THE INFLUENCE OF STUDENTS’ ACTIVENESS IN ENGLISH LANGUAGE MOVEMENT PROGRAMS ON STUDENTS’ WRITING SKILL

(A correlation Study at the Eleventh Grade Students of MA Baitussalam Mijen, Semarang, in the Academic Year of 2009/2010)

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

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SEMARANG
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Assalamu’alaikum Wr. Wb.

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ن وَالْقَالِمِ وَمَا يَسْطَرُونَ (الْقَالِمِ: ۱)

Means: “Nun. By the pen and (record) which men write.” (Al – Qalam, 1) \(^1\)

\(^1\) Depag RI, Al-Qur’an dan Terjemahannya (Jakarta: J-ART, 2004), p. 565
DEDICATION

The final project is dedicated to:

My beloved father Sahroni and my beloved mother Suliah, also my beloved sister Siti Rodiah and my beloved brother Imam Ashari, thank you so much for your prayer and support during my study.
FINAL PROJECT STATEMENT

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writers’ opinion or findings in this final project are quoted or cited in accordance with ethical standards.

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ABSTRACT

KHUSNUL KHOTIMAH. NIM 063411070. THE INFLUENCE OF STUDENTS’ ACTIVENESS IN ENGLISH LANGUAGE MOVEMENT PROGRAMS ON STUDENTS’ WRITING SKILL (A Correlation Study at the Eleventh Grade of MA Baitussalam Mijen, Semarang, in the Academic Year of 2009/2010), Final Project, Semarang: Bachelor Program of English Language Education of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies (IAIN Walisongo) 2010
Keywords: Influence, Activeness, Program, Movement, Writing, and Skill.

The background of the study in this research is students’ activeness and seriousness in joining English Language Movement Program at the school and their writing achievement. The writer wants to know if there is any correlation between students’ activeness in English Language Movement Program and their writing skill.

This research aimed at finding out: English language programs which are conducted at Language Movement of Baitussalam Islamic Senior High School, the degree of students’ activeness in English language movement programs, and the extent to which students’ activeness in English Language Movement Programs influence their writing skill.

This research was held at MA Baitussalam. It is a developing school in Mijen district. MA Baitussalam was built in 1990.

This research is a quantitative type which specifies in correlation study and regression because writer predicted the effect of students’ activeness in English Language Movement Programs on their writing skill. The population in this research is the eleventh grade students of MA Baitussalam Mijen. The writer took all students, because the member of students in that grade is only 30 students. Writer used questionnaire, test of writing, documentation and interview to collect data. The data were analyzed using regression.

In this research, it is found that there is significant correlation between students’ activeness and writing skill. It can be seen from correlation result that the price of rxy> r table 0.786 in 0.05/ 5%, hence Ho is refused and correlation coefficient is significant. Regression result is Freg> F table 45.8 > 4.19, means that students’ activeness has affected writing skill. so the hypothesis is accepted.
ACKNOWLEDGMENT

Bismillahirrahmanirrahim

In the name of Allah, the writer would like to thank to Allah who has given blessing, so that the writer is able to finish this final project. May peace be upon prophet Muhammad SAW who became our best figure of human life. The writer realizes that the writer can not complete this final project without support, cooperation, help, and encouragement from a lot of people. Therefore, the writer would like to extend appreciation to all of them, especially:

1. DR. Sujai, MA., as the Dean of Tarbiyah Faculty
2. Siti Tarwiyah, M.Hum., as the head of English Departement and as the first advisor
3. DR. Ruswan, M.A., as the second advisor, who both of the advisors had given his guidance, advice, suggestion, information and correction from the beginning of preparation of the writing of this final project up to its completion.
4. All lectures in Tarbiyah Faculty, who has given the knowledge patiently.
5. My parents, sister and brother who always support and motivate me
6. Ustad. Umar as the headmaster of MA Baitussalam who has given me permission for doing this research and students at eleventh grade of MA Baitussalam Mijen, Semarang, thank for your cooperation.
7. All my friends in TBI 06 especialy TBI C who have given inspiration to write this final project.
8. All my friends in BKC (Cipu’, Mba’ Maya, Misbah, Kang Bas, Arif, Sugi’, Aris and Hudam), my friends in boarding house and my friends in Ma’rufiyyah Islamic Boarding House. Thank a lot for their help and cooperation.

Semarang, 27 November 2010

The writer,

Khusnul Khotimah
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CHAPTER I
INTRODUCTION

A. Background of the Study

English as an international language plays important roles in our life and it is a determinant key to success in learning of all subjects. English gives students ability to compete in global society. Therefore, the language is taught from kindergarten to university.

In the 2004 curriculum (competency based curriculum) at senior high school, Depdiknas states that the purpose of English subject is “to develop English communication skill in oral and written terms (listening, speaking, reading, and writing)”\(^1\). The statement can be interpreted that language or English as a primary subject is taught for some purposes. The purposes are communicative competences such as discourse competence, sociocultural competence, linguistic competence and strategic competence. In order to achieve these competences of English, an appropriate teaching strategy is needed.

In order to get perfect competence in using language, the four skills must be mastered. If one of them is ignored, it will influence other skills, because all of those skills are related to each other. As a result, the language learning process can not be reached completely. English is used in spoken and written. Communication is comprehension, and expression of information, mind, and feeling. Communicative competence should not be thought of as only an oral phenomenon. It applies to both written and spoken language\(^2\). They are applied in language competences including listening, speaking, reading and writing.

The primary function of language is as a communication tool. Moreover, communication can be divided into two; verbal communication and

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written communication. Both of them are important, but they are different. It may be stated that only educated people can communicate in written language, because it is very complex, not only in grammar but also in other aspects such as vocabulary, content, organization and mechanic which influence written language. Grammar is necessary in writing, where, in speaking, it is not so necessary, as long as the speaker and listener understand each other. In addition, writing is one of the difficulties which are faced by students.

Writing skill is one of important competences that must be mastered by students because we know that language is not only in spoken form, but also in written form. This skill is not merely focus on words, phrase, sentence pattern and grammar, but also focus on the idea of each paragraph. In order to reach writing ability, many experts of education try to reveal the problems of learning. To overcome the problems, they try to carry out different attempts to improve learning process. The curriculum, approach, method, technique of teaching and quality of teachers are always revised and improved in order to meet the goal of the teaching learning process.¹

Many efforts have been made by Baitussalam Islamic Boarding School to improve student’s competence. This institution creates English Language Movement Programs. English Language Movement Programs are programs that are made to help the students in learning English.

Writing skill can not emerge by dint of practice alone. An attitude that persist in some institution and among some educators is that one must learn to write before one can write. In this view, the most logical and practical way to turn nonwriters into writers is to teach them to write.² There are five aspects in writing assessment: vocabulary, content, grammar, form, and mechanic.³ Because of that, English Language Movement Program have been made some

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¹ Sobry Sutikno, Belajar dan Pembelajaran. (Bandung: Prospect, 2009), p. 20
² Dana R. Ferris and John S. Hedgcook. Teaching ESL Composition. (New Jersey: Lawrence Erlbaum Associated Inc. Publisher), p. 34
efforts to improve students’ writing skill, they are vocabulary enrichment, 
language repairs, and english composition.

Based on this view, the writer is interested in understanding English 
Language Movement Programs conducted in Baitussalam Islamic Boarding 
School which possibly influence students’ writing skill. At this time, the focus 
of the study is the influence of students’ activeness in English Language 
Movement Program to improve their writing skill. The writer predicts that the 
students will get high competence in writing if the students’ be active in 
English Language Movement Program.

B. Reasons for Choosing the Topic

The writer chooses the topic because of the following reason:

1. Writing is one of four skills that must be mastered, but many students do 
not have enough capability in this skill.

2. Not all institutions have English Language Movement Programs which are 
aimed at improving student’s English competence.

3. The writer chooses MA Baitussalam Mijen, because the writer assumes that 
the students there have enough ability in English knowledge. All students 
have to follow the English Language Movement Programs. One of the 
activeness that which is assessed every 3 month is vocabulary enrichment 
and writing composition test. Its aim is to measure student’s proficiency in 
vocabulary, grammar and writing.

Based on to the title of this, the writer raises the following question: 
‘Does students’ activeness in English Language Movement Programs give 
positive influence on their writing skills?

From this research the writer wants to find out the influence of English 
Language Movement Programs in their competence especially in writing skill.
C. Research Questions

Based on the background of the study above the writer states the following questions:

1. What English language programs are conducted at Language Movement of Baitussalam Islamic Senior High School?
2. How is the degree of students’ activeness in English language movement programs?
3. To what extent does students’ activeness in English Language Movement Programs influence their writing skill?

D. Objectives of the Study

The aims of this research are:

1. To describe the English language programs conducted at Language Movement of Baitussalam Islamic Senior High School?
2. To describe the degree of students’ activeness in English Language Movement Programs?
3. To find out the extent to which students’ activeness in English Language Movement Programs influence their writing skill?

