviasi

65	X	$X - \overline{X}$	$(X - \overline{X})^2$
45	65	-5	25
52	45	-25	625
68	52	-18	324
65	68	-2	4
70	65	-5	25
70	70	0	0
55	70	0	0
75	55	-15	225
75	75	5	25
70	75	5	25
80	70	0	0
47	80	10	100
68	47	-23	529
68	68	-2	4
70	68	-2	4
65	70	0	0
77	65	-5	25
78	77	7	49
80	78	8	64
82	80	10	100
63	82	12	144
78	63	-7	49
70	78	8	64
78	70	0	0
80	78	8	64
65	80	10	100
83	65	-5	25
78	83	13	169
70	78	8	64
68	70	0	0
54	68	-2	4
70	54	-16	256
84	70	0	0
70	84	14	196
35	70	0	0
Jumlah	2436		3288

Rata-rata $(\overline{X})$	=	$\dfrac{\sum X}{N}$	=	$\dfrac{2436}{35}$ = 69,60

$S =$	$\sqrt{\dfrac{\sum (X - \bar{X})^2}{n-1}}$		$= \sqrt{\dfrac{3288}{35-1}}$	
$S^2 =$	96,5412			
$S =$	9,83			

Daftar Nilai Frequensi pre-test Experimental Class

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\dfrac{(O_i - E_i)^2}{E_i}$
			44,5	- 2,6	0,4947				
45	–	51				0,0274	2	0,9594	1,1287
			51,5	- 1,8	0,4673				
52	–	58				0,0966	3	3,3800	0,0427
			58,5	- 1,1	0,3707				
59	–	65				0,2089	4	7,3128	1,5008
			65,5	- 0,4	0,1618				
66	–	72				0,2778	13	9,7238	1,1038
			72,5	0,3	-0,1161				
73	–	79				0,2014	7	7,0497	0,0004
			78,5	0,9	-0,3175				
80	–	86				0,1398	6	4,893	0,2504
			86,5	1,7	-0,4573				
Jumlah							35		4,0267

Untuk α = 5% dengan dk = 6- 3 = 3, diperoleh X^2 tabel = 7,8147
Karena X^2 hitung < X^2 tabel, maka data tersebut berdistribusi normal";"Karena
X^2 hitung > X^2 tabel, maka data tersebut tidak berdistribusi normal

Appendix 10 : Normality pre-test control class

Tabel perhitungan Rata-rata dan Standar Deviasi

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	75	7,00	49
2	60	-8,00	64
3	45	-23,00	529
4	60	-8,00	64
5	75	7,00	49
6	50	-18,00	324
7	50	-18,00	324
8	70	2,00	4
9	80	12,00	144
10	55	-13,00	169
11	72	4,00	16
12	45	-23,00	529
13	68	0,00	0
14	70	2,00	4
15	80	12,00	144
16	57	-11,00	121
17	75	7,00	49
18	72	4,00	16
19	83	15,00	225
20	78	10,00	100
21	77	9,00	81
22	75	7,00	49
23	78	10,00	100
24	75	7,00	49
25	65	-3,00	9
26	65	-3,00	9
27	81	13,00	169
28	58	-10,00	100
29	70	2,00	4
30	81	13,00	169
31	71	3,00	9
32	68	0,00	0
33	70	2,00	4
34	72	4,00	16
35	55	-13,00	169
Jumlah	2381		3861

| Rata-rata | $(\overline{X})$ | = | $\dfrac{\sum X}{N}$ | = | $\dfrac{2381}{35}$ | = 68,03 |

$$S = \sqrt{\dfrac{\sum(X - \bar{X})^2}{n-1}} \qquad = \sqrt{\dfrac{3861}{35-1}}$$

