**THE COMPARISON BETWEEN STUDENTS' WRITING
ACHIEVEMENT IN PRIVATE AND STATE OF JUNIOR HIGH SCHOOL**

**RESEARCH PROJECT**

**Submitted as Partial Fulfillment of the Requirement for the Degree of
*Sarjana Pendidikan* in English Education**

**by**

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ii

# STATEMENT OF ORIGINALITY

I state that my research project entitled "The Comparison Between Students' Writing Achievement in Private and State of Junior High School" is definitely my own work.

In writing this Research Project, I do not make plagiarism or citation which in inconsistent with scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this Research Project. Others' opinion or findings included in this Research Project are quoted or cited adjusted to the ethical standard.

Tegal, ..... August 2020

The Writer

iii

# MOTTO AND DEDICATION

**MOTTO**

1. If God allows us to, then we will.
2. Never let yourself drown in the sea.
3. Heads up, it will be bright after the rain.
4. "Forget about all the reasons why something may not work. You only need to find one good reason why it will." (Dr. Robert Anthony)

**DEDICATION:**

This thesis is dedicated to:

➤ My beloved parents, Bunda and Papa, who have been supporting me through many ways.

➤ My big family, Bapak and Ibu, thank you for everything.

➤ My dearest sister, Nanta, who always entertains me whenever I am feeling down by sending memes.

➤ My close friends (Ningrum, Sefi, Ririn, Yumna, Vivi), thank you for being my youth.

➤ My classmates, C class, thank you for the four years thrilling journey in English Department.

➤ My shining star, who never forget to remind me not to give up.

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3. Yuvita, M.Pd., as the Headmaster of English Department of TeacherTraining and Education Faculty of Pancasakti University Tegal
4. Dr. Yoga Prihatin, M.Pd., as the first advisor, who has given advices, guidance, and challenge to write this research project. The writer thanks for her kindness and wisdom from the beginning to the end of this research.
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6. All lecturers of English Department of Pancasakti University Tegal who have taught and given their knowledge to the writer whose names cannot be mentioned one by one.

The writer realized that this research project needs a lot of improvement due to the writer's limited capability in formulating and designing a qualified research project. Therefore, the writer will highly appreciate the readers' constructive critism for the sake of the perfection of this research project.

Tegal, August 2020

The writer

# ABSTRACT

**Putri, Riska Maharani. 2020. 1616500042** :" The Comparison Between Students' Writing Achievement in Private and State of Junior High School ".Research Project. Strata I Program, Faculty of Teacher Training and Education, Pancasakti University Tegal, The First Advisor is Dr. Yoga Prihatin, M.Pd and The Second Advisor is Yuvita, M.Pd

Key words: *Type of Schools, Students' Writing Achievement, Students' Motivation*.

The objectives of this Research Project is to find out the differences between students' writing achievement in state and private school and to identify the motivating factors that influence students' English learning. Writing assessment aims to assess any kind of literacy and writing abilities of students.

The research method used is MMR (Mixed Method Approach). Mixed Method Approach is a mixed method between quantitative and qualitative method that aims to give a detail and more reliable of understanding than a single approach.

In this research, the population is 120 students, 60 students from each schools. The researcher only take 66 students as the sample, 33 students from state and private school. The researcher analysis data by using t-test and questionnaire. The sig. 2-tailed is 0,012 while the significant level is at 5% level significance, which is 0,05. It indicates that there is a difference between students' writing achievement in state and private school because the significance 2-tailed is less than the significant level (0,012 < 0,05). After the researcher analyzed the t-test, the researcher analyzed the questionnaire. The questionnaire is divided into two, internal factors and external factors. About 59% state school respondents gives positive responses toward internal factors and 51% responses toward external factors, while 48% private school respondents responses toward internal factors and 51% gives positive responses toward external factors.

The conclusion of this research are 1) there is a difference in students' writing achievement between state and private school. It was proven by analyzing using t-test as the result states that sig. 2-tailed is less than significant level 0,05 (0,012 < 0,05), 2) internal factors have more effects on state school students' English learning, while external factors have more effects on state school students. It was proven by 59% of state school students that gave positive responses more to the internal factors and 51% of private school students gave positive responses more to the external factors. It would be great if the teacher emphasizes students to focus in the class. Not only emphasizes the students to stay focused, but also the teacher gives the students motivation every time the class begins. There are a lot kind of motivation, teacher needs to pay attention more to students focus during the teaching-learning process.

# ABSTRAK

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Kata kunci: *Jenis Sekolah, Prestasi Writing Siswa, Motivasi Siswa*

Tujuan penelitian ini adalah untuk mengetahui perbedaan antara prestasi writing siswa antar sekolah negeri dan sekolah swasta, serta untuk mengidentifikasi factor-faktor yang mempengaruhi motivasi belajar bahasa Inggris para siswa. Penilaian writing bertujuan untuk menilai berbagai macam pemahaman dan kemampuan menulis siswa.

Metode penelitian yang di gunakan dalam penelitian ini adalah Pendekatan Metode Gabungan. Pendekatan metode gabungan adalah penggabungan dua metode penelitian, yaitu metode kuantitatif dan metode kualitatif. Penggunaan metode ini bertujuan untuk memberikan pemahaman yang lebih rinci dan terpercaya daripada penggunaan satu metode dalam penelitian.

Dalam penelitian ini, ada 120 populasi yang terbagi menjadi dua, 60 peserta didik dari setiap sekolah. Penelti hanya mengambil sebanyak 66 peserta didik dari 120 sebagai sampel, yang terdiri dari 33 peserta didik dari sekolah negeri dan 33 peserta didik dari sekolah swasta. Peneliti menganalisa data dengan menggunakan dua cara, yaitu melalui uji t dan kuesioner. Pada uji t, adapun hasil penelitian menunjukkan bahwa nilai sig. 2-tailed sebesar 0,012 sedangkan level signifikansi berada pada tingkat 5%, yaitu 0,05. Adanya perbedaan ditandai jika nilai sig. 2-tailed lebih kecil daripada 0,05. Pada uji t dalam penelitian ini, nilai sig. 2-tailed lebih kecil daripada 0,05 (0,012 < 0,05). Sedangkan dalam kuesioner, terdapat dua aspek yang di teliti, yaitu faktor internal dan faktor eksternal. Persentase menunjukkan bahwa faktor internal mendapatkan respon positif dari siswa negeri yang lebih tinggi (59%) dan siswa swasta memberi respon positif terbanyak pada faktor eksternal (51%).

Kesimpulan dari penelitian ini adalah 1) terdapat perbedaan dalam prestasi writing siswa antar sekolah negeri dan sekolah swasta. Terbukti dengan analisa menggunakan uji t, yang menyatakan bahwa sig,2-tailed memiliki angka yang lebih kecil daripada level signifikansinya, yaitu 0,05, 2) faktor-faktor internal lebih memiliki efek pada motivasi belajar bahasa Inggris siswa. Terbukti dengan analisa yang menyatakan bahwa sebanyak 53% siswa memberikan respon yang positif pada faktor-faktor internal dibandingkan pada faktor-faktor eksternal.

# TABLE OF CONTENT

# LIST OF TABLE

# LIST OF PICTURES

# LIST OF APPENDICES

**CHAPTER I**

**INTRODUCTION**

This chapter presents the background of the problems, statement of the problems, conceptual definitions, objectives of the research, significances of the research, which includes theoretical significances and practical significances.

## A. Background of the Problems

English has four basic skills, listening, speaking, reading, and writing. The four basic skills of English learned by students in schools or being learned in their environment. A lot of students are excited to learn English in the class, but as a matter of fact, (Byrd, 2016) asserted that many students mostly find it difficult when they learn writing. (Manik & Sinurat, 2015) opined writing is the way someone expressing their ideas, feelings, memories, and others by writing it to the papers or digital papers. Learning writing in EFL (English as a Foreign Language) for Indonesian students is a new thing, and it is completely different when they learn writing in Bahasa Indonesia. It needs the right methods to teach writing in EFL for Indonesian students in a formal education.

In Indonesia, there are two kinds of education, and it is formal and non-formal education. Based on Education Acts No. 17/2010, formal education is a structured and tiered education that can be divided into three stages; primary education, secondary education, and high education. In comparison, non-formal education is an additional or complement to formal education with various structured learning. Formal education can be divided into two, according to the one who managed the schools. There are state schools, which are managed by the government, and private

schools, which are managed by the stakeholders. What makes it different is about how they are funded. Parents will fully pay for their children's education in private school since parents are having control over their children's study, while the parents whose students attend State School will not pay anything for their children's education, because it is getting funded by the government.