E. Limitation of the Study

In conducting this research, the writer has limited the problem as follows:

1. The English Language Movement Programs conducted in Baitussalam Islamic boarding school.
2. The students’ activeness in English Language Movement Programs at Baitussalam Islamic boarding school.
3. The influence of students’ activeness on English Language Movement Programs to their writing skill.
4. The writing test will be seen from grammar and vocabulary aspects.
F. Significance of The Study

1. For the students
   It will make the students motivated to join English language movement programs
2. For the teacher
   The study could provide information to the teacher about the students’ activeness in English language movement programs.
3. For the reader
   The result of the study would be worth consideration when people try to improve their English learning and it would become reference for researchers of similar study

G. Definition of Key Terms

1. Influence
   Influence is “to affect the way that someone thinks or behaves or to affect the way that something happens”.¹

2. Activeness
   Activeness is” constantly engaged in action”²

3. Language Movement Programs
   Before giving definition to Language Movement Program, the writer will break part of those words into two. Language is “the body words and systems for their use common to a people who are of the same community or nation”.³ Movement is “a more or less organized effort by many people to achieve some goals”⁴. Programs are “activities that are planed systematically”.⁵ Based on the definition of each word, the writer concludes

¹ http://www.macmillandictionary.com/dictionaries/british/influence_13
³ Ibid, p. 806
⁴ Kamus Gratis, http://kamus.landak.com/mob/Movement%20cure, 04-03-2010. 9:57
that language movement program is activity of language that is planned systematically to get some goals.

4. Writing skill

Writing is “production of the writer word that results in a text but the text must be read and comprehended in order for communication to take place”.¹ Skill is “ability”.² So writing skill are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

¹ Marriane Celce and Murcia Elite Olshtain, Discourse and Context in Language Teaching. (USA: Cambridge University Press, 2000), p. 142
CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. English Language Programs

1. General Concept of English Language Program

   English language is a compulsory subject in Indonesia. Indonesian government tries to enhance English language in order to get best achievement.

   Many schools or institutions make change of their learning and teaching. For examples: some schools make activity or English language program that can help students learning English easily. Moreover there are Immerse classes and RSBI, in which all students must use English in teaching and learning process. The role of English language program is very big. The purpose of English language program is to make the students have competence in English and to develop the potential of students and teacher. In fact English language program is activity to get a certain language skill in fun way.

   Oemar Hamalik adds that students who do many activities like neural system activities and other activities are able to get knowledge, attitude, interest, etc. The activity has to practice and do regularly in order to get academic achievement well.\(^1\) In teaching of KTSP there are some activities that can be developed to increase students’ competence. These activities help students develop their solidarity, leadership, empathy, tolerance, and life skills. The activities can be done in the classroom and out side.\(^2\) So to get competence in learning process is not limited by time, place and space.

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\(^1\) Oemar Hamalik, *Proses Belajar Mengajar*, (Bandung: Bumi Aksara, 2001), p. 32
2. Criteria of Language Improvement Program

There are some criteria of the language improvement program:

a. Every program must be oriented to certain purpose. The purpose of the program is to emphasize the behavior change after learning process.

b. Every program must be flexible. The implementation of program must be appropriate with condition and necessity

c. Every program is done efficiently and effectively

d. Every program must be continuous. It means each program relates to each other. ¹

e. The content of the program must be suitable the necessity.²

Every program usualy has the criteria, because it will make the program itself be more has quality. All of those criteria are arranged to get the best goal.

3. Systematic planning in Language Program

A Systematic planning is as same as a general problem solving process³. Here are some steps in arranging the program:

a. Job description

Job description is much needed because the program will run well. Every person has job based on their role.

b. Job Analysis

The job that has been divided must be detail.

c. Establishment of skill

Every skill related to the cognitive, effective and performance. So teaching must be suitable with skill that will be learnt.

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² *Ibid*, p. 37
³ Harjanto, *Perencanaan Pengajaran*, (Jakarta: Rhineka Ilmu, 2003), p. 49
d. Formulation of purpose
   The purpose of the program must be coherent with the skill that wants to be developed.

e. Criteria of success in program
   Criteria of success in program is we can observe in achievement of the purpose or skill that have been taught.

f. Organization of learning material
   The materials that want to be taught have to suitable with the skill.

g. Try out of program
   To know the effectiveness of program implementation.

h. Measurement of program reliability
   Trying out of program implementation, it can show the effectiveness of program or reliability of the program.

i. Revision of program
   Revision of program will be done after try out and measuring.

j. Implementation of program
   In implementation of the program must be arranged systematically, has been tested and done in big population.

k. Monitor of program
   As long as the implementation of the program need to monitor continuously in order to avoid the mistake.

   Based on steps above the writer concludes that an activity or a program needs to be planned seriously. If the program arranged systematically, it would run well.

4. Implementation of English Language Program
   In English there are four skills, they are listening, speaking, writing and reading. Related to four skills above, where is the role of English language program? The role of English language program will has very
important role if it placed based on the skill will be taught. Language program is such as fun activity. The activity of language (English language program) is used to first approach in language learning process.

The implementation and general guide for choosing the activity of language:

a. The tutor must decide the clear limitation of activity in order to choose the right activity
b. The activity must be suitable with the teaching level, student’s ability, times and the place.
c. The students should feel safe and comfortable with the activity. ¹

d. The activity must pay attention to language skill, aspects of language (sound system (pronunciation), grammar and vocabulary). ²

Learning is often accomplished in a passive manner by having instructors or content transmitted to the learners for them to absorb. Whereas active learning involves the learning by being engaged in the instructional process by means of such activities as exploring, analyzing, communicating, creating, reflecting, or actually using new information or experiences. ³ When students ask for advice regarding self improvement, it is suggested that teachers offer ideas with activities and exercises to help the learners maintain and improve upon what they have already acquired. Teachers too can encourage their students to use what they know so that they won’t forget everything they have accomplished.

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¹ Umi Machmudah and Abdul Wahab Rosyidi, Active Learning Dalam Pembelajaran Bahasa Arab. (Malang: UIN Malang Press, 2008), p. 175-177
² Abdurrahman Faridi, Bahasa Inggris Untuk Guru Immerse dan RSBI, (Semarang: Unnes Press, 2009), p 1 and 7
³ Active Learning Defined http://www.nwlink.com/~donclark/hrd/learning/active.html#process, 20-10-2010, 15. 20 pm
B. Students’ Activeness

1. Definition of Activeness

Learning process will be active if there is participation from the students. Active is “constantly engaged in action”. 1 Defining "active learning" is a bit problematic. The term means different thing to different people, while for some the very concept is redundant since it is impossible to learn anything passively. Certainly this is true, but it doesn't get us very far toward understanding active learning and how it can be applied in college classrooms.

We might think of active learning as an approach to instruction in which students engage the material they study through reading, writing, talking, listening, and reflecting. Active learning stands in contrast to "standard" modes of instruction in which teachers do most of the talking and students are passive.

2. Indicator of Students’ Activeness

Bonwell and Eison define active learning as "instructional activities involving students in doing things and thinking about what they are doing." 2 The term "student engagement" has been used to depict students' willingness to participate in routine school activities, such as attending classes, submitting required work, and following teachers' directions in class. That includes participating in the activities offered as part of the school program and student participation in school reform activities.

Students who are active show sustained behavioral involvement in learning activities accompanied by a positive emotional tone. They select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the

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2 http://translate.google.co.id/translate?hl=id&langpair=en|id&u=http://www.cat.ilstu.edu/resources/teachTopics/active.php, 2.30, 20-12-2010
implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest.

Students who are active in learning process are students’ who engage in learning process. The opposite of engagement is disaffection. Disaffected students are passive, do not try hard, and give up easily in the face of challenges. They can be bored, depressed, anxious, or even angry about their presence in the classroom; they can be withdrawn from learning opportunities or even rebellious towards teachers and classmates.¹

Here are some indicators of students’ activeness:

a. Active interaction with the instructor

Here between student and teacher make good communication. It means that students ask the question and teacher will answer or the students consult about the lesson with teacher.

b. Working at the student’s seat

This participation is physic and mental activity of the students, like students active to take a note, do the assignment well, ask and answer the question.

c. Other mental participation

Mental participation is the students always are ready to answer the question from their teacher or friends and express their opinion.²

The teacher should find activities because student will take part the learning process if there is a pleased activity. Choosing the right activity based on the skills that will be taught is needed because it will influence students’ participation. Abu Ahmadi and Widodo explained that participation is one of ways of students learning.³ By participating, the student can be active in learning process. Why do students participate in

³ Abu Ahmadi and Widodo Supriyono, Psikologi Belajar. (Jakarta: Rhineka Cipta 2004), cet 2, p. 156
learning process? Because they want to get knowledge, building concept and skill and establish behavior.¹ There is no learning process if there is no interaction with each other. That is the reason; activity is an important principle in learning and teaching process². The students absolutely active in learning process. But it makes different is the level of students’ activeness.

3. Categories of Active Learning Strategies

There are four broad categories of learning strategies that one might use in an active learning classroom:

a. Individual activities
b. Paired activities
c. Informal small groups
d. Cooperative student projects

The teachers choice of these will depend on the size of their class, their physical space, objectives, the amount of time they have to devote to the activity, and their comfort level with the strategy.³

Students and their learning needs are at the center of active learning. There are any number of teaching strategies that can be employed to actively engage students in the learning process, including group discussions, problem solving, case studies, role plays, journal writing, and structured learning groups. The benefits to using such activities are many. They include improved critical thinking skills, increased retention and transfer of new information, increased motivation, and improved interpersonal skills.