$S^2 =$	113,5580
$S =$	10,66

Daftar Nilai Observasi Kelas Kontrol

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\dfrac{(O_i - E_i)^2}{E_i}$
			44,5	- 2,2	0,4864				
45	–	51				0,0468	4	1,6387	3,4025
			51,5	- 1,6	0,4396				
52	–	58				0,1252	4	4,3810	0,0331
			58,5	- 0,9	0,3144				
59	–	65				0,2206	4	7,7211	1,7933
			65,5	- 0,2	0,0938				
66	–	72				0,2564	10	8,9738	0,1174
			72,5	0,4	-0,1626				
73	–	79				0,1965	8	6,8787	0,1828
			79,5	1,1	-0,3591				
80	–	86				0,0993	5	3,477	0,6672
			86,5	1,7	-0,4585				
	Jumlah						35		6,1963

Untuk α = 5% dengan dk = 6- 3 = 3, diperoleh $X^2_{tabel} = 7,8147$

"Karena X² hitung < X² tabel, maka data tersebut berdistribusi normal";"Karena X² hitung > X² tabel, maka data tersebut tidak berdistribusi normal"

Appendix 11 : Homogeneity of pre-test

Data Source

Class	Experimental	Control
$\sum$	2436	2381
n	35	35
$\bar{X}$	69,60	68,03
S^2	96,54	113,56
S	9,83	10,66

$$F = \frac{Varians\ terbesar}{Varians\ terkecil}$$

$$F = \frac{113,56}{96,54} = 1,18$$

Pada $\propto = 5\%$		dengan :	
dk pembilang = n-1 =35-1 = 34			
dk penyebut = n-1 = 35-1 = 34			
F_{tabel} (0,05,34,34) =		1,77207	

Daerah penerimaan Ho

1,18   1,77207

Karena $F_{hitung} < F_{tabel}$ maka dapat disimpulkan
bahwa kedua kelas mempunyai varians yang sama **(Homogen)**
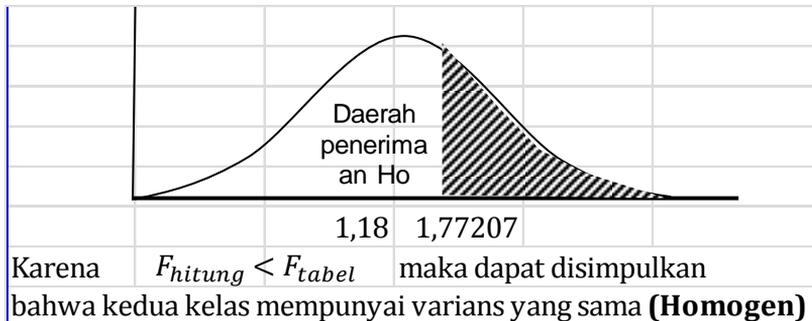
Appendix 12 : Test Average of pre-test

Data Sources

Sumber	XI A3	XI A4
Jumlah	2436	2381
n	35	35
$\bar{x}$	69,6	68,03
S^2	96,5412	113,558
S	9,825538	10,6563596

Berdasarkan rumus diatas diperoleh

$$S = \frac{(35-1)\,96,5412 + (35-1)\,113,56}{35 + 35 - 2}$$

$$S^2 = 105,0496$$
$$S = 10,25$$

$$t = \frac{69,6 - 68}{10,25\sqrt{\frac{1}{35} + \frac{1}{35}}} = 0,64$$

Pada $\propto = 5\%$ dengan df = 35 + 35 - 2 = 68 diperoleh
$$t_{1-(0,05)(68)} = 1,99547$$

Daerah
penerimaan Ho

0,64 1,99547
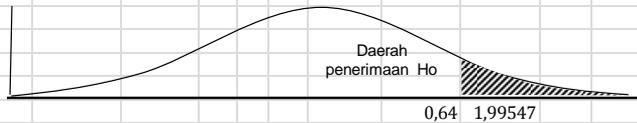
Karena t berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa tidak ada persamaan rata-rata dari kedua kelas