Regardless of the type of schools, the schools need to make an outcome from the students by their achievement. As cited in (Riswanto & Aryani, 2017), student achievement can be described as the measurement of students' ability in terms of knowledge, skills, and performance based on the lesson plan, which refers to the school curriculum. According to the data attached to (Babalola, 2018), the students' achievement in state schools were lower than the students' achievement in private schools in terms of English subject. As mentioned before, students opined that writing is the hardest skill to learn. The scores on writing in EFL might be different from one another for some reason. It might be because some of them love to learn and challenge themself to get to know more about writing in EFL. The other students might believe that learning writing in EFL is nothing compared to other subjects such as math and science. The other possible reason is the teachers' method when they explain in the writing class. The researcher found out some students are feeling bored when the teachers taught them in writing class. According to (John, 2014) mostly, state schools are providing the best quality of the teacher to make the students understand more about the subject.

(John White in Marples, 2018) stated that students who attend state schools would be assumed as the best one compared to the one who attends private schools

without knowing the actual students' abilities and facilities provided by the schools for students. People compare a lot both students through their scores on every subject without knowing is it reliable or unreliable. The public also considers that students who attend state schools have a great understanding of English rather than the ones who attend private schools without knowing their background of the students' knowledge about English.

Hence, this study is described by using descriptive survey research as a method to get to know about what makes students' writing achievement is different from one another and found out the significant difference in the students who attend from different kind of schools

## B. Statement of the Problems

Based on the background of the problems that the researcher has explained above, it states:

1. What is the difference between students' writing achievement in private and state school?

2. What are the motivating factors that influence differences in students' writing achievement?

C. **Conceptual Definition**

Students' achievement is an achievement which the students get on academic. According to Riswanto and Aryani (2017), students' achievement in school can be observed from the rank-actualization in students' learning activities. This research discussed students' writing achievement. It means that the subject focusing on this thesis is the writing skill of the students.

There are kinds of schools in Indonesia, according to those who managed the schools, they are divided into two: private schools and state schools. Private schools are owned by the stakeholders. The funding is coming from the parents itself. State schools are owned by the local government, which the funding is coming from the government.

This research is comparing students' writing achievement of private and public schools. The definition of the comparative study itself, according to Adiyia and Ashton (2017), is conducted mainly to explain and gained a better understanding of the causal processes involved. It is known as a study of comparing something similar to a thing that we want to compare with.

## D. Objectives of the Research

According to the statement that it has mentioned above, the objectives of this research are:

1. To find out the differences between students' writing achievement in State School and Private School.
2. To identify the motivating factors that influence differences in the students' writing achievement.

## E. Significances of the Research

As the researcher mentioned the objectives of this research, the research is expected to be useful to understand the causes of students' differences in understanding English subjects between those who attend state schools and private schools. This research has two kinds of significances. They are theoretical significance and practical significance.

Theoretically, the research is expected to be a reference that could break society's perception about state schools are having the best quality rather than private schools. Practically, the research is expected to be useful for teachers and students. Teachers can use this research as a reference to make a better teaching method in terms of teaching-learning activity. As for students themselves, this research can be useful for them to get to understand the rate of their skill in writing. It also beneficial for the other researchers, hoping that this research can be a reference for their research in the future.

## CHAPTER II

## REVIEW OF RELATED LITERATURE

This chapter presents the previous studies and review of related theories,

### A. Review of the Previous Studies

To support this study, this researcher refers to previous studies which are related to this research.

The first study belongs to Rose Letsholo-Tafila & Modupe M. Alimi (2019) entitled "Reading Comprehension Skills of Standard 4 Pupils: A Comparison of Private and Public Schools in Botswana". The objective of the study is to find out the significant difference between students' reading comprehension abilities in the selected four schools. The researchers took 378 students from four schools (two public schools and two private schools) were selected from two different areas, rural and urban settings in Botswana. It took place on Gaborone and Thamaga. They were using a standard comprehension test administered. The data were analyzed by using t-test method. The conclusion of this study reveals that there is a significant difference in the comprehension abilities of the students. The test also confirmed that the urban private school students were better at extracting information and making inferences, while the rural private school students were better at the interpretation of information. Both students in urban and rural public schools displayed no significant differences in their abilities to extract information. The Rural public school students performed much better than the urban public school students in making inferences and interpreting information.

The second study belongs to Amal Al-Natour & Dima Hijazi (2012) entitled "Students Achievements in English at Jordanian Private and Public Schools and Parents Attitudes Towards Teaching Their Children at Private Ones: A Comparative Study." This study has the purpose of comparing private and public schools in terms of students' achievement and parents' attitudes towards teaching their children in private schools. It also aimed to know the effect of academic level, gender, and financial level on parents' attitudes. The sample of this study is 165 sixth grade students (two private schools student and two public schools student) and also 66 parents of private school students in Irbid, the First Directorate of Education, Jordan. They were using achievement tests to measure students' English achievement and a questionnaire was distributed among the parents that consist of 20 items. The data were analyzed by using Two-Way ANOVA (Analysis of Variance) and standard deviations procedures. The result was found that private schools have better outcomes than public schools, which means it shows a statistically significant difference.

The third study that being discussed belongs to Muhammad Javed, Wu Xiao Juan, and Saima Nazli (2013) entitled "A Study of Students' Assessment in Writing Skills of the English Language." The objective of the study is to find out students' competency in different types of sub-skills of writing. It also aimed to compare the students' proficiency in sub-skills of writing based on gender, location, and public and private sector. The researchers were using 1.375 students in grade 10 in the District Bahawalnagar, Pakistan. The population consists of three major strata: male and female students, rural and urban students, and the students of public and private

schools. Total schools that are used for this research are around 20 boys secondary schools, 20 girls secondary schools, and 440 students (11 students from each school) were selected as a sample that was randomly selected using a table of random numbers from 40 Secondary Schools of the District Bahawalnagar. The achievement test was taken from the textbook for grade 10 students. The writing test consisting of 5 sections was for 30 marks, it should be done for 25 minutes. The data were analyzed by using t-test method. The conclusion of this study reveals that there is no significant difference in students' writing achievement between those who attend public schools and private schools.

To prove the originality of this study, the researcher compares this study with the previous studies mentioned above. Certainly, the studies have similarities and differences. The similarity of those three studies is the topic that talks about the difference in students' English achievement. The technique of collecting data they were used is a test. The difference is only the subject they were discussed. The similarities of this study with the previous studies mentioned above, it purposed to compare students' English achievement between those who attend private schools and state schools. The difference in this study is the subject that is discussed, and this research discussed students' writing achievement.

**B.  Review of Related Theories**

**1.  English Education System in Indonesia**

This section presents the theories related to private schools, state schools, and the curriculum.

**a.  Private schools**

According to the Education acts number NO. 20/2003, formal school divided into three stages, primary school, secondary school, and high school. Primary school itself divided into two kinds of schools, and it is a general school and a religious-based school. It also happens to secondary school; they divided into two both are general school and religious-based school. As for high school, they are divided into three, a general school, a religious-based school, and a vocational school.

Based on the one who managed the school, there are two kinds of schools in Indonesia: private school and state school. (Hendajany, 2016) stated that private institutions are supposed to be able to provide a better service and a better quality of education than the state institutions. It also mentioned that private schools belong to individuals, associations, or organizations (John, 2014). Parents choose a private school that has characteristics that match what they think suits best for their children.

(Wamalwa & Burns, 2018) asserted that the existence of private schools has an impact on literacy and numeracy skill among children from lower primary grades. As what (Singh & Sarkar, 2015) said, private schools do not get any aid from the government. Parents whose children enrolled in private

schools need to pay their children's tuition fees depends on how good the school quality is. Private schools which have cheaper tuition fees are mostly located in the rural area. Meanwhile, schools that have more expensive tuition fees are mostly located in the urban area.

**b. State schools**

(Bahou & Zakharia, 2019) opined public schools as a whole do not enjoy the same reputation as private schools. The poorest families have mostly enrolled their children in public schools no matter how bad the school quality is, as long as they are not paying the tuition fees and their children are getting the education. Public schooling remained superior to private schools in the public imagination.

Public or state schools are managed by the government. According to (Thapa, 2013), these schools are receiving regular government grants for teachers' salaries and other administrative purposes. (Fajoju et al., 2016) asserted that parental involvement whose child enrolled at public schools have a strong decision of school performance as it's measured by students' achievement. Hence, parental involvement in students' study is highly influential against their achievements.