² Ibid, p. 95
³ Wilbert J. McKeachie, Center for Teaching and Learning http://translate.google.co.id/translate?hl=id&langpair=en|id&u=http://www1.umn.edu/ohr/teachlearn/tutorials/active/what/index.htmlUniversity Office Plaza, Suite 400, 2221 University Ave. S.E., Minneapolis, MN 55414, 3. 12, 20-12-2010
Using active learning does not mean abandoning the lecture format, but it does take class time. Lecturers who use active learning pause frequently during the period—once every fifteen minutes or so—to give students a few minutes to work with the information they're providing. They may ask students to respond to a question, to summarize important concepts in writing, or compare notes with a partner. For some lecture-based classes, using active learning may be a bit more challenging because of class size or room limitations such as fixed seating. Breaking students into groups under these circumstances may not be possible, but other strategies such as individual writing or paired activities are quite possible and lead to good results.

4. Basic Elements of Active Learning

There are four basic activities through which all students learn, and specific active learning strategies use one or more of these elements.¹

a. Talking and Listening

When students talk about a topic, whether answering a teacher's question or explaining a point to another student, they organize and reinforce what they've learned. When they listen, we want to ensure that it's meaningful listening, relating what they hear to what they already know. In a lecture class, students need periodic time away from passive listening in order to absorb what they've heard. And they need reasons to listen, reasons perhaps more immediate than a good grade at the end of the semester. Did the teacher ask a question before the lecture segment that was thought-provoking enough to cause the students to search for the answer in the words that followed? Were they told beforehand that they would have to explain the points in the lecture to a fellow student?

¹ Ibid, p. 2
b. Writing

Like talking and active listening, writing provides a means for students to process new information in their own words. It is particularly effective in large classrooms where breaking students into pairs or groups may be prohibitive. It also appeals to individuals who prefer to learn independently.

c. Reading

Students do a great deal of their learning through reading, but they often receive little instruction in how to read effectively. Active learning exercises such as summary and note checks can help students process what they've read and help them develop the ability to focus on important information.

d. Reflecting

In the all-too-typical lecture class, the lecturer stops talking at the very end of the period. Students gather up their notes and books and run for their next class. One can almost see the knowledge evaporating from their brains. They've had no time to reflect, to connect what they've just learned with what they already know, or to use the knowledge they've gained in any way. Allowing students to pause for thought, to use their new knowledge to teach each other, or to answer questions on the day's topics is one of the simplest ways to increase retention.

C. Writing Skill

1. Definition of Writing

Writing activity is the last skill that mastered by language learners after listening, speaking, and reading, because writing skill need to be mastery in all aspect of language. Writing is “production of the writer word that results in a text but the text must be read and comprehended in

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order for communication to take place”.¹ So writing skill are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

Some of linguists were inclined to look at writing as second expression form. Recently we seldom find that good writing as important purpose in language learning programs.² Written products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally. The upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written ext how to revise text for clearer meaning, how to edit text for appropriate grammar and how to produce a final product.

2. Types of Writing

Finnochiaro states that naturally the type of writing system (alphabet, picture) which exist in native language is an important factor in determining to easy of speech which student learn to write.³

There are two types of writing:

a. Practical of factual writing

This type deals with facts. We can find it in writing of letter or summaries.

b. Creative of imaginary writing

This type usually exists in literature, such as: novel, romance, and science fiction.⁴

¹ Marriane Celce and Murcia Elite Olshtain, Discourse and Context in Language Teaching. (USA: Cambridge University Press, 2000), p. 142
⁴ Ibid, p.86
According to 2004 curriculum (competency based curriculum) at senior high school, Depdiknas, there are some text types which are taught in eleventh grade:

a. Narrative  
   It is to amuse/entertain the readers and to tell a story.

b. Hortatory Exposition  
   It is to reveal the readers that something is the important case

c. Spoof  
   It is to tell an event with a humorous twist and entertain the readers

d. Descriptive  
   It is to describe a particular person, place or thing in detail.

e. Analytical Exposition  
   It is to reveal the readers that something is the important case

f. Report  
   It is to presents information about something, as it is.

Every genre has different way to teach, depend on the purpose of the genre itself. Students who are writing within a certain genre need to consider a number of factors. They need to have knowledge of the topic, the conventions and style of the genre and the context in which their writing will be read and by whom.

3. Good Writing

Good writing in any language involve knowledge the convention of written discourse in culture as well as the ability to choose the precise words that conveys one’s meaning. To write an interesting text and good paragraph, we should know what a paragraph or text is. Paragraph is a group of sentence that develops one main point or an idea. A paragraph has unity when all of sentences are related to the main idea.1 Most of teachers probably agree in recognizing at least the following general component writing:

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a. Content is the substance of writing, idea expressed.
b. Form is the organization of the content.
c. Grammar is the employment of grammatical form and syntactic patterns.
d. Vocabulary is the choice of structure and lexical terms to give a particular tone a flavor the writing. It also called style.
e. Mechanic is the use of the graphic conventions of the language.

In writing a good paragraph, we should concern to three things, they are:

a. Unity

   Basically, a paragraph is unified by mutually supported sentences. Unity is that all sentences within a paragraph are related to the main point. Barly Bram said” the unity is synonymous with oneness”. This unity means oneness to express the idea in one paragraph, all sentences; all of the sentences stick together.

b. Coherence

   Coherence also plays an important role in writing. It plays crucial role in making a paragraph contains of smoothly-connected ideas. Each sentence move naturally. To achieve coherence, the writer needs to use the transition, such as however, although, finally, and nevertheless.

c. Meaning and grammar

   Although English is a foreign language (for us, Indonesia), we have responsibility to express our ideas semantically and grammatically. A piece of writing or sentence, or even a phrase, must be semantically acceptable, and meaningful\(^1\)

   Students must have good writing ability in order to get a brighter future. There are many professions that need the ability of writing, such as novelist, journalist, teacher and many more. They who master the ability well, is easier to get any of those professions above. Unfortunately,

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\(^1\) Ibid, p.20-21
students sometimes think that writing is something difficult. They need to do some efforts to acquire that skill. Maybe some of them think that only some people can write appropriately. So, they have to practice writing again and again in order to acquire that skill. When we write, we produce written message that we want to deliver to the reader. The way we choose the right words is not enough to send a message to other people. Therefore we cannot produce written message automatically without an organized plan.

4. Writing Process

Writing particularly academic writing is not easy. It takes study and practice to develop this skill for both native speaker and new learners of English. It is important to note that writing is a process, not a “product”. This means that a piece of writing, whether it is a composition for your English class is never complete; it is always possible to review and revise again.

There are four main stages in writing process, there are planning, drafting, editing and final version.

a. Planning

In the planing stage, you organize the ideas, you generated by brainstorming, the most efficient way to do this is to make an outline\(^1\). It is a guideline in writing in order to remember what we want to write and throw what we not want to write.\(^2\)

b. Drafting

We can refer to the first version of a piece of writing as a draft. This draft go at a text is often done on the writing assumption that it will be amended later. As the writing process into editing, a number of drafts may be produced on the way to the final version.

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\(^1\) Alice Oshima and Ann Hoque, *Writing Academic English*, (California: Addison Wesley publishing company ), Second Edition, p. 3

c. Editing (Reflecting and Revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn’t. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. Reflecting and revising are often helped by other readers (editors) who comment and make suggestion. Another reader’s reaction to a piece of writing will help the author to make appropriate revision.1

d. Final version

The last, you are ready to write the final copy to hand in. Your instructor will expect it to be written neatly and legibly in ink or types. Be sure that you make all the correction that you note on your second draft. After rereading the final copy don’t be surprised if you decide to make a few minor or even major changes. Remember that writing is continuous process of writing and rewriting until you are satisfied with the final product.2

All the writers, they do not make a draft directly but they always review and revise their writing. For example the famous American writer Ernest Hemingway, spent several hours each day for writing, you can imagine how many times this great writer revised his work.

5. Teaching Writing

In language teaching, there are four skills that students should master. They are: reading, writing, speaking, and speaking. Through writing, people can express their idea or feeling convey a piece of information effectively. In Islam, reading and writing are taught by Allah to the prophet Muhammad saw as while he got the first revelation. Allah has stated in holy Qur’an:

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Means: “who taught (to write) with the pen, taught man what he did not know” (Al-Alaq 4-5).¹

Writing skill is not acquired naturally by students. It has to be learned. When students learn language, their teacher teaches them writing as often as them to write things in their notebooks and their exercise books. Harmer shows that “…writing has to be taught. Spoken language, for a child is acquired naturally as result of being exposed to, whereas the ability to write has to be continuously learned”²

According to Harmer, there are five tasks that teacher can perform in class. Those are demonstrating, motivating and provoking, supporting, responding and evaluating.³

a. Demonstrating

Teacher must tell the students about the material and demonstrate it in front of the class.

b. Motivating

When students find difficulties in writing like “lost for word” teacher can help by provoking the students into having ideas, enthusing them with the value of the task and persuading them what fun it can be.

c. Supporting

This task is closely related to the teacher’ roles as motivator and provoker.

d. Responding

When responding, teacher reacts to the content and the construction of students; writing supportively and makes suggestion for their improvement.