Appendix 13 : Normality post-test of Experimental class

Tabel perhitungan rata-rata dan standar deviasi

No.	X	$X - \overline{X}$	$(X - \overline{X})^2$
1	69	-7	49
2	54	-22	484
3	58	-18	324
4	72	-4	16
5	72	-4	16
6	75	-1	1
7	75	-1	1
8	63	-13	169
9	80	4	16
10	80	4	16
11	75	-1	1
12	85	9	81
13	57	-19	361
14	73	-3	9
15	73	-3	9
16	75	-1	1
17	70	-6	36
18	83	7	49
19	85	9	81
20	86	10	100
21	88	12	144
22	73	-3	9
23	82	6	36
24	76	0	0
25	84	8	64
26	91	15	225
27	72	-4	16
28	93	17	289
29	84	8	64
30	78	2	4
31	75	-1	1
32	65	-11	121
33	75	-1	1
34	94	18	324
35	78	2	4
Jumlah	2668		3122

Rata-rata $(\overline{X})$ =		$\dfrac{\sum X}{N}$ =	$\dfrac{2668}{35}$ =	76,23
Simpangan baku (S)				
S =	$\sqrt{\dfrac{\sum(X-\bar{X})^2}{n-1}}$	=	$\sqrt{\dfrac{3122}{35-1}}$	
S^2 =	91,7697			
S =	9,58			

Daftar Nilai Frekuensi Observasi kelas Eksperimen

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\dfrac{(O_i-E_i)^2}{E_i}$
			53,5	- 2,4	0,4912				
54	–	60				0,0415	3	1,4517	1,6514
			60,5	- 1,6	0,4497				
61	–	67				0,1308	2	4,5779	1,4517
			67,5	- 0,9	0,3189				
68	–	74				0,2473	8	8,6554	0,0496
			74,5	- 0,2	0,0716				
75	–	81				0,2805	11	9,8186	0,1422
			81,5	0,6	-0,2089				
82	–	88				0,1714	8	5,9986	0,6678
			87,5	1,2	-0,3803				
89	–	94				0,0914	3	3,200	0,0125
			94,5	1,9	-0,4718				
	Jumlah						35		3,9752

Untuk α = 5% dengan dk = 6- 3 = 3, diperoleh X^2 tabel = 7,8147.
Karena X² hitung < X² tabel, maka data tersebut berdistribusi normal";"Karena X² hitung > X² tabel, maka data tersebut berdistribusi normal.

Appendix 14 : Normality Post-test of Control Class

Tabel Perhitungan Rata-rata dan Standar Deviasi

No.	X	$X - \overline{X}$	$(X - \overline{X})^2$
1	77	7,00	49,00
2	63	-7,00	49,00
3	50	-20,00	400,00
4	63	-7,00	49,00
5	77	7,00	49,00
6	52	-18,00	324,00
7	54	-16,00	256,00
8	72	2,00	4,00
9	81	11,00	121,00
10	57	-13,00	169,00
11	74	4,00	16,00
12	50	-20,00	400,00
13	70	0,00	0,00
14	60	-10,00	100,00
15	81	11,00	121,00
16	72	2,00	4,00
17	65	-5,00	25,00
18	74	4,00	16,00
19	84	14,00	196,00
20	79	9,00	81,00
21	78	8,00	64,00
22	77	7,00	49,00
23	76	6,00	36,00
24	79	9,00	81,00
25	77	7,00	49,00
26	68	-2,00	4,00
27	68	-2,00	4,00
28	82	12,00	144,00
29	58	-12,00	144,00
30	72	2,00	4,00
31	83	13,00	169,00
32	73	3,00	9,00
33	58	-12,00	144,00
34	74	4,00	16,00
35	72	2,00	4,00
Jumlah	2450		3350