(John, 2014) explained the characteristics of public and private schools.

| NO. | Public Schools | Private Schools |
|---|---|---|
| 1. | Tend to have a bigger classroom | Tend to have a smaller classroom |
| 2. | Mostly liable to the public | Tend to less liable to the public |
| 3. | Using the latest curriculum | Mostly not using the latest curriculum |

| 4. | Hiring the best graduate as the teachers | Do not always hire the best graduate as the teachers |
|---|---|---|
| 5. | Using the latest teaching method | Do not always use the latest teaching method. |

Table 2.1 Characteristics of Public Schools and Private Schools

## c. Curriculums

The curriculum is one of the main concerns of education. The curriculum is being called as a historical accident; it has not been deliberately developed to accomplish clear purposes. Rather, it has evolved as a response to the increasing complexity of educational decision making. (Su, 2012)

(Alismail & McGuire, 2015) cited, the 21st-century curriculum should blend all of the important matters in education, such as knowledge, thinking, innovation, skills, media, Information, and Communication Technology (ICT) literacy, and real experience. To achieve it, students need to get involved in the learning environment effectively and establish the 21st-century skills, which include critical thinking, problem-solving, and collaboration. Therefore, 21st-century curriculum should be focusing on the construction of knowledge and encourage students to produce the information that has meaning to them to establish their new skills.

In Indonesia, most schools are already using the newest curriculum, which we called Curriculum 2013 (K-13). The new curriculum is an implementation by the Indonesian government to replace the previous curriculum. Curriculum Education Unit (KTSP) that had been used for about

six years at primary and secondary schools. In 2013, the new curriculum was tested in several schools in Indonesia. In 2014, the curriculum was implemented in grades 1, 2, 4, and 5 graders of elementary grade 7 and 8 of secondary schools, and grade 10 and also 11 of high schools. The implementation of the new curriculum has been criticized a lot by people. Thus, curriculum 2013 is characterized by three important aspects, such as cognitive, affective, and psychomotor. The implementation process of curriculum 2013 is involving and focusing on parents. (Yulianti, 2015)

## 2. Teaching Writing for Secondary School Students

As cited (Zuhairi & Umamah, 2016) in secondary school, writing skill requires multifaceted and complicated stages leading the students to focus on how to generate the ideas, how to organize it, how to use discourse markers and so on. Learners of English in EFL context opined writing as the most complex course. They need to deal with grammar, vocabulary, and any other components to make a whole paragraph in English.

(Byrd, 2016) asserted that writing learning in EFL for secondary school is commonly be done for homework and assignment, especially at the early and intermediate levels. Nonetheless, writing is an important skill to help strengthen students' language skills, content, culture, and literacy in English. As cited (Indrilla & Ciptaningrum, 2018), the teaching-learning activity for writing class usually be done by the teacher in explaining the lesson while the learners will take notes and listen about the lesson. This kind of teaching-learning activity is

being called a teacher-centered approach. According to (Serin, 2018), a teacher-centered approach is an approach that is done by the teacher to the learners in the teaching-learning process, which the teacher as the only person who holds responsibility for being active in the classroom.

Hence, teaching writing for secondary school needs a lot of technique to deliver the lessons. The use of a technique in a teaching-learning classroom is purposed to make students gain excitement during the class. Besides, the use of a technique is to make students feel comfortable and less boring to learn writing lessons in EFL. Consider that writing lesson in EFL for secondary school is mostly using a teacher-centered approach, which makes students being a passive learner.

3. **Writing Comprehension Skill**

   a. **The Nature of Writing Comprehension Skill**

   Writing is one of four basic skills in English, which categorized as important and considered as a difficult skill to be learned. (Harmer in Marhaeni, 2019) states that writing is needed to be taught because it can help the students to learn and to develop their skills, not only to communicate but also to express their feeling in written form. (Glastonbury in Marhaeni, 2019) also believes that the writing program is effective for students to be able to pour their imagination, thoughts, feelings into written form. It also helps them to do self-reflection and evaluation toward their ability.

According to (Alharbi, 2015) academic writing is an important activity to assess students' learning, and it helps students to learn about the contents for the university level. Academic writing has been implemented to all educational levels from the early level through the college level. When students start to write the ideas through written form, they learn it from writing learning because academic writing taught to create a text that includes ideas with relationships among them. Writing in the EFL academy is a way of completing homework assignments, which usually happens for the early and intermediate levels. It is one of the most important skills that help strengthen language skills, content, culture, and literacy in EFL. Though many students opined that writing is the most difficult skill to be learned. (Byrd, 2016)

As cited (Dilidüzgün, 2013), there are several steps in process writing, planning, drafting, revising, and editing. It starts from planning, drafting, responding, revising, editing, evaluating, and last is post-writing.

a. Planning in the pre-writing stage has activities such as brainstorming, clustering, rapid free writing, and asking the WH-Questions to collect the ideas and limiting the topic.

b. Drafting in the pre-writing stage is an activity of looking at students' plans to start writing by writing out their ideas into a temporary draft without edit or revise the text.

c. Responding in the pre-writing stage is an activity of giving feedback to students' drafts before they are going to revise it.

d. Revising is an activity in which students proceed with their draft for the content and organization of the ideas focusing on unity after they have given feedback from the teacher.

e. The editing stage deals with "how you write," and students' drafts are being checked for punctuation, spelling, style, grammar, and accuracy of supportive textual materials such as quotations.

f. Evaluating stage means students' paper being evaluated depending on the purpose of which a numerical score or grade is assigned.

g. The post-writing stage is a final stage for students to write their essays in legible handwriting or typed go to the public through publishing.

Picture below is the steps in process writing:

Picture 2.1. The steps in process writing

(Van de Poel & Gasiorek, 2012) asserted writing ability is key to gain success in writing better academic writing. It is considered the most important aspect that must be gained by students who learn English as their foreign language. (Prihatmi, 2017) opined that students need to understand two aspects of writing comprehension skills. Firstly, students need to understand the steps of process writing, present the meaning of their idea, and the process of writing it down into a written form. Secondly, students need to understand the aspect of writing which contains the content, the form, the vocabulary, the grammar or language use, and the mechanics.

### b. Assessing Writing

(Nodoushan, 2014) asserted assessment is a kind of evaluation given by the teachers to the students. It means that assessing writing is a kind of evaluation of writing academic given by teachers to the students. Writing assessment is often called as a performance assessment in the EFL context. As cited in (Sarwanti, 2015), performance (or mostly categorized as authentic) assessment aims to assess any kind of literacy and writing abilities of students. As a matter of fact, performance assessment is focusing on the process of students' work before they reach the final stage.

(Alshakhi, 2016) asserted that there are a few types of writing assessment, those are exams, short writing assignments, portfolios, quizzes, and lengthier essay assignments. Every of those is mentioned has a main goal, which is to measure students' ability and how far the progress of their development in writing class. According to (Linn and Gronlund in Alshakhi, 2016), there are

four categories of assessment, such as; placement assessment, diagnostic assessment, formative assessment, and the last is a summative assessment. (Mueller in Sari, 2019) stated there are three reasons to assess writing by their performance. First, performance assessment is categorized as the direct measure. We can directly measure the students through their works in written forms. Second, by performance assessment, we can assess the process of their learning. It will be easier to measure them by their process to the final stage of writing. And the last is, performance assessment can be easily demonstrated in the teaching-learning activity. Students might be able to tell and express the skill they have in various ways. The table below is one of a kind of writing assessment rubric cited from (Oshima, Alice, and Ann Hogue, *Introduction to Academic Writing Third Edition*, Pearson Longman, 2007:106)

| Criteria | Maximum Score | Actual Score |
|---|---|---|
| **Format—5 points** | | |
| There is a title | 1 | |
| The title is centered | 1 | |
| The first line of each paragraph is indented | 1 | |
| There are margins on both side | 1 | |
| The handwriting is consist of 50 words | 1 | |
| **Total** | **5** | |
| **Mechanics—5 points** | | |
| - Punctuation: periods (.), commas (,), semicolons (;), quotation marks (".…") <br> - Capitalization <br> - Spelling | 3 <br><br><br> 1 | |

| | | |
|---|:---:|---|
| | 1 | |
| **Total** | **5** | |
| **Content—30 points** | | |
| The text fulfills the requirements of the assignment. | 5 | |
| The text is interesting to read. | 5 | |
| The text addresses the topic | 10 | |
| The ideas are well-developed. | 10 | |
| **Total** | **30** | |
| **Text Organization—35 Points** | | |
| The text has identification and description. | 15 | |
| The text uses transition/conjunctions to link the identification and description. | | |
| **Identification** | | |
| The identification identifies a phenomenon to be described. | 10 | |
| **Description** | | |
| The description describes features to be important. | 10 | |
| **Total** | **35** | |
| **Grammar and Sentence Structure—25 Points** | | |
| The text uses the present tense correctly. | 5 | |
| The text uses articles correctly. | 5 | |
| The text uses countable and uncountable nouns correctly. | 5 | |
| The text uses complete sentences. | 5 | |
| The sentences are well-structured. | 5 | |
| **Total** | **25** | |
| **Grand Total Score** | 100 | |