¹ Depag, Al-qur’an dan Terjemahannya (Jakarta: Kanisius, 1995), p,13
³ Jeremy Harmer, Loc cit p. 41-42
e. Evaluating

When teacher evaluates students’ writing, teacher can indicate where students make mistake and may award grades in students writing.

6. The Importance of Writing

Acquiring writing may be benefits to human beings. The importance of writing can be seen in or daily life, like teacher and students activities in class, personal letter or office activities. People, especially students, get a lot of knowledge through written materials like books, magazines, and newspapers. Writing proves to be an effective way to communicate.

Writing always is the part f the syllabus of teaching English. Harmer said that “writing can be used for variety of purposes, ranging from being merely a back up for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners”.

There are many benefits of writing activities teacher often asks is or her students to write the lesson on the blackboard or students can write some notes that are dictated by the teacher. When someone applies jobs, they write application letters. Those facts shows us that writing has great contribution toward our life

7. Factor which Influences student’s writing skills

Writing can be very enjoyable as long as we have the ideas and the means to achieve it. Writing skills help the learner gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write. So that not only students can read what they have written, but other speakers of that language can

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1 Ibid, p. 31
2 Sutanto Leo, dkk, English for Academic Purpose, Essay Writing, (Yogyakarta: CV Andi Offset,)
read and understand it. There are some factors that can influence students writing skill:\footnote{Barli Bram, \textit{Op.Cit.}, p. 25-62}

a. Limited vocabulary

b. Difficulty in organizing to write about something

c. No motivation to write

d. Lack of confidence in grammar

Those are the problems that mostly faced by students in writing. As a teacher will help the students when get problem. When teacher can play their role, the students will be helped in their writing.

So how we can solve the problems of writing that faced by students, and what should be done by the english language program? There are some tips to resolve these problems:

a. Vocabulary is very important to make a composing. If we have limit of vocabulary we can not finish our composing well. The English Language Program will help the students for getting vocabulary. The English Language Program will teach them vocabulary and how to use it. We can learn the vocabulary by ourself using “the dictionary”. The dictionary is an invaluable helper which many beginning writers unfortunately often ignore. Some of us are reluctant to consult it even though we know we can greatly benefit from it.\footnote{Barli Bram, \textit{Op.Cit.}, p. 81}

b. Finding a good topic is one of the hardest parts of learning to write. No matter how many times we’ve come up with good topics before, we end up with the very same problem the next time we start a piece. The first time before the teacher teach writing, he or she gives brainstorming to the students, about what they should write about.\footnote{Steve Peha “Full Version The Writing Teacher’s Strategy Guide, 1995-2002, \texttt{www.ttms.org}, 16-04-2010, 10.50.} The teacher needs strategy too to give them ideas. Because of strategies will always give students many good topics to choose from. One approach that seems to work well for many writers is the Topic T-Chart strategy. The idea is to
make two lists at the same time based on opposites. Here are some examples that will help we find something good to write about and will be motivated:

- **Like-Hate.** Things you like and things you hate.
- **Typical-Unusual.** Typical experiences that happen almost every day and unusual experiences that have happened only once or twice in your entire life.
- **Fun-Have To.** Things you do for fun and things you do because you have to
- **Regret-Proud Of.** Things you regret and things you are proud of.

You can use these lists over and over. (You can even use them in different classes and in different grades!) Try a couple of the ones suggested here or make up your own. In just a few minutes, you’ll have enough topics to last a whole 1 year!

c. When we write, we intend to interact with our readers using written language. As in using spoken language to communicate, our principle purpose is to make our readers understand. What counts most is to get our messages across. For most most beginning writers whose mother tongue is not English, to express what they intent is sometimes difficult. One of the common problems might be a lack of ability to construct grammatically sentences.\(^1\) So how resolve this problem? The solution is practise to analyse sentences continuously. Because, if we often practise, we will understand the right or wrong sentence.

**D. Relationship Between Students’ Activeness in English Language Program and Writing Skill**

Active learning is involving students directly and actively in the learning process itself. This means that instead of simply receiving information verbally and visually, students are receiving and participating and doing. The latter grouping is what is meant by active learning. So, in simple terms then,

\(^1\) Barli Bram, *Loc.Cit*, p. 25
active learning is: engaging students in doing something besides listening to a lecture and taking notes to help them learn and apply course material. Students may be involved in talking and listening to one another, or writing, reading and reflecting individually.¹

Mostly, it is likely almost similar to say that an active student is a students who participate in the class during teaching and learning process. However, keep in mind that every student has differences in learning style as well as difference in personality.

The methodologist Tony Wright describes four different learner styles within a group. First is “the enthusiast” look to the teacher as a point of reference and is concerned with the goals of the learning group. Second is “the oracular” also focuses on the teacher but is more oriented towards the satisfaction of personal goals. Third is “the participator” is tends to concentrate on group goals and group solidarity. Fourth is “rebel” while referring to the learning group for his or her point of reference, is mainly concerned with the satisfaction of his or her own goals.²

Student engagementt requires teachers actively seek create the conditions that foster this reaction. The first step to whole-school improvement in the area of student engagement is for the entire building faculty to share a definition of student engagement. Other steps include clear articulation of learning criteria with clear, immediate, and constructive feedback; show students the skills they need to be successful are within their grasp by clearly and systematically demonstrating these skills, and; demonstrate engagement in learning as a valuable aspect of their personalities.³ In English language program or the activity of learning English is so many activities that improve our skill in English, not only in oral but also

in written too. So here, the students have to participate actively. There, the students will meet with the others students so they can learn each other about English. By participating in English language program or the activity the students will understand the material that the teacher has explained.

In English learning classroom, the teacher aims at developing four skills of his/her the learners’ ability to understand, to speak, to read and to write. The ability to write occupies the last place in this order, but it does not mean that it is least important. “Reading make the a full man, conference a ready man and writing an exact man,” says Bacon. It is an important tool, which enables man to communicate with other people in many ways. Our abilities in language are made perfect in writing. Writing trains ears and eyes and fixes vocabulary, spelling and patterns in our mind. Speaking and reading form the basis for written work. Emphasis should be paid to written work, which is in no way less important than reading and speaking. As a matter of fact four linguistic abilities are developed simultaneously. They cannot be treated in isolation. Like speaking, writing is also an art, a creative art in which the acquired skills in language and innate interests are made manifest. While it may be argued that learners may not be required to write much, and the skill is mainly for examination purpose, writing nevertheless, helps to learn and practise new words and structures, and since writing is done slowly and carefully, it helps to focus students’ attention on what they are learning.1

Many ways the teacher have done to teach the students about writing. They use new strategy, method, media etc, but it is not enough because without activeness of students, teaching and learning process will not success. So the influence of students’ activeness in English Language Movement Program to their writing is in order to the students get good achievement in their writing skill and increase their enthusiasm and encouragement in learning process.

1 English language Journal by Rita Rani Mandal, Cooperative Learning Strategies to Enhance Writing Skill, The modern journal of applied linguistics, Volume 1:2 March 2009
E. Correlation Study

In this research the writer uses correlation study. Based on Methodology Research, correlation is reciprocal relationship.\(^1\) In Wikipedia, correlation study is a scientific study in which a researcher investigates association between variables.

A correlation coefficient may be calculated. This correlation coefficient is a quantitative measure of the association between two variables. The goal of correlation research is to find out whether one or more variables can predict other variables. Correlation research allows us to find out what variables may be related. However, the fact that two things are related or correlated does not mean there is a causal relationship. Two things can be correlated without there being a causal relationship.\(^2\)

There are two kinds of correlation:

a. Parallel correlation is between the first condition and second condition there is no correlation but it can be found the reason why it happened. Example: language achievement and mathematic

b. Cause and effect correlation is sometimes the first condition is called cause and second condition is called effect, but it can be changed. Example: reading motivation and language achievement.\(^3\)

F. Previous Research

Here are two final projects that as a guideline for writer to arrange the thesis because have similarity in analyzing the data. These final projects are quantitative research.

a. “Using Wall Magazine to Improve Students’ Motivation in Writing Descriptive Text. ( a Classroom Action Research With 8 Grade Students of MTs Al- Hidayah Getasrabi Gebog Kudus in Academic Year of

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\(^2\) [http://www.psychologyandsociety.com/correlationalstudy.html](http://www.psychologyandsociety.com/correlationalstudy.html), 1.15, 16-06-2010

\(^3\) Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT. Rhineka Cipta, 2006)
2010/2010) by Ely Lia Susanti. In this research it was found that there is improvement of the students’ ability in writing descriptive text. It could be seen from the score. The average on pre test was 56.98, in cycle I got 64.81, and in cycle II got up to 72.29. Students activeness to write descriptive text also improved. It means that students’ motivation in writing descriptive was increased¹.

b. “The effect of vocabulary knowledge on the writing ability of the eight grades students of MTs Al-Khairiyah Bumiharja, Tegal in academic year of 2007/2008”, by Dedy. In this research, it was found that there was significance correlation and significant effect between student vocabulary knowledge and student’s writing ability.²

So the writer will take two theses above as a guideline in arranging thesis under the title “The Influence of students’ activeness in English Language Movement Programs on students’ writing skill”

G. Hypothesis

Based on the statement of the problem above, the hypothesis of the study can be stated as follows:

”There is a positive influence of students’ activeness in English Language Movement Programs upon student’s writing skill”


CHAPTER III
METHODS OF INVESTIGATION

A. Types of Research

Based on the research purposes, this research is a quantitative type which specifies in correlation study because writer predicted the effect of students’ participation in English Language Movement Programs on their writing skill.