Rata-rata $(\overline{X})$ =		$\dfrac{\sum X}{N}$ =	$\dfrac{2450}{35}$ = 70,00
Simpangan baku (S)			
S =	$\sqrt{\dfrac{\sum(X-\bar{X})^2}{n-1}}$	=	$\sqrt{\dfrac{3350}{35-1}}$
S^2 =	98,5294		
S =	9,93		

Daftar Nilai Frekuensi Observasi Kelas Kontrol

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\dfrac{(O_i - E_i)^2}{E_i}$
			53,5	- 1,7	0,4518				
54	–	56				0,0387	4	1,3538	5,1725
			56,5	- 1,4	0,4131				
57	–	62				0,1380	4	4,8315	0,1431
			62,5	- 0,8	0,2750				
63	–	68				0,2150	5	7,5247	0,8471
			68,5	- 0,2	0,0601				
69	–	74				0,2349	9	8,2218	0,0737
			74,5	0,5	-0,1749				
75	–	80				0,1559	8	5,4559	1,1863
			79,5	1,0	-0,3307				
81	–	84				0,0972	5	3,403	0,7494
			84,5	1,5	-0,4280				
Jumlah							35		7,4227

Untuk α = 5% dengan dk = 6- 3 = 3, diperoleh X^2_{tabel} = 7,8147

Karena X² hitung $<$ X² tabel, maka data tersebut berdistribusi normal";"Karena X² hitung $>$ X² tabel, maka data tersebut berdistribusi normal.

Appendix 15 : Homogeneity of Post-test

Data Source

Class	Experimental	Control
$\sum$	2668	2450
n	35	35
$\overline{X}$	76,23	70,00
S^2	91,77	98,53
S	9,58	9,93

$$F = \frac{Varians\ terbesar}{Varians\ terkecil}$$

$$F = \frac{98,53}{91,77} = 1,07$$

Pada $\alpha = 5\%$ dengan :

dk pembilang = n-1 = 35-1 = 34

dk penyebut = n-1 = 35-1 = 34

F_{tabel} (0,05,34,34) = 1,77207

Daerah
penerimaan
Ho

1,07   1,77207

Karena $F_{hitung} < F_{tabel}$ maka dapat disimpulkan

bahwa kedua kelas mempunyai varians yang sama **(Homogen)**
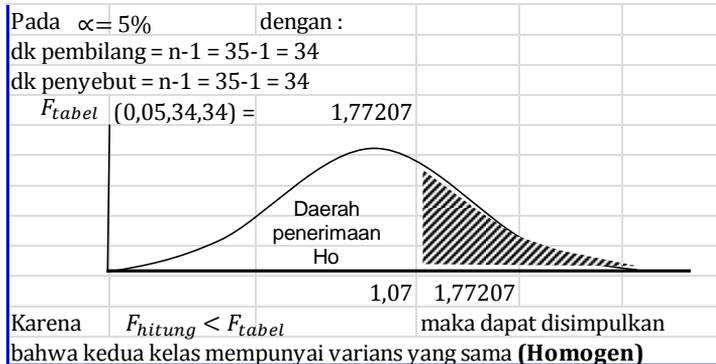
Appendix 16 : Test Average different Post-test

Data Sources

Sumber	XI A3	XI A4
Jumlah	2668	2450
n	35	35
$\bar{x}$	76,23	70
S^2	91,7697	98,5294
S	9,57965	9,92619766

Berdasarkan rumus diatas diperoleh

$$S^2 = \frac{(35-1)\ 91,7697 + (35-1)\ 98,529}{35 + 35 - 2}$$

$$S^2 = 95,14955$$
$$S = 9,75$$

$$t = \frac{76,23 - 70}{9,75\ \sqrt{\frac{1}{35} + \frac{1}{35}}} = 2,67$$

Pada $\alpha = 5\%$ dengan dk = 35 + 35 - 2 = 68 diperoleh $t_{1-(0,05)(68)}$ 1,995