Table 2.2 Writing Assessment Rubric

(Gaviria, 2012) asserted that there are a lot of categories that can be assessed on writing text. The table below is the writing convention, which needs to be paid attention to.
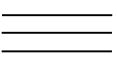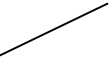
| Convention | | Type of Error | Examples of errors |
|---|---|---|---|
| ⬭ | Spelling | Mechanics | *Francisco is a bussines man* |
| ═══ | Case-capital or small letter | | *I'm going to argentina next month* |
| Ⓟ? | Punctuation | | *The students completed their work. they went to the cafeteria* |
| ¶ | New paragraph | | *Ideas need to be separated into a new paragraph* |
| / | Word choice | Vocabulary | *He's trying to make friendship with the new students* |
| ~ | Word order (words, phrases, sentences) | Grammar | *The old big house.* |
| ^ | Insert word | | *She is very special person.* |
| ( ) | Omit word | | *Britain exchanges products with the different countries.* |
| ∨ | Verb tense | | *Students will learning English. I went to school yesterday. I eat lunch. After lunch, I played with my friends* |
| = ? | Agreement | | *The people in my class who is studying English do a lot of extra reading.* *Mary and her sister wants to go to the mall* |
| 8 | Fragment sentence | | *Even though he had better arguments and was by far the more powerful speaker …* |
| ? | Coherence | Coherence & cohesion | *Illogical or non-sequential development of the text Omission or overuse of connectors and transitions* |

Table 2.3 Writing conventions

## 4. The Factors that Influence English Learning in Indonesia

Some reasonable factors can assure students' success in the EFL writing academy. Motivation is one of the primary causes of students' learning achievement and considered as the main factor that influences the success of students' foreign language learning. The meaning of motivation itself, according to (Eccles in Syahidzan et al., 2013), is a process that guides human behavior from time to time. It aims to give us inspiration in achieving our goals. Most language teachers believe that motivation is a great factor for success in the learning of a new language. There are two kinds of motivation, extrinsic and intrinsic motivation. Extrinsic motivation is coming from the external desire to gain a reward such as money, praises, and so on. Intrinsic motivation is coming from inside the individual itself; they got motivated to gain personal reward. (Gai mali, 2015)

(Harmer in Wimolmas, 2012) mentioned two types of motivation in second language learning. First, short-term goal, it means students are trying to achieve their goals in the near future. As an example, a student is studying hard to get a good grade in an English exam for the next day. Second, a long-term goal, which means that students are trying to achieve their goals in the further future. As an example, a student wants to learn and study English more because he wants to get a job or study abroad.

As cited in (Harmer in Wimolmas, 2012), there are four factors that affect students' motivation such as;

1) Physical condition, it means the condition of the physical things. For example, the class that they have to study is too small, the noisy classmates or the class is too hot, it can negatively affect students' motivation to study hard.

2) Method of teaching, it refers to the way teacher teaches. It could negatively affect students' motivation if the teacher does not use a proper method of teaching and makes the students feel bored.

3) The teachers, as the teachers are the main key to students' motivation and demotivation. It could turn students' motivation into demotivation if the teacher only pays attention to some of the students.

4) Success, it refers to the level of a challenge made by the teachers. For example, the teacher gives a quiz or homework with the highest level of difficulty. It can make students become lazy and less motivated to answer the quiz or to do the homework.

As cited in (Wulanjani, 2016) teacher can be a big influence for students' motivation. The teacher need to give the materials through an interesting technique in order to make the learners enjoy the teaching-learning process. Different opinion coming from (Budiana & Djuwari, 2018), they opined the application of English in a daily life can motivate students to learn better. When the students want to improve their English ability, they need to apply it in a daily life. They can start from talking to theirselves through a mirror or talking to friends. It helps students to improve better.

(Doan, 2011) stated students motivation to learn coming from their hobbies. They watch or meet the native from their hobby and it helps them motivated. While (Riswanto & Aryani, 2017) opined that students' motivation are not only coming from academically, but also non-academically can give the students support and motivation to learn.

According to (Astuty et al., 2013), there are five factors that can motivated students to learn English better, such as:

a. Integrative motivational subsystem, it is one of factor affecting students' motivation in learning foreign language. This aspect concerns on students' positive improvement towards the target language and the desire to interact with them.

b. Self-confidence, it is an important motivator from intrinsic the students to push them. The more confident the students become, the more likely they are to participate in the learning experience in the EFL classroom.

c. Course-specific motivational components, the learning environment is the set where the students can practice their English skill which they wish to be able to use it later in the future.

d. Teacher-specific motivational components, it indicates that teacher's role in classroom is important and it will easily affect students' motivation to learn.

e. Group-specific motivational component, it means classroom communication process cannot be engaged without involvement of classmates and how the classroom environment is managed.

## CHAPTER III

## RESEARCH METHODOLOGY

This chapter presents the approach and design of the research, the subject of the research, the role of the researcher, types of data, data collecting technique, research instrument, the procedure for analyzing data, and technique of reporting data of the research.

### A. Approach and Design of The Research

#### 1. Research Approach

Mixed method approach (MMR) is being used in this research as the research approach. As cited in (Creswell and Clark in Cohen, 2018) that mixed methods research is a form of research that taken by the researchers and combine two or more instruments of both quantitative and qualitative. It aims to give a detail and more reliable of understanding than a single approach. The reason for the use of mixed methods approach (MMR) qualitatively is the data of this research will be processed as a descriptive research design and it is aimed to get more informations. Nonetheless, this research is quantitatively aimed to measure the test data by using IBM SPSS 22.

#### 2. Research Design

This research is used as a descriptive survey research design. The researcher gives the test and questionnaire. The test aims to measure students' ability to answer the test, while the questionnaire aims to get further information to complete this research. (Walliman, 2011) stated that descriptive research is research that relies on observation as a means of collecting data. The descriptive

survey research method is a research method that takes the sample from a population and using questionnaires & tests as a means of collecting data.

## B. The Subject of The Research

The population of this research consists of seventh-grader students who enrolled at SMP Ihsaniyah Tegal and SMP N 10 Tegal in the academic year 2019/2020. The criteria of the schools for the research are:

1. Students who enrolled at SMP Ihsaniyah Tegal are divided into 6 classes, each class consists of $\leq 30$ students. The total of the students are 175.
2. Students who enrolled at SMP N 10 Tegal are divided into 7 classes, each class consists of $\leq 30$ students. The total of the students are 207.

In this research, the researcher took the sample from SMP Ihsaniyah Tegal and SMP N 10 Tegal consists of 120 students both private and state schools, 60 students from each school. Thus, the sample was given a writing test to be done and a questionnaire.

## C. Role of the Researcher

Based on (Creswell, 2018) said that a researcher is an integral part of the research process. The issue is not one of minimizing the influence of the researcher but of knowing how the researcher was involved in data collection and analysis to better assess the information they provide. In this research, the researcher has a role as a passive participant. It means the researcher does not interact or participate in it, but the researcher provides the plot of research.

**D. Type of Data**

The type of data used for this research is qualitative and quantitative data. The data used in this research is the result of questionnaires and writing achievement tests from 120 participants.

**E. Data Collecting Technique**

(Siyoto, 2015) asserted that data collecting is an important step from the research. It should be checked, so the data that we get keep valid and reliable. The writing achievement test and questionnaires are used as instruments for collecting the data. Writing achievement test is a test that consists of three basic skills of English; the test aims to measure students' writing ability. The questionnaire aims to find out the motivating factors behind students' understanding of learning English.

**F. Instrument of Research**

**1. Writing achievement test**

(Brown, 2004) said that an achievement test is related directly to classroom lessons. It should be limited to particular material addressed in a curriculum. Achievement test can also serve the diagnostic role of indicating what a student needs to continue to work on in the future, but the primary role of an achievement test is to determine whether course objectives have been met and appropriate knowledge by the end of the period of instruction. Writing achievement test is an achievement of the students' work form writing test. The aim of it is to get students' scores of a writing test to be compared to each other.

## 2. Questionnaire

(Leavy, 2017) asserted that a questionnaire or survey instrument is the primary data collection tool in survey research. But (Cohen, 2018) opined, the field of the questionnaire is wide, but it offers benefits of standardized and open responses to a range of topics from a large sample or population.