B. Setting

In this research the school that researched is MA Baitussalam located on Krajan Utara Street, Wonolopo, Mijen, Semarang.

C. Population and Sample

1. Population

According to Arikunto, population is all of the subjects of the research. The population of this study was the eleventh grade students of MA Baitussalam Mijen in the academic year of 2009/2010. The eleventh grade has one class only. The total number of students was 30 students so the writer took them as population of research.

D. Technique of Data Collection

To make this research successful, the writer used some ways to collect data, they are as follows:

1. Questionnaire

Questionnaire is a number of written questions, which is used to gain information from respondents themselves. In this case, the writer spreaded the sheets of paper as questionnaire to get data on students’

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activeness in English Language Movement Programs at MA Baitussalam, Mijen. The questionnaire is in Indonesian language. The students have to respond the question with four options, they are always which is equal to 4 points, seldom (3 points), rarely (2 points), and never (1 point).

Here the writer used validity and reliability. Validity is something that is legally acceptable and can be used. Briefly, the validity of a test is the extent to which it measures what it is supposed to measure and nothing else. The rule of validity is:

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

Where:
- \( R_{xy} \) = Validity of questions
- \( N \) = the number of respondents
- \( X \) = the score number of the odd number
- \( Y \) = the score number of the even number.

In order to find out whether the questionnaire was valid or not, the questionnaire was tried out to 30 students.

Reliability of instrument is necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument. To measure the reliability of the instrument used in this research, the writer applied a split-half reliability test using "Spearman-Brown Prophecy" formula as follows:

\[ r_{tt} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\Sigma \sigma^2_k}{\sigma^2_t} \right) \]

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2 Ibid. p. 174
$R_{11}$ = Reliability of the instrument
$K$ = the number of questionnaire item
$b_i^2$ = the sum of item variance
$t$ = total variance

2. Test

Test was done to measure students ability in writing skill. There are five components or elements of writing assessment, but here the writer analyzed their writing only in vocabulary and grammar aspects.

Element of writing assessment\(^1\):

<table>
<thead>
<tr>
<th>Items analysis</th>
<th>Score</th>
<th>Criterion of scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Items analysis</td>
<td>22-25</td>
<td>Excellent- very good: Effective complex construction, few errors of agreement, tense, number, word order function, articles, pronoun, and preposition</td>
</tr>
<tr>
<td></td>
<td>18-21</td>
<td>Good- average: Effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, preposition but meaning seldom obscured</td>
</tr>
<tr>
<td></td>
<td>11-17</td>
<td>Fair- poor: Major problems in simple / complex constructions, frequent errors of negotion, agreement, tense, number, word order/ function, article, pronouns, preposition, and/ or fragments, ru-ons, detections, meaning confused</td>
</tr>
<tr>
<td></td>
<td>5-10</td>
<td>Very poor: Virtually no mastery of sentence constructions rules, dominated by errors, does not communicated, not enough evaluate</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>18-20</td>
<td>Excellent- very good: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register</td>
</tr>
</tbody>
</table>

The total score of students writing is 45. For making easier in calculating the score the writer uses this rule: \( \text{Total Score} \times 20 = 100 \)

3. Documentation

Documentation is note about last event. It contents about picture, history etc.\(^1\) Here the writer wanted to know about the history of Baitussalam Islamic Boarding School and the agenda of English Language Movement Program

4. Interview

Interview is the process of getting explanation by asking questions face by face between researcher and respondent using interview guide.\(^2\) In this research, interview is used to get the data from an English teacher and students. Here the writer wanted to interview the students of eleventh grade of MA Baitussalam about their writing skill.

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\(^2\) Moh Nazir, *Metode Penelitian*. (Jakarta: Ghalia Indonesia, 1999), p. 234
E. Variables

In this thesis, there are two variables. Those are independent variable and dependent variable.

1. Independent Variable (X) is a variable which influences other variable. The independent variable of this research is students’ participation in English Language Movement Programs.

2. Dependent Variable (Y) is a variable which is influenced by other variable. The dependent variable of this research is students’ writing skill.

F. Procedure of research

Data collection was conducted through several steps. First, the writer asked for the school headmaster’s permission by doing observation in the school, after the permission was given, the writer gave questionnaire to the students. Then the writer gave the written test to the students. The last, after the data was conducted the writer made analysis data completely.

G. Technique of Data Analysis

The writer did some preparation to analyze the data. They were:

1) Scoring the Questionnaire

At the first the writer analyzed data from questionnaire to find out students’ activeness in English Language Movement Programs for students. The questionnaire is in Indonesian language. The students have to answer by choosing four options, there are always which is equal to 4 points, seldom (3 points), rarely (2 points), and never (1 point)

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>85-100</td>
</tr>
<tr>
<td>High</td>
<td>70-85</td>
</tr>
<tr>
<td>Fair</td>
<td>55-70</td>
</tr>
</tbody>
</table>

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1 Ibid, p. 119
Low : 40-55
Very low : 25-40

2) Using percentage formula to find out the degree of strength of the student’s activeness in English Language Movement Programs

$$\text{The percentage of the answer} = \frac{\text{The Total Answer}}{\text{Total Value of the ideal Answer}} \times 100\%$$

The result of this calculation was categorized into the following criteria:

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

3) Scoring the students’ writing skill

- Excellent- very good : 85-100
- Good : 71- 84
- Fair- Poor : 47- 67
- Very Poor : 27- 42

4) Correlation analysis. Using product moment

Finally, the writer used the correlation product moment to correlate students’ activeness in English Language Movement Programs (variable X) and students’ writing skill (variable Y). The writer used the formulation of percentage, average mark as well, as the following:

\[ \text{Correlation Coefficient} = r = \frac{\sum (X-\bar{X})(Y-\bar{Y})}{\sqrt{\sum (X-\bar{X})^2 \sum (Y-\bar{Y})^2}} \]

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\[
\text{r}_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}
\]

Note:
N : Total number of students/respondents
\(r_{xy}\) : Correlation variable x and y
\(\sum XY\) : X times Y (X x Y)
X : The students’ activeness in English Language Movement Programs
Y : Students’ writing skill
\(X^2\) : X x Y
\(Y^2\) : X x Y

The writer used regression too, to find out degree of effect:

\[
\hat{Y} = a + bX
\]

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

- 0.80-1.00 means very high correlation
- 0.60-0.70 means high correlation
- 0.40-0.60 means enough correlation
- 0.20-0.40 means low correlation
- 0.00-0.20 means very low correlation

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1Sugiyono. Op.Cit, p. 257,
CHAPTER IV
FINDINGS AND DISCUSSION

After writer has observed and collected some data required, at this chapter, writer analyzed the data in line with research objective. The analysis steps are as follows:

4. To describe the English language programs conducted at Language Movement of Baitussalam Islamic Senior High School
5. To describe the degree of students’ activeness in English Language Movement Programs
6. To describe the extent to which students’ activeness in English Language Movement Programs influence their writing skill

Before analyzing some problems, writer will describe about MA Baitussalam firstly.

A. Description of MA Baitussalam and its English Language Movement Programs

Baitussalam is an Islamic boarding school. It is an Islamic education institution. It has purpose to create the pious, open minded, creative and good moral students. In this institution, there are Junior High School and Senior High School. There are 276 students. They are consist of Junior High School and Senior High School Students. All students must stay in boarding school. In this school not only studied about Islamic knowledge but also common knowledge too, including English language. Language is a tool for communicating to another. Language can be used to represent knowledge that children have acquire through physical interaction with the environment. Based on this theory the teacher made a decision that English language as a tool for communicating that used by students in daily activities. In the Baitussalam this program called Language Movement. This program will help

1 Documentation of Baitussalam Islamic School
the students to learn English. There are many programs that have made by the
teachers and they were helped by the students to manage and do the program.
The member of language movement is the students who stay in eleventh
grade. The students who as a member is chosen by teacher. Here the teachers
as facilitator.

a. English language programs held at Baitussalam Islamic school

At the first of this chapter the writer has little explained about
historical of Baitussalam Islamic school. The school and Islamic boarding
school is one institution, they made agreement that all extracurriculars at
school will be done at Islamic boarding school because when they study at
school they will not disturb by other activities. One of activities held in
Islamic boarding school is English language program or they called
Language Movement. English language program or Language Movement is
the activity that followed by all students, because the English and Arabic
language are as daily language for them. There are two observers, from the
teacher and student. The teacher and student work together to create the
department of language in other to able manage the work of language team.

Here are some agenda of Language Movement at Baitussalam
Islamic boarding school1:

1) Daily agenda

a) Vocabulary Enrichment

Giving vocabulary in Arabic and English language in each
room of boarding school and the chief of room has to responsible to
do it. The vocabulary gets from the English section center. Every
day they get three vocabularies, three in English and three in
Arabic. The aim of this activity is giving the students the vocabulary
in other to they rich the vocabulary.

b) English zone

It is a situation where the students must communicate by
using English language. If they do not use the English language,

1 Documentation of Baitussalam Islamic school
they will get punishment. The aim of this program is to make students usual to communicate by using English language and in other to communicate english fluently.

c) Vocabulary on night’s class

This program same as with Vocabulary Enrichment but it is done at night in twice a week in the class.