Daerah
penerimaan Ho

1,995   2,672

Karena t berada pada daerah penolakan Ho, maka dapat disimpulkan bahwa ada perbedaan rata-rata dari kedua kelas

Appendix 17 : Observation Sheet

LEMBAR OBSERVASI GURU MENGAJAR

Nama guru yang diobservasi   : Dwi Lestari, S.Pd

Mata Pelajaran   : Bahasa Inggris

Materi   : Personal Letter Text

Kelas/Semester   : XI MIA 3

Berilah tanda (∨) pada kolom. (1) bila tidak dilakukan, (2) bila dilakukan tapi kurang, (3) bila sering dilakukan, (4) bila dilakukan dengan baik, (5) bila dilakukan sangat baik, pada masing-masing pernyataan dibawah ini!

No	Aspek yang di amati	1	2	3	4	5
A	**Pendahuluan**					
1	Guru Mempersiapkan sarana pembelajaran					
2	Guru mengkomunikasikan tujuan pembelajaran					
3	Guru menghubungkan dengan pelajaran yang lalu					
4	Guru menghubungkan materi dengan lingkungan sehari-hari					
5	Guru memotivasi siswa					
B	**Kegiatan Inti**					
1	Guru menguasai materi pelajaran dengan baik					
2	Guru menyesuaikan materi yang dibahas dengan indikator					
3	Guru memerankan sebagai fasilitator					
4	Guru mengajukan pertanyaan pada siswa					
5	Guru memberi waktu tunggu pada siswa					

	untuk menjawab pertanyaan					
6	Guru memberi kesempatan siswa untuk bertanya					
7	Guru menguasai alat dan bahan peraga					
8	Guru memberikan bimbingan pada kegiatan proses pembelajaran					
9	Guru memberi contoh konkrit dalam kejadian yang ada dalam kehidupan, sesuai dengan yang di peragakan					
10	Guru memberikan motivasi dan penguatan					
C	**Penutup**					
1	Guru membimbing siswa menyimpulkan materi					
2	Guru mengaitkan materi dengan pelajaran yang akan dating					
3	Guru memberi tugas pada siswa					
4	Guru mengadakan evaluasi di kelas					
5	Guru menutup pembelajaran dikelas					

Saran/Perbaikan

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Demak, 30 April 2019

Observer

Erlia S Amalia

1503046018

Observation Sheet

Nama Peneliti   : Erlia Sholikhatul Amalia

Nama Sekolah   : MAN Demak

Materi   : Personal Letter Text

Berilah tanda check list (V) pada kolom sesuai dengan pengamatan anda. (1) bila tidak dilakukan, (2) bila dilakukan tapi kurang, (3) bila sering dilakukan, (4) bila dilakukan dengan baik, (5) bila dilakukan sangat baik, pada masing-masing pernyataan dibawah ini!

No	Aspek Yang Diamati	1	2	3	4	5
1	Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses pembelajaran					
2	Memberikan penjelasan tentang kompetensi yang hendak dicapai					
3	Memberikan pembelajaran mengenai personal letter text					
4	Memberikan kesempatan siswa untuk bertanya atau mengungkapkan pendapat terkait pembelajaran personal letter text					
5	Menyediakan fasilitas pendukung untuk kemudahan belajar (teknologi, ppt,video,dsb)					
6	Mengelola kegiatan belajar siswa kedalam sebuah kelompok diskusi					
7	Mendorong siswa agar terlihat aktif dalam kelompok diskusi					
8	Menjelaskan dan mendokumentasikan fungsi/cara kerja media Google Docs					
9	Mempromosikan media Google Docs untuk mengerjakan tugas kolaborasi					
10	Memberikan siswa kesempatan untuk bertanya dan mengemukakan pendapat					

		tentang media Google Docs					
11	Mengamati kesulitan dan kemajuan siswa					
12	Menyimpulkan materi pembelajaran dan memberi motivasi siswa					

Saran/Perbaikan

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Demak 16 Mei 2019

Observer

Dwi Lestari, S.Pd

NIP.197512162007012015

Appendix 18 : Questionnaire

Questionnaire

Name:

Class:

Please Fulfill the column which are: Strongly Agree, Agree, Disagree, and Strongly Disagree below!