The type of questionnaire used for this research is open-ended questions. (Cohen, 2018) asserted that it is a tool that can be used for a smaller-scale of the research, or the questions contain honest opinions about a particular subject. The questionnaire in this research is using the Likert-Scales questionnaire. Likert-scales questionnaire is a kind of questionnaire which forms in a scale of the sensitivity and differentiation of the response but still using the numbers. It gives the respondent a range of responses toward the statements.

The researcher used Likert-Scales model of the questionnaire, as the aim of the questionnaire is to get information about what kind of motivation that dominates students the most. The questionnaire was given as close-ended questions that can be answered by (5) strongly agree, (4) agree, (3) neutral, (2) disagree, or (1) strongly disagree.

## 3. Validity and Reliability of the Questionnaire

(Field in Taherdoost, 2018) stated that validity means the things that we need to measure before. (Gauri and Gronhaug in Taherdoost, 2018) also explains how good the result of the data that were being collected before it is distributed to the actual sample or area. It is called as a valid instrument when the instrument

accurately measures (Md Ghazali, 2016). There are four types of validity; criterion validity, face validity, content validity, and construct validity.

On the other hand, reliability is described as how much the measurement error in an instrument. The aim is to measure the stability or consistency of the instrument (Md Ghazali, 2016). (Leavy, 2017) opined that there are three types of reliability; inter-item reliability, inter-rater reliability, and test-retest reliability.

To prove the validity and reliability of the questionnaire, this research will be used content validity and inter-item reliability. Content validity means we are focusing on the content, whether it suits the criteria of measurement or not (Creswell in Md Ghazali, 2016), meanwhile inter-item reliability according to (Leavy, 2017) means we are focusing on the consistency of results from the items in the instrument. The validity of the questionnaire is analyzed using the Pearson Correlation Product-Moment from SPSS 22 for Windows program. The questionnaire is considered valid if r is greater than the r-table and the significant (2-tailed) less than 0,05 with Pearson Correlation values positive. The reliability of the questionnaire is analyzed using Cronbach Alpha SPSS 22 for Windows program. It is considered reliable if the value of Cronbach Alpha is greater than 0,60 (the result of validity and reliability of questionnaire can be seen in Chapter 4, table 4.8 and 4.9).

## G. Procedures for analyzing data

### 1. Quantitatively

The first step in analyzing data quantitatively was compiled the students' essay and correcting it right away. After 120 answer sheets have corrected, the researcher needs to analyze it through the writing rubric which has made before. It's being analyzed by order of category, which has been decided before. After the essays have been analyzed by writing assessment rubric, the researcher got 69 valid responses out of 120 responses. 51 responses were not qualified to be further analyzed. Total the data that the researcher got 33 responses from each schools. The valid responses were analyzed by using Independent Sample t-test. Before it got analyzed, the data needs to be analyzed of the normality and homogeneity as the conditions of t-test.

### a. Normality Test

The normality test aims to compare the sample's scores to a normally distributed with the same mean score and standard deviation (Ghasemi & Zahediasl, 2012). The normality test that were used by the researcher for this research was IBM Statistic Package for the Social Science (SPSS) 22 for Windows, the researcher has done the normality test by applying the Kolmogorov-Smirnov test. The data for using Kolmogorov-Smirnov test is >50 samples. This normality test considered as distributed normal if the significance value is >0.05 (the result of normality test can be seen in Chapter 4, table 4.3).

b.  Homogeneity test

The homogeneity test determines if two or more populations have the same distribution of a variable. In this research, the researcher was done the homogeneity test by Cronbach Alpha. It was applied on the basis of a decision if the significance value <0,05, the variant of the data from two or more population group is not the same. If the significance value >0,05, then the variant of the data from two or more population group is considered as homogeny (the result of homogeneity test can be seen in Chapter 4, table 4.4).

c.  Independent sample t-test

As cited in (McMillan and Schumacher in Gerald, 2018) that t-test refers to a statistical procedure for finding the probability level of rejecting the null hypothesis that two means are same. It can be applied to test the significant of the mean of random samples and the difference between the two means of samples. It is considered as difference if the sig. 2-tailed has a smaller value of significant level which is 0.05. in this research, the researcher was used Independent Sample t-test to find the difference between students' writing achievement in private and state of junior high school.

**2.  Qualitatively**

Analyzing data qualitatively was from the questionnaire by classifying the results. The answer choices in the questionnaire were classified according to the type of questionnaire itself. The researcher must classify the answer based on the category that the researcher said before. It was be analyzed by using IBM SPSS

22 for Windows. The data will be entered into a variable view on IBM SPSS 22

for Windows and proceed by using frequencies on IBM SPSS 22 for Windows.

## H. The technique of Reporting Data

The data have to be reported into a systematic design to give a meaningful

description. In this study, the data will be compiled into a descriptive form and

reported the data by concluding the statistical result.

# CHAPTER IV

## RESEARCH RESULT AND DISCUSSION

This chapter presents the research result and discussion.

### A. Research Result

This research has been started since June 6th to the students of SMP Ihsaniyah and SMP N 10 Tegal academic year 2019/2020. The instruments were given to the sample after the researcher make sure about the validity and reliability of the instruments by checked those using IBM SPSS 22. The sample students have filled both the questionnaire and the writing test through the link of Google Form, which the researcher gave the day before.

In this research, the instruments of both the questionnaire and the writing test were compiled into one link of Google Form. The sample needs to answer the questionnaire about motivating factors that influence students' English learning. They were guided to answer 16 questions by the scale 1-5. Scale 1 was used by the researcher here as the lowest point, which indicated as Strongly Disagree, meanwhile scale 5 is the biggest point, which indicated as Strongly Agree. After they had done answer the questions, the sample needs to answer the writing text about the descriptive text. Below is the further explanation:

1. Writing Achievement Test

   The writing test is conducted from the same sample as the questionnaire. There is only one question, and it is about the descriptive text. The topic that being used for writing text is family. The sample needs to describe their family with the criteria:

a. Using English as the main language to write the descriptive text

b. The text must be written with minimal 50 words

Refers to the criteria above, out of 120 respondents, only 69 respondents managed to complete the criteria. There were 23 out of 60 respondents from State School and 27 out of 60 respondents from Private School who did not match the criteria. The researcher needs 33 respondents from each school. Therefore, three respondents are not included in this research.

After the researcher eliminated invalid respondents, the data of the writing test were analyzed by the writing assessment rubric. The writing assessment rubric can be seen in the Appendix. The score of a writing test from Private and State Schools is compared by using the t-test method on IBM SPSS 22. Below is the table score of students' writing achievement:

| NO. | NAME | SCORE | SCHOOL |
|-----|------|-------|--------|
| 1. | I.S | 44 | State |
| 2. | Z.N.A | 44 | State |
| 3. | C.R | 43 | State |
| 4. | R.S.J | 40 | State |
| 5. | N.A.F | 39 | State |
| 6. | C.C | 46 | State |
| 7. | K.K | 44 | State |
| 8. | Y.P | 46 | State |
| 9. | A.N.K | 48 | State |
| 10. | M.R.A | 43 | State |

| | | | |
|---|---|---|---|
| 11. | N.Z | 46 | State |
| 12. | S.A.K. | 45 | State |
| 13. | B.A.P | 46 | State |
| 14. | A.Z | 44 | State |
| 15. | A.R | 44 | State |
| 16. | K.Y.M | 45 | State |
| 17. | O.T | 46 | State |
| 18. | A.S | 46 | State |
| 19. | A.D | 47 | State |
| 20. | M.Y | 46 | State |
| 21. | F.L | 43 | State |
| 22. | J.N | 45 | State |
| 23. | Y.S.K | 48 | State |
| 24. | K. | 45 | State |
| 25. | N.M | 45 | State |
| 26. | R.I | 46 | State |
| 27. | Z.N.A | 44 | State |
| 28. | R.M.F | 48 | State |
| 29. | B.P.A | 47 | State |
| 30. | T.K | 42 | State |
| 31. | C.H | 48 | State |
| 32. | A.Y | 46 | State |
| 33. | R.N | 46 | State |