2) Weekly agenda

a) English a week

It is a situation where the students must communicate by using English during a week.

b) English repairs

This program is done by language section center to repairs English conversation that was false, because sometime the students use English conversation without using grammatical or they speak English anything that comes to their mind.

c) English conversation on Friday

This activity is done in early morning on Friday. Every student must find their partner to speak in ten minutes. They must bring dictionary to look for the difficult word that they got in English conversation. The conversation material is gotten from language section center. The aim is to make students usual with new conversation.

d) Speech by English language

It is done on Tuesday. Here some students get turn to speech English. The topics are chosen by themselves and they have time five minutes to speech. Here the students not only study speech but also they can be MC (mister chairman) too.

e) Reading translate of holy Qur’an by English language

Here the students can listen the reading translate of holy Qur’an by using English language after ashar praying. The aim is to make students usual listen English language.
3) Monthly agenda
   a) Composing or writing
      It is done once of three month. Every student must make a
      composing in English language. The topic is given by language
      section center. The aim is to know student’s ability in writing and
      grammar.
   b) Test of vocabulary
      There are two times in once a month and once a semester.
      The aim is to know student’s vocabulary competence that they have
      got.

4) Annual agenda
   a) Speech contest
      This activity is followed by all students. The students
      speech in English. The time is seven minutes. The aims are to create
      student’s speaking ability.
   b) Spirit of language
      Here the native speaker comes and give motivation to
      students to speak English. The aim is the students learn listening by
      listen the native speaker speaks English directly in front of them.
   c) Carnival of language
      So many ceremonies in this program, there are: drama
      (using English), language quizzes, English repairs, speech and
      language camping. The program is done at the end of years by
      language section or language movement.

      All of these programs have structured by language
      movement or language section center, they managed all the agenda
      by discussing to the teacher. All program handled by students or
      language section center.
B. Students’ Activeness in English Language Movement Programs

1. Measuring Questionnaire
   a) Validity and reliability

   In this chapter the researcher wants to use item validity to know that each question from instrument is valid or not. To know the questionnaire is valid or not, “r count” that have got, that consulted with r table product moment with significant degree 5%. If r count > r table the instrument said valid and if r count < r table, it said invalid and not suitable to take the data.

   Table I

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Based on the result of statistic, it has got $r_{xy} = 0.589$ for each question item is the bigger than $r_{table} = 0.361$ with $n = 30$ for $@ 5\%$, it refers to valid except to question items (4, 8, 9, 11, 14, 29, 30, 33, and 35) that get $r_{xy} < r_{table}$, it refers to invalid. For the items that invalid, it can be used as the research data so in this research only uses 31 question items.

Reliability of instrument was done to find out whether a test had higher critical score and gave the stability or consistency of the test scores or not. From the computation of reliability of the try out instruments using questionnaire, it was obtained $r_{11} = 0.902$ so students participation items was reliable.

b) Degree of Students Activeness

The distribution of the scores of the student’s activeness

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From the result of calculating above, as according to problem which have been formulated, firstly writer measured the students’ activeness in English Language Movement Program, from that test, the percentase of students’ participation is 88.41%, it means is very high.
C. The Influence of Students Activeness in English Language Program to Their Writing Skill

1. Measuring Student’s Writing Ability

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<td>77</td>
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<tr>
<td>R-26</td>
<td>84</td>
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</table>
R-27  78  Good – Average
R-28  80  Good – Average
R-29  87  Excellent - Very Good
R-30  80  Good – Average
TOTAL 76  Good – Average

M = Total score : N
= 2290: 30 = 76

From enumeration use the formula above, hence, knowable that average score (mean) of students writing skill is 76 with that result, writer can conclude that students writing skill is pertained good enough.

2. The Influence of Students’ Activeness in English Language Movement Programs in Their Writing Skill

At the first, before analyzing the data the writer made the tabulation score of student.

Table IV. Score of Students’ Activeness and Writing Ability

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To find out the correlation between the students’ activeness in English Language Movement Program and their writing ability, the writer uses product moment:

\[
rx_y = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\left[N\sum x^2 - (\sum x)^2\right]\left[N\sum y^2 - (\sum y)^2\right]}}
\]

\[
rx_y = \frac{30(254944) - (3289)(2290)}{\sqrt{30(364297)-(10817521))(30(181372)-(5244100))}}
\]

= 0.7864

From computation above, it is found that the correlation coefficient is 0.786. where as the critical value of “r” with 95% significant level and the number of subject is 0.361. thus the critical value is lower than the value resulted from the computation above. It means that the hypothesis was accepted. So there is a positive and significant correlation between students’ activeness in English Language Movement Program and their writing ability.
After getting the correlation, the writer uses regression formulas to know degree of students’ activeness in English Language Movement Program and their writing ability.

Regression formula:

\[
\hat{Y} = a + bX
\]

Regression formula:

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

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

Berdasarkan rumus tersebut diperoleh:

\[
a = \frac{(2290) (364297) - (3289)(254944)}{30 (364297) - (3289)^2} = -38.340
\]

\[
b = \frac{30 (254944) - (3289)(2290)}{30 (364297) - (3289)^2} = 1.046
\]

Sehingga persamaan regresinya adalah:

\[
\hat{Y} = -38.340 + 1.046 \times X
\]

**Uji Keberartian dan Kelinieran Persamaan Regresi**

Jumlah Kuadrat

\[
JK(T) = \sum Y^2 = 181372
\]

\[
JK(a) = \frac{(\sum Y)^2}{N} = \frac{(2290)^2}{30} = 174803.333
\]

\[
JK(b|a) = b \left( \sum XY - \frac{(\sum X)(\sum Y)}{N} \right)
\]

\[
= 1.046 \left( \frac{254944 - \frac{(3289)(2290)}{30}}{30} \right) = 4062.21
\]

\[
JK(S) = JK(T) - JK(a) - JK(b|a)
\]

\[
= 181372.000 - 174803.333 - 4062.214 = 2506.452
\]

\[
\begin{align*}
\text{KT (b|a)} &= \frac{dK(b|a)}{dK(a)} = \frac{4062.214}{1} = 4062.214 \\
\text{KT (S)} &= \frac{dK(S)}{dK(S)} = \frac{2506.452}{28} = 89.516
\end{align*}
\]

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</tbody>
</table>
Because \( f_{reg} > F \) table, is 45.38 >4.19, hence, it indicates the significant value. It means that there is positive effect of students’ activeness on writing skill.

**D. Discussion**

The most effective learning writing skills is likely to take place when students are writing real messages for real audiences, or at least when they are performing task which they likely to have do in their out of class life. But before the students wants to write the real message they still need to learn it firstly. At the present now, many of ways to teach writing. Although many teaching media and methods to teach it, but the learning process still need activeness of the students. Some students in MA Baitussalam still need motivation to increase their skill especially in writing, because after the writer interviewed to some students who get low score they do not have motivation and idea to write. Here the teacher must aware with the students’ condition.

Activeness in learning process is very important because the learning process will be more interesting. Baitussalam made the program is named English Language Movement Program. It is one of the ways to learn the English especially writing skill. Here the writer concern to the activeness of the students in this program.

Based on the research, the students who have bigger activeness in English Language Movement Program score, they get better on writing achievement.

There are two variables in this research, independent variable and dependent variable. The independent variable (X) in this research is students’ activeness which influence students’ writing skill in eleventh grade of MA Baitusslam Mijen. The dependent variable (Y) is student’s writing skill which is influenced by students’ activeness in English Language Movement Program.

In this research there are weakness and strongness. The weakness of this research is the writer can not meet the students directly or face to face to
get more information or data because in this institution there is no women teachers so the writer only get information from the headmaster of the school. The strongness is although the writer can not get the information from the students, the headmaster gave more detail information, from the history of the school, the activity of students and the information that the writer needs.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out in MA Baitussalam Mijen in academic year of 2009-2010, the writer draw conclusion from the previous chapters which have been discussed.

1. The description of English Language Programs conducted at Language Movement of Baitussalam Islamic Senior High School is there are ten English Language Programs, they are Vocabulary Enrichment, Conversation, Speech, Composing or Writing English, Carnaval of Language, Reading Translation of Alqur’an and Hadist, Language Repairs, Test of Vocabulary, Spirit of Language and English Zone.

2. The degree of students’ activeness in English Language Movement Program is 88.41%, it means is very high.

3. In this research, it was found that there was significant correlation and significant effect between students’ activeness in English Language Movement Programs and students writing skill. It can be seen from correlation result that the price of $r_{count} = 0.786$ and $r_{reg} = 45.38$, however, this correlation is not especially strong, which points to other factors influencing evaluation of writing quality such aspect of writing, such as contents, mechanical, organization, student’s creativitas, motivation, etc.

B. Suggestion

The writer hopes students and teacher can be more aware of the relationship between students’ activeness in learning process and other skills not only writing skill. For the teacher should be more creative in teaching in order to the students more active.