No	Statement	Strongly agree	Agree	Disagree	Strongly disagree
1	Google Docs applications are benefit to me				
2	I like using Google Docs				
3	The advantages of Google Docs applications outweigh it's disadvantages				
4	Learning to operate Google Docs applications is easy for me				
5	It is easy for me to become skillfull at using Google Docs				
6	Google Docs fits well with the way I like to collaborative with other team members online				
7	Using Google Docs fit into my work style for collaborative projects				
8	I can share my project work through the Google Docs platform				

9	I feel confident responding to others' messages and shared project work through the Google Docs Platform				
10	I feel confidents to be able to share information to help others to solve their problems				

Appendix 19 : The Result of Questionnaire Score

VAR00001

	Frequency	Percent	Valid Percent
SA	8	22.8	22.8
A	20	57.1	57.1
D	6	17.1	17.1
SD	1	2.8	2.8
Total	35	100.0	100.0

VAR00002

	Frequency	Percent	Valid Percent
SA	8	22.8	22.8
A	19	54.2	54.2
D	6	17.1	17.1
SD	2	5.7	5.7
Total	35	100.0	100.0

VAR00003

	Frequency	Percent	Valid Percent
SA	10	28.5	28.5
A	19	54.2	54.2
D	6	17.1	17.1
SD	0	0	0
Total	35	100.0	100.0

VAR00004

	Frequency	Percent	Valid Percent
SA	6	17.1	17.1
A	22	62.8	62.8
D	5	14.5	14.5
SD	2	5.7	5.7
Total	35	100.0	100.0

VAR00005

	Frequency	Percent	Valid Percent
SA	4	11.4	11.4
A	21	60	60
D	7	20	20
SD	3	8.5	8.5
Total	35	100.0	100.0

VAR00006

	Frequency	Percent	Valid Percent
SA	11	31.4	31.4
A	16	45.7	45.7
D	6	17.1	17.1
SD	2	5.7	5.7
Total	35	100.0	100.0

VAR00007

	Frequency	Percent	Valid Percent
SA	2	5.7	5.7
A	20	57.1	57.1
D	9	25.7	25.7
SD	4	11.4	11.4
Total	35	100.0	100.0

VAR00008

	Frequency	Percent	Valid Percent
SA	10	28.5	28.5
A	19	54.2	54.2
D	6	17.1	17.1

SD	0	0	0
Total	35	100.0	100.0

VAR00009

	Frequency	Percent	Valid Percent
SA	5	14.2	14.2
A	21	60	60
D	5	14.2	14.2
SD	4	11.4	11.4
Total	35	100.0	100.0

VAR00010

	Frequency	Percent	Valid Percent
SA	3	8.5	8.5
A	14	40	40
D	14	40	40
SD	4	11.4	11.4
Total	35	100.0	100.0

Appendix 20 : Documentation

Experimental Class

Control Class

CURRICULUM VITAE

A. Personal Details

   1. Name   : Erlia Sholikhatul Amalia

   2. Place and Date of Birth : Demak, January 14th, 1997

   3. Address   : Karanganyar Rt 02/05 Karanganyar, Demak,Central Java

     a. Phone Number   : 085602288512

     b. E-mail   : Amalialagi1401@gmail.com

B. Education

   1. Formal Education

     a. TK Marsudi Rini

     b. SDN 1 Karanganyar

     c. SMP NU Al Ma'ruf Kudus

     d. MAN Demak

     e. UIN Walisongo Semarang

Semarang, July 24th, 2019

Erlia Sholikhatul Amalia

Nim: 150304601

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