Table 4.1 Table Score of State School Students' Writing Achievement

Referring to the data above, the highest score that state school students got was 48 out of 50 and the lowest score is 39 out of 50. There are four students who got score 48 as the highest score among other state school students, meanwhile only a student who got score 39. On the contrary, private school students shows different scores, as the table follows:

| NO. | NAME | SCORE | SCHOOL |
|-----|------|-------|--------|
| 1. | K.N | 44 | Private |
| 2. | L.A | 50 | Private |
| 3. | R.N.U | 47 | Private |
| 4. | E.T | 44 | Private |
| 5. | K.F | 43 | Private |
| 6. | N.A.D | 46 | Private |
| 7. | N.N | 44 | Private |
| 8. | A.M | 46 | Private |
| 9. | R.A.P | 42 | Private |
| 10. | F.A | 44 | Private |
| 11. | N.A.K | 44 | Private |
| 12. | F.M.F | 43 | Private |
| 13. | T.M.A | 46 | Private |
| 14. | M.H.A | 43 | Private |
| 15. | A.A.P | 44 | Private |
| 16. | M.Z | 45 | Private |
| 17. | H.A.N | 45 | Private |
| 18. | I.W.R | 40 | Private |
| 19. | H.A | 39 | Private |

| 20. | M.V.R | 43 | Private |
|-----|-------|----|---------|
| 21. | M.K.M | 39 | Private |
| 22. | A.C | 42 | Private |
| 23. | D.R.P | 43 | Private |
| 24. | N.A.P | 42 | Private |
| 25. | E.Z.H | 40 | Private |
| 26. | N.A.S | 42 | Private |
| 27. | M.F.H | 44 | Private |
| 28. | F.H | 45 | Private |
| 29. | M.H.L | 45 | Private |
| 30. | D.P.M | 43 | Private |
| 31. | Z.N.A | 43 | Private |
| 32. | N.A.A | 44 | Private |
| 33. | N.E.W | 45 | Private |

Table 4.2 Table Score of Private School Students' Writing Achievement

According to the table that shown above, the highest score private school students got is 50 out of 50, and the lowest score is as same as state school, which is 39 out of 50. There is only a student who got score 50 and a student who got score 39.

Before the researcher compared the students' scores, the researcher analyzed the normality and homogeneity of the test as a condition of t-test. The table below is the result of the normality:

**One-Sample Kolmogorov-Smirnov Test**

|  | Unstandardized Residual |
|---|---|
| N | 66 |
| Asymp. Sig. (2-tailed) | .197 |

Table 4.3 Table result of normality test

As shown on the table above, the Asymp. Significance of the data is 0.197. It is greater than the significant level (α) 0.05; by any means, the data is distributed normally. Below is the homogeneity test result, as it follows:

**Test of Homogeneity of Variances**

Students' Achievement

| Levene Statistic | Sig. |
|---|---|
| .035 | .853 |

Table 4.4 Table result of homogeneity test

The data is considered as homogeny if the significance is greater than the significant level (α) 0.05. Based on the table above, the significance of the homogeneity test is 0.853. In other words, the data is homogeny because the significant is greater than 0.05 (0.853 > 0.05). Meanwhile, the Levene Statistic shows 0.035 as it means less than 0.05. It means that the smaller Levene Statistic, the greater the homogeneity.

Thus, the data is already proven distributed normally and homogeny. The researcher compares the writing test score from the State School and Private School. The table below shows the mean score from both schools, as follows:

**Group Statistics**

|  | Kind of Schools | N | Mean |
|---|---|---|---|
| Achievement | State | 33 | 45.00 |
|  | Private | 33 | 43.61 |

Table 4.5 Table result of the mean score

The table above shows that the sample for state school is 33 students, while for private school is 33 students. The mean score of state school students is 45.00, meanwhile private school is 43.61. Thus, descriptively statistics can be conluded that there is a state school students have a higher mean score than private school students.

Thus, the data is already proven distributed normally and homogeny. The researcher compares the writing test scores from the State School and Private School. The result of the t-test method is shown below, as it follows:

**Independent Samples Test**

| t-test for Equality of Means | | |
|---|---|---|
| t | Sig. (2-tailed) | Mean Difference |
| 2.599 | .012 | 1.394 |

Table 4.6 Table result of t-test

As stated in the table above, the researcher found the [sig. (2-tailed)] 0.012 and the significant level ($\alpha$) 0.05. It indicates that there is a significant difference in students' writing achievement between those who attend state and private schools because [sig. (2-tailed)] 0.012 < significant level ($\alpha$) 0.05. Next, on the output table above shown the mean difference is 1.394. It shows the difference between students' mean scores in private and state school.

Based on the table, the t-value ($t_0$) is 2.599, and the t-table is 1.645 (the t distribution table can be seen in the Appendix). It implies that the t-value ($t_0$) 2.599 > t-table 1.645 (greater than 1.645). Therefore, the null hypothesis ($H_0$) is declined, and the annual hypothesis (Ha) is accepted. By any means, there is a significant difference of mean score students' writing achievement between state and private school students.

Another findings that the researcher found, there is a difference between students' writing achievement in private and public school is not only from the t-test result, but also from the diagram below:
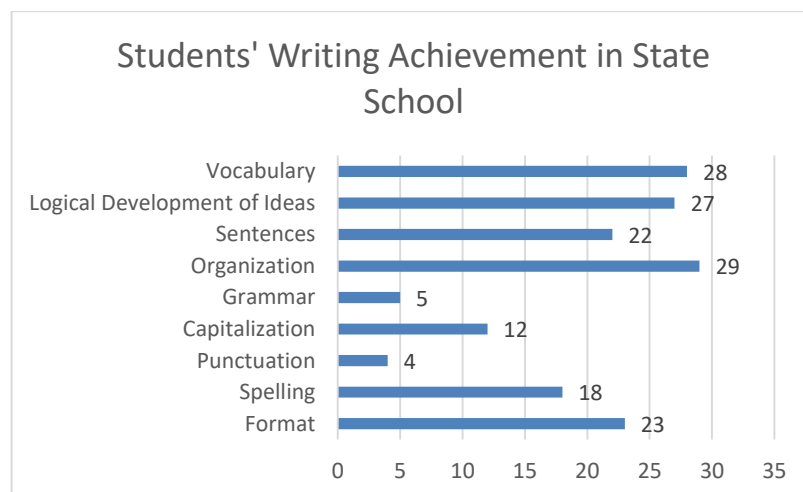
Picture 4.1 Diagram Results of State School Students' Writing Achievement

The diagram shown above is the amount of state school students who got perfect scores on several criterias that being used to analyzed students' writing achievement. State school students shows a perfect score in: 1) Format, 2) Spelling, 3) Capitalization, 4) Organization, 5) Sentence, 6) Logical Development of Ideas, and 7) Vocabulary. Furthermore, the diagram shown

below is the amount of private school students who got perfect scores on several criterias:

## Students' Writing Achievement in Private School

| Criteria | Value |
|---|---|
| Vocabulary | 6 |
| Logical Development of Ideas | 21 |
| Sentences | 19 |
| Organization | 28 |
| Grammar | 8 |
| Capitalization | 7 |
| Punctuation | 6 |
| Spelling | 14 |
| Format | 15 |
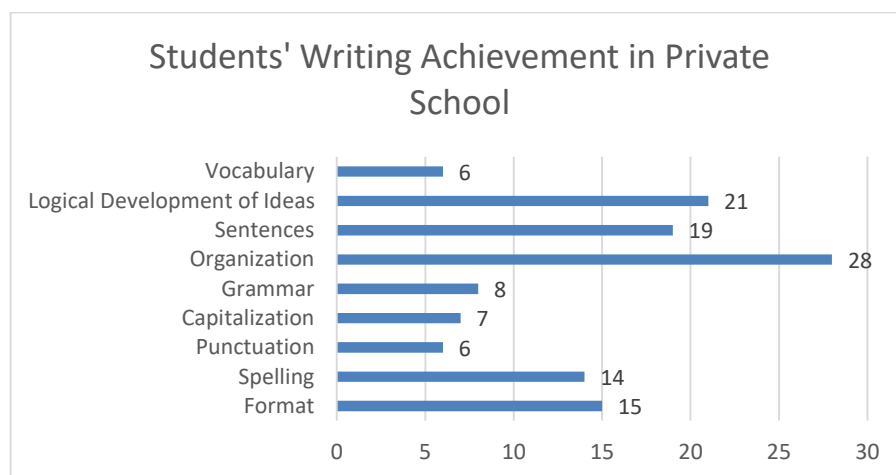
Picture 4.2 Diagram Results of Private School Students' Writing Achievement

From the diagram above, there are six private school students who got perfect scores in punctuation, while there are only four state school students who got perfect scores in punctuation. Eight private school students performed better in grammar rather than state schools students. Referring to the diagram above, private school students performed better at punctuation and grammar than the state school students It indicates that there is a difference between students' writing achievement in private and state school.