Moreover, the writer may suggest the next researcher to conduct further study that can enhance this research because this research actually can be broaden and extended to other subject and in different setting.
Finally, the writer realizes that this thesis is far from being perfect. Because of that, constructive critics and advice are really expected for the perfection of the writer’s future research. Hopefully, this thesis will be useful for all of us. Amien.....
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                        MA Dar’el Hikmah, Pekanbaru
                        Student of IAIN WS 9th semester
Nomor : In.06.3/DI/TL.00/737/2010
Lamp : Proposal
Hal : Mohon Izin Riset
A.n. : Khusnul Khotimah
NIM : 063411070

Kepada Yth.

Kepala MA Baitussalam Mijen
di Semarang

Assalamu’alaikum Wr. Wb
Diberitahukan dengan hormat, bahwa mahasiswa kami yang bernama Khusnul Khotimah
NIM. 63411070 sangat membutuhkan data sehubungan dengan penulisan skripsi yang
berjudul THE INFLUENCE OF STUDENTS’ ACTIVENESS IN ENGLISH LANGUAGE MOVEMENT PROGRAMS ON WRITING SKILL (A CORRELATION STUDY AT THE ELEVENTH GRADE OF MA. BAITUSSALAM MIJEN IN THE ACADEMIC YEAR OF 2009/2010)
di bawah bimbingan Saudari Siti Tarwiyah, M. Hum. sebagai pembimbing I (Bidang Materi) dan saudara Dr. Ruswan, M. A. sebagai pembimbing II (Bidang Metodologi)
Untuk itu kami mohon agar mahasiswa tersebut di berikan izin untuk melaksanakan penelitian di MA Baitussalam selama 30 hari. Atas izin yang diberikan kami ucapkan terima kasih.

Wassalamu’alaikum Wr. Wb.

A.n Dekan,
Pembantu Dekan I

Dra. Muntholi’ah, M. Pd.
NIP. 19670319 1993032 001

Tembusan :
Dekan Fakultas Tarbiyah IAIN Walisongo di Semarang
SURAT KETERANGAN
Nomor MA. 11.43/PP.00.6/ VII / 2010

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah (MA) Baitussalam Semarang menerangkan dengan sesungguhnya bahwa:

Nama: Khusnul Khotimah
Nim: 063411070
Fakultas/ Program Studi: Tarbiyah/ Tadris Bahasa Inggris

Telah melaksanakan penelitian di Madrasah Aliyah Baitussalam Semarang dengan judul: “THE INFLUENCE OF STUDENTS’ ACTIVENESS IN ENGLISH LANGUAGE MOVEMENT PROGRAM ON STUDENTS’ WRITING SKILL” Selama 30 “(tiga puluh) hari, mulai tanggal 1 Juni s.d. 30 Juni.

Dengan demikian surat keterangan ini dibuat untuk memenuhi surat Dekan Institut Agama Islam Negeri Walisongo Semarang, Nomor: In.06.3/DI/TL.00/737/2010, perihal permohonan izin riset, tanggal 8 April 2010

Semarang, 15 Juli 2010
Kepala, MA Baitussalam

Mujianto, M. Si
Nama : Khusnul Khotimah
Nomor Induk Mahasiswa : 063411070

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Semarang, 06 Oktober 2010

a.n. Dekan
Pembantu Dekan III,

Dra. Siti Mariam, M.Pd.
NIP. 19650727 199203 2 002
Assalamualaikum Wr. Wb

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Nama : Khusnul Khotimah
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Nomor Induk Mahasiswa : 63411070
Program/Semester/Tahun : SI/IX/2010
Jurusan : Tadris Bahasa inggris
Alamat : Jl. Merak Ujung No 23, RT 03/05, Kel. Tangkerang Selatan,
Kec. Bukit Raya, Pekanbaru, Riau. 28282

Adalah benar-benar telah melaksanakan Kegiatan Ko Kurikuler dan nilai kegiatan dari masing-masing aspek sebagaimana terlampir.

Demikian Surat Keterangan ini dibuat, dan kepada pihak-pihak yang berkepentingan diharap maklum.

Wassalamu’alaikum Wr. Wb.

Semarang, 06 Oktober 2010

a.n. Dekan

Pembantu Dekan III,

Dra. Siti Mariam, M.Pd.
NIP. 19650727 199203 2 002
# INSTRUMENT OF RESEARCH

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| 1  | Students’ activeness | • Student’s presence  
• Asking question  
• Taking a note  
• Practicing  
• Answering question  
• Expressing idea  
• Do not joke or day dreaming in learning process  
• Paying attention to the tutor’s explanation  
• Doing the assignment well | 1-9  
10  
11-13  
14-17  
18-19  
20  
21-29  
30-34  
35-40 |
LIST OF THE PROGRAMS

1. Vocabulary Enrichment / Pengayaan Kosa kata
2. English Zone / Zona berbahasa Inggris
3. English Conversation / Percakapan Bahasa Inggris
4. English Repairs / Perbaikan Bahasa
5. English Speech / Pidato Bahasa Inggris
6. The holy Qur’an and hadits Translation / Penerjemahan Al-Qur’an and Hadits
7. English Composition / Mengarang Bahasa Inggris
8. The Vocabulary Test / Ujian Kosa Kata
9. Spirit of Language / Motivasi Bahasa
10. Carnival of Language / Perlombaan Bahasa
ANGKET KEAKTIFAN SISWA MENGIKUTI KEGIATAN ENGLISH LANGUAGE MOVEMENT PROGRAMS

Nama: 
Kelas: 
Berilah tanda checklist ( _ ) di salah satu pilihan yang sesuai dengan jawaban anda!

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Keterangan:
Sll  : Selalu
Sr    : Sering
Kd    : Kadang- Kadang
TP    : Tidak Pernah
THE AGENDA OF ENGLISH LANGUAGE MOVEMENT PROGRAMS IN BAITUSSALAM ISLAMIC BOARDING SCHOOL

1. AGENDA HARIAN

a. Vocabulary enrichment

Adalah pengayaan kosa kata bahasa arab dan inggris setiap hari dengan melibatkan ketua kamar. Setiap hari diberikan 3 kosa kata bahasa Arab dan Inggris serta dibuat dalam bentuk kalimat.
Tujuannya: membekali santri perbendaraan kosa kata baik bahasa Arab maupun Inggris.

b. English zone

Adalah percakapan dengan menggunakan bahasa Arab dan Inggris yang disesuaikan pada tempat tertentu.

- Kamar asrama: menggunakan bahasa Arab
- Kamar mandi: menggunakan bahasa Inggris
- Sumur dan jemuran: menggunakan bahasa Inggris
- Masjid: menggunakan bahasa Arab
- Dikantor dan sekitar kelas: boleh menggunakan bahasa Indonesia
- Koperasi dan kantin: menggunakan menggunakan bahasa Inggris
- Dapur: menggunakan bahasa Inggris
- Ruang penerimaan tamu: menggunakan bahasa Arab atau Inggris
- Sekitar rumah asatizah: menggunakan bahasa Arab atau Inggris
- Lapangan: menggunakan bahasa Arab atau Inggris

Tujuannya adalah membiasakan santri untuk menggunakan bahasa Arab dan Inggris.

c. Vocabulary on night’ class

Adalah pemberian kosa kata pada malam hari pada saat belajar malam. Dilakukan setiap 3 hari sekali
2. AGENDA MINGGUAN

a. English week

Agenda ini dilakukan dalam seminggu penuh. Para santri harus menggunakan bahasa Inggris ketika sedang berbicara.
Tujuannya adalah membiasakan santri untuk berbicara dengan menggunakan bahasa Inggris.

b. English repairs

Agenda ini dilakukan oleh bagian bahasa pusat. Ini dilakukan seminggu 2 kali di mesjid ketika selesai sholat isya dan akan dibacakan kesalahan dari bahasa yang sering digunakan santri dan akan diberi kalimat yang benarinya.
Ini bertujuan untuk memberikan kalimat yang sesuai dengan kaidahnya yaitu grammaticalnya.

c. English conversation

Kegiatan ini dilakukan setiap hari jum’at setelah sholat subuh. Dilakukan selama 10 menit. Para santri berpasangan untuk melakukan percakapan dan diwajibkan membawa kamus untuk mencari tahu kosa kata yang tidak diketahui.

d. English speech

Kegiatan ini dilakukan setiap seminggu 2 kali pada hari kamis dan senin. Disini santri dilatih untuk berpidato dengan menggunakan bahasa Inggris dan Arab.

e. Reading translation of holly Qur’an and Hadist

Kegiatan ini dilakukan setiap selesai sholat ashar, disitu akan dibacakan terjemahan dari ayat suci Alqur’an dan Hadist dengan menggunakan bahasa Inggris atau Arab.

f. Vocabulary and writing test

Kegiatan ini dilakukan untuk mengukur kemampuan santri dalam kosa kata dan menggaris mereka dengan menggunakan bahasa Inggris dan Arab.
3. AGENDA BULANAN

a. English composition

Kegiatan ini sama dengan writing and vocabulary test akan tetapi ini dilakukan tiap 3 bulan sekali. Ini bertujuan untuk mengukur kemampuan santri dalam menggarang dan kemampuan mereka dalam penggunaan garmannya.

b. Test of vocabulary

Kegiatan ini dilakukan setiap setiap sebulan sekali dan senester sekali. Ini bertujuan untuk mengukur kemampuan santri pada kosa katanya.