2. Motivating Factors of English Learning

The data from the questionnaire was conducted from the students of SMP Ihsaniyah Tegal and SMP N 10 Tegal. There are 16 questions in total. The sample asked to access the link https://forms.gle/2NdQBhsCYjJVRqEA7. Out

of 40 questions, there were only 16 questions were valid, and the rest of the questions were not valid. After it being analyzed, it was given to the sample to answer the questionnaire. The table below is the motivating factors that being used in questionnaire (The instrument can be seen in the appendix.):

| INTERNAL FACTORS | EXTERNAL FACTORS |
|---|---|
| 1. Students enjoy the English class | 1. The teacher gives an extra point whenever students answer the questions |
| 2. Students would like to apply what I have learned in English subject | 2. Students always write down what the teacher says |
| 3. Students are fascinated when I hear a foreigner speaking | 3. English is essential for personal development |
| 4. Students think they are good at writing rather than three other basic skills | 4. Others will have a better opinion of the students if they speak English |
| 5. Students learn English to improve their English language skills | 5. In an English class, the teacher's method is important |
| 6. Learning English is very interesting/fun | 6. Learning English is useful in getting a good job in the future |
| 7. Students learn English because it is something that they always want to do | 7. I learn English because I need it to further my studies overseas. |
| 8. Students believe they have the ability to learning English | 8. I learn English because I want to go abroad. |

Table 4.7 The Motivating Factors of Students' English Learning

This research uses a Likert-scale questionnaire as the aim of it is to get more information about what factors influence students' English learning. Before it gets distributed to the sample, the researcher checks the validity and reliability through IBM SPSS 22. The table below shows the validity of the questionnaire:

| Item | Item Total Correlation | Sig. | r-table | Criteria |
|------|------------------------|------|---------|----------|
| 1 | 0,689 | 0,000 | 0,254 | Valid |
| 2 | 0,658 | 0,000 | 0,254 | Valid |
| 3 | 0,497 | 0,000 | 0,254 | Valid |
| 4 | 0,575 | 0,000 | 0,254 | Valid |
| 5 | 0,564 | 0,000 | 0,254 | Valid |
| 6 | 0,573 | 0,000 | 0,254 | Valid |
| 7 | 0,708 | 0,000 | 0,254 | Valid |
| 8 | 0,548 | 0,000 | 0,254 | Valid |
| 9 | 0,395 | 0,000 | 0,254 | Valid |
| 10 | 0,365 | 0,000 | 0,254 | Valid |
| 11 | 0,603 | 0,000 | 0,254 | Valid |
| 12 | 0,441 | 0,000 | 0,254 | Valid |
| 13 | 0,382 | 0,000 | 0,254 | Valid |
| 14 | 0,609 | 0,000 | 0,254 | Valid |
| 15 | 0,485 | 0,000 | 0,254 | Valid |
| 16 | 0,506 | 0,000 | 0,254 | Valid |

Table 4.8 Validity of Questionnaire

The questionnaire is considered valid if the item-total correlation is greater than the r-table, and the significant (2-tailed) less than significant level ($\alpha$) 0,05 with Pearson Correlation values positive. Based on the table above, 16 questions are valid and ready to be tested for reliability.

After the researcher made sure that the instrument was valid, it needs to be tested for reliability. To analyze the reliability of the questionnaire, the researcher used IBM SPSS 22. The table below shows the reliability of the questionnaire:

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .805 | 16 |

Table 4.9 Reliability of Questionnaire

The term for an instrument considered as reliable if the value of Cronbach Alpha is greater than 0,60. The table above shows that the Cronbach Alpha is 0.805. It indicates that the questionnaire is reliable because the Cronbach Alpha is greater than 0,60.

Therefore, the researcher has categorized the questionnaire into two, internal factors and external factors. After the questionnaire proved as valid and reliable, it was distributed to the sample and the diagram below summarized about the questionnaire:
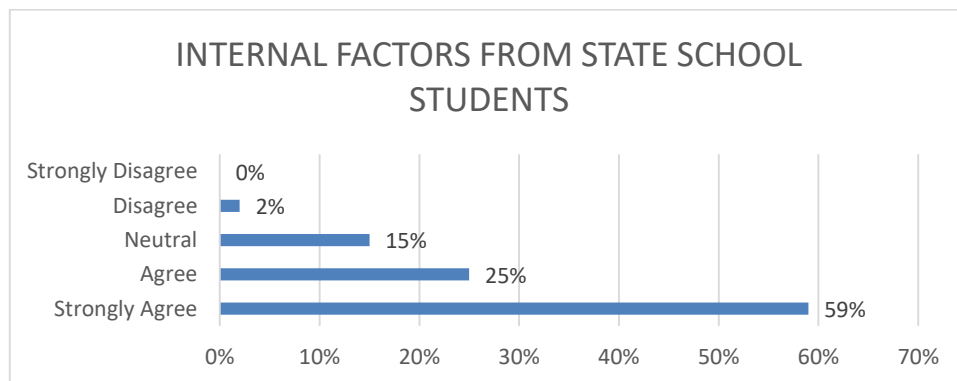


Picture 4.3 Diagram Result of State School Students' Responses Toward Internal

Factors (Question 1-8)

Referring to the diagram above, about 59% of respondents stated they are strongly agreed about the statements which included on internal factors

(statements considered as internal factors can be seen in Table 4.7). 28% agree, 16% neutral, 3% disagree, and 0% strongly disagreed. On the other hand, students gave their opinion on the external factors as the diagram below:
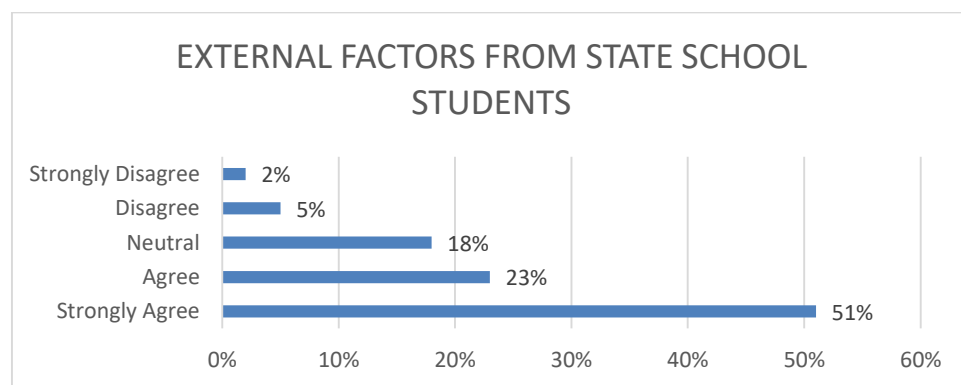


Picture 4.4 Diagram Result of State School Students' Responses Toward External Factors (Question 9-16)

The diagram shown that 51% of respondents strongly agreed on the statements which included in external factors (statements considered as external factors can be seen in Table 4.7). Comparing to the diagram before, internal factors have received more positive responses (59%) than external factors (51%). It means that internal factors have more effects on the state school students' English learning.

As the researcher has done analyzing the questionnaire from state school students, the researcher analyzes the questionnaire from private school students. Diagram below is the result of private school students' responses toward internal factors:
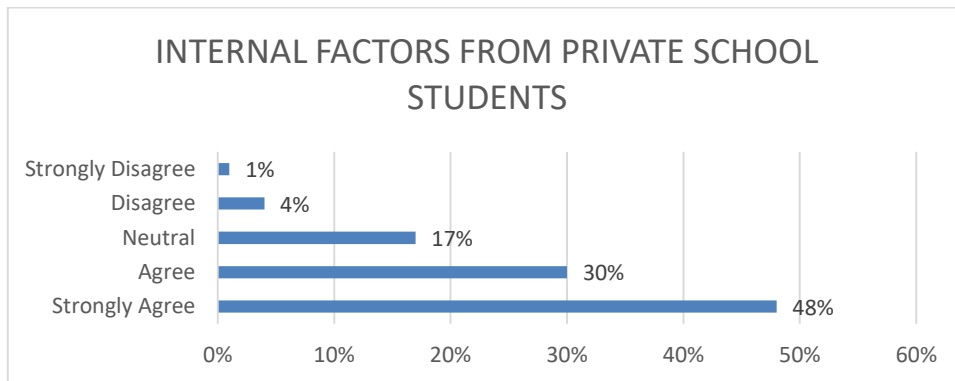
Picture 4.5 Diagram Result of Private School Students' Responses Toward

Internal Factors (Question 1-8)

According to the diagram above, about 48% of respondents stated they are
strongly agreed about the statements which included on internal factors
(statements considered as internal factors can be seen in Table 4.7). 30% agree,
17% neutral, 4% disagree, and 1% strongly disagreed. It gives different result
from state school students. At the same time, students gave their opinion on the
external factors as the diagram below:
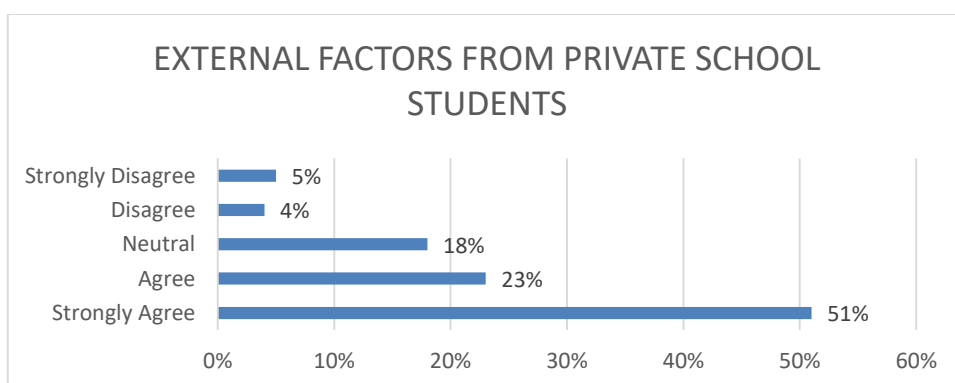


Picture 4.6 Diagram Result of Private School Students' Responses Toward

External Factors (Question 9-16)

The diagram shown that 51% of respondents strongly agreed on the statements which included in external factors (statements considered as external factors can be seen in Table 4.7). Comparing to the diagram before, external factors have received more positive responses (51%) than internal factors (48%). It means that external factors have more effects on the private school students' English learning.

Hence, referring to the data above, it can be concluded that motivating factors influenced the difference of students' writing achievement in state and private of junior high school students. The data shows that internal motivating factors giving more effects to state school students rather than external factors. However, for private school students, external motivating factors giving more effects to them rather than internal factors.

## B. Discussion

This research uses a questionnaire to get the more information about motivating factors that influence difference in students' writing achievement between private and state of junior high school. There are 16 statements in a total which already being analyzed the validity and reliability. From 16 questions that were analyzed before, it was divided into two subheadings, internal factors and external factors. It can be easily clustered in Google Form. The result of the questionnaire is shown below.

1. Internal Factors

This part discussed the internal factors that influence students' writing achievement. It has eight questions in total. These diagrams compiled

students' viewpoints of internal factors. The first statement is about how much do the students enjoying the English class.
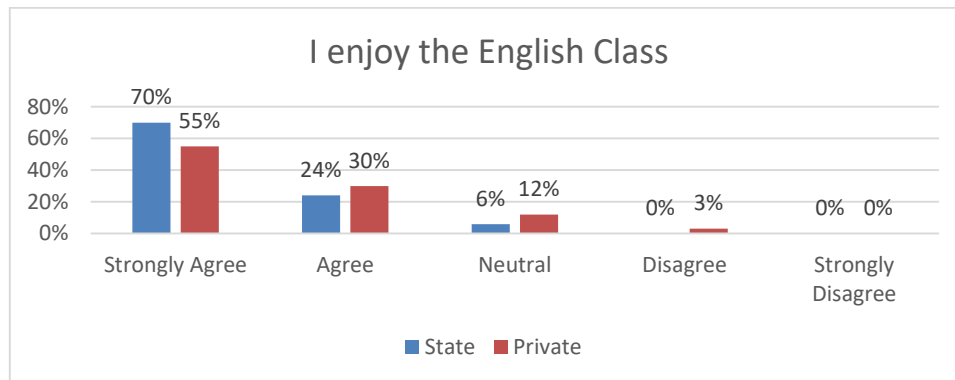


Picture 4.7 Diagram Results of Internal Factors (Question 1)

The diagram below summarized the answer from the sample. It shows that 70% respondents of state school students and 55% respondents of private school students are strongly agree with the statement. State school students show higher positive responses than private school students. While 6% respondents of state school and 12% respondents of private school are neutral. It shows that private school dominates the option neutral and disagree with 3% respondents. As cited in (Harmer in Wimolmas, 2012) that there are many reasons that makes students enjoy it, such as the classmates, and their interest to learn English. Learning English together will make it easier and having a lot of fun, because it will gives the students strength to each other. (Wulanjani, 2016) asserted that the teacher need to give the materials through an interesting technique in order to make the learners enjoy the teaching-learning process.
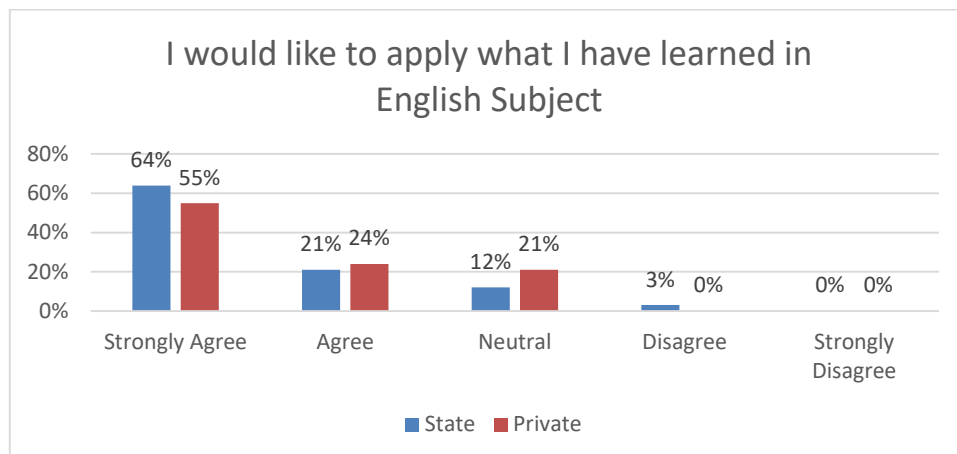
Picture 4.8 Diagram Results of Internal Factors (Question 2)

The second statement is, *"I would like to apply what I have learned in English subject"* have the result 64% respondents of state school shows a higher percentage than private school in an option strongly agree which only has 55% responses. On the other hand, private school has higher percentages at two options, with 24% agree and 21% neutral, compared to the state school which only shows 21% agree, 12% neutral, and 3% disagree. Based on (Budiana & Djuwari, 2018), learning English needs to be used when the students wants to improved their English ability. State school students showed positive responses to this statement better than private school students. Applying English in a daily life will raised their ability in English. Students can freely apply what they had learned in English class as a major key of communication, because they are are understand of English as international language which is globally used.

## I am fascinated when I hear a foreigner speaking
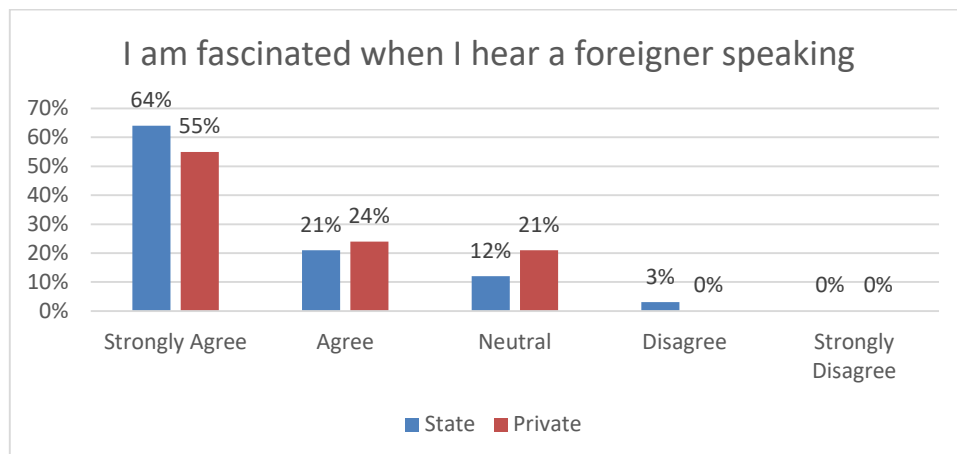
Picture 4.9 Diagram Results of Internal Factors (Question 3)

Based on the result above, there are 64% respondents of state school students and 55% respondents of private school students who strongly agree toward this statement. 12% respondents of state school gives their opinion to neutral, while private school students show 21%. On the other hand, 3% respondents of state school students choose disagree toward this statement. (Doan, 2011) stated that Students feel amazed by the way the the native speaks, it is either they look face-to-face or through any social media because it is the reason that give the students motivation to learn and have a communication with them. Learning from the native speakers are more effective than learning in the class. It also motivates students to get active and learn English better because they are motivated to speak with the native.

I think I am good at writing rather than three other basic skills

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| State | 18% | 24% | 48% | 9% | 0% |
| Private | 9% | 39% | 33% | 12% | 6% |

■ State ■ Private