4. AGENDA TAHUNAN

a. Speech contest

Lomba pidato ini dilakukan untuk melihat hasil dari latihan berpidato yang dilakukan setiap 2 kali dalam semesterinya. Tujuannya untuk mencetak orator yang bisa menggunakan bahasa Inggris dan Arab.

b. Spirit of language

Kegiatan ini menghadirkan para native speaker baik yang mahir berbahasa arab maupun inggris. Ini bertujuan untuk memotivasi santri dalam menggunakan bahasa Inggris dan Arab.

c. Carnaval of language

Program akhir tahun diselenggarakan selama seminggu dengan menyelenggarakannya berbagai kegiatan seperti Speech Contest, Language Camping, Language Quizzes etc.

Ketua Bahasa Pusat Ketua Bahasa Santri

Ustad. Abdul Ghofur Muhammad
PICTURES OF STUDENTS’ ACTIVITY

Carnaval Of Language (DEBATE)

Speech Contest
Reading Translation of Holy Qur’an and Hadist
INTERVIEW WITH THE TEACHER

List of question:
1. Apakah bapak sudah lama mengajar bahasa inggris di MA Baitussalam?
2. Bagaimana tanggapan bapak mengenai siswa-siswa di MA Baitussalam?
3. Bagaimana cara bapak mengajar bahasa inggris khususnya writing?
4. Apakah siswa-siswa ikut berpartisipasi ketika proses belajar mengajar?
5. Bagaimana hasil test murid selama ini di bidang writingnya?
6. Apa harapan bapak terhadap siswa-siswa disini?

Result
1. Ya sudah cukup lama
2. Siswa-siswa disini sopan-sopan dan baik
3. Seperti guru-guru yang lain, saya berupaya memberikan penjelasan yang detail kepada mereka tentang materinya. Ketika saya mengajar tentang skill writing, saya memberikan penjelasan tentang genre yang akan diajarkan setelah itu memberikan tugas untuk mengerjakan karangan, baik itu individu ataupun kelompok.
4. Alhamdulilah, mereka turut berpartisipasi, ya walaupun terkadang ada beberapa murid yang sibuk mengobrol dan tidur, tapi itu masih bisa saya tanggani.
5. Ya cukup memuaskan, sama seperti tadi saya katakan, murid yang mendengarkan penjelasan nilainya juga bagus dan sebaliknya.
6. Harapan saya tidak banyak, saya hanya berharap supaya siswa-siawa saya ini berhasil kelak menjadi anak yang berguna.
INTERVIEW WITH THE STUDENTS

List of the question:
1. Apakah kamu suka dengan pelajaran bahasa Inggris khususnya writing?
2. Mengapa?
3. Apakah kesulitan dalam writing?
4. Apa upaya kamu untuk meningkatkan nilai writing kamu?
5. Apakah kamu suka dengan penyampaian guru kamu ketika menerangkan pelajaran?
6. Apa harapan kamu terhadap guru bahasa inggris kamu?

Result :
Respondent no 11
1. Kurang suka,
2. Soalnya susah
3. Kesulitannya di grammarnya, saya agak binggung
4. Karena susah jadi saya agak malas untuk belajar
5. Kadang suka kalau tema pelajarannya enak
6. Jangan memberikan PR yang banyak....

Respondent no 12
1. Gak suka
2. Kalau lagi mau nulis binggung mau menulis apa
3. Saya susah menuangkan ide, lebih muda kalau di omongkan
4. Kadang saya latihan menulis tapi yaitu saya lebih suka berbicara langsung, jadi agak malas belajarnya
5. Lumayan
6. Supaya lebih creative dalam menjelaskan pelajaran, biar saya suka dengan pelajarannya

Respondent no 13
1. Suka sedikit
2. Kalau sedang belajar b. Inggris saya suka tapi kalau yang writingnya saya agak malas, karena ada mengarangnya
3. Grammarnya dan kadang saya binggung mau nulis apa
4. Ya ikut kegiatan dari program bahasa itu, ngapalin vocab dan grammar
5. Suka
6. Hapannya, jangan galak-galak

Respondent no 14
1. Suka tapi writingnya lumayan
2. Malas aja mau nulisnya soalnya saya juga gak begitu mudeng dengan grammarnya
3. Grammar
4. Iseng nulis-nulis aja
5. Lumayan
6. Supaya memberikan penjelasan yang gak buat bosan

Respondent no 20
1. Suka
2. Karena saya senang saja seperti bercerita
3. Terkadang saya tidak tahu kosa katanya
4. Saya menghapal kosa kata yang saya tidak tahu
5. Lumayan
6. Lebih banyak permainan tapi tetap mengarah ke pelajaran

Respondent no 30
1. Lumayan
2. Karena terkadang kalau disuruh membuat karangan saya agak malas
3. Malas menulisnya dan binggung lebih enak ngomong langsung
4. Apa ya, mengerjakan PR mengarang disitu saya sekalian belajar,...heheh
5. Agak bosan
6. Semoga bapak tidak bosan mengajarkan saya bahasa inggris,,,hehhhe
Baitussalam Islamic boarding school is a place for students to study about Islam and knowledge. All students stay in the boarding school. There is Masjid Al-Kawary for praying and studying Islam.

There are nine rooms for the students, a kitchen or dining room for eating, and fifteen bathrooms. There is a yard for playing football.

Baitussalam Islamic School has some classes for MTs, MA. Here we can study six years and for years. In Baitussalam, a student can follow an organization, example: MTB, OSIS, SSB, Self defence etc.
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The Computation of the Validity and Reliability
The Computation of Item Validity Test

Formula

\[
r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2][N \Sigma Y^2 - (\Sigma Y)^2]}}
\]

Criteria

The item test is valid if \( r_{xy} > r_{table} \)

The following is the example of counting the validity of item number 1, and for the other items will use the same formula.

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By using that formula, we obtain that:

\[ r_{xy} = \frac{30 \times 61171 - 115 \times 4270}{\sqrt{(30 \times 445 - 5)(30 \times 2 - 0)}} \]

\[ r_{xy} = \frac{0.589}{9} \]

On \( a = 5\% \) with \( N= 30 \) it is obtained = 0.361

Because of \( r_{xy} > r_{table} \), so the item number 1 is Valid.
The Reliability of the Instrument

The research applied the alpha formula as follows:

\[ r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\Sigma \sigma^2_b}{\sigma^2_t} \right) \]

- \( R_{11} \): Reliability of the instrument
- \( k \): the number of questionnaire item
- \( \Sigma \sigma^2_b \): the sum of item variance
- \( \Sigma \sigma^2_t \): total variance

1. Total Variance

\[ \sigma^2_t = \frac{\Sigma Y^2 - (\Sigma Y)^2}{N} \]

\[ \sigma^2_t = \frac{10423 - 10528}{30} = \frac{30}{30} = 30 \]

\[ \sigma^2_t = 2972.318 \]

2. Each item Variance

\[ \sigma^2_i = \frac{\Sigma X^2 - (\Sigma X)^2}{N} \]

\[ \sigma^2_i = \frac{445 - 115}{3} = \frac{330}{3} = 110 \]
3. The Computation of reliability test with alpha formula:

\[
\sigma_{b1}^2 = \frac{30}{30} = 0.14
\]

\[
\sigma_{b2}^2 = \frac{452 - \frac{116}{30}}{30} = 0.12
\]

\[
\sigma_{b30}^2 = \frac{468 - \frac{1}{30}}{30} = 0.13
\]

\[
\Sigma\sigma_b^2 = 136.16
\]

For \( \alpha = 5\% \) and number of subject \( n = 30 \), \( r_{table} = 361 \)

Because \( r_{11} > r_{table} \), then instrument is reliable.
<table>
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<tr>
<th>No</th>
<th>Code Resp</th>
<th>Score</th>
<th>%</th>
<th>Crit</th>
<th>Score</th>
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**Distribution of respondents' answer**

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**Percentage of respondents' answer**

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<td>73,33%</td>
<td>Excellent- very good</td>
<td>36,67%</td>
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<tr>
<td>High</td>
<td>20,00%</td>
<td>Good- average</td>
<td>36,67%</td>
</tr>
<tr>
<td>Fair</td>
<td>6,67%</td>
<td>Fair- Poor</td>
<td>20,00%</td>
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<tr>
<td>Low</td>
<td>0,00%</td>
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<td>6,67%</td>
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<tr>
<td>Very low</td>
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1. **Partisipasi Siswa**

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<th>Kategori</th>
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<td>85,00% &lt; % ≤ 100,0%</td>
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<tr>
<td>86,8 &lt; Skor ≤ 105,4</td>
<td>70,00% &lt; % ≤ 85,0%</td>
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<tr>
<td>68,2 &lt; Skor ≤ 86,8</td>
<td>55,00% &lt; % ≤ 70,0%</td>
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<tr>
<td>49,6 &lt; Skor ≤ 68,2</td>
<td>40,00% &lt; % ≤ 55,0%</td>
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<tr>
<td>31,0 ≤ Skor ≤ 49,6</td>
<td>25,00% &lt; % ≤ 40,0%</td>
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Range = Data maksimal - Data minimal
Data maksimal = 31 x 1 x 4 = 124,00
Data minimal = 31 x 1 x 1 = 31,00
Range = 124 - 31 = 93

Panjang kelas int. = Banyak Kelas

= 93 : 5 = 18,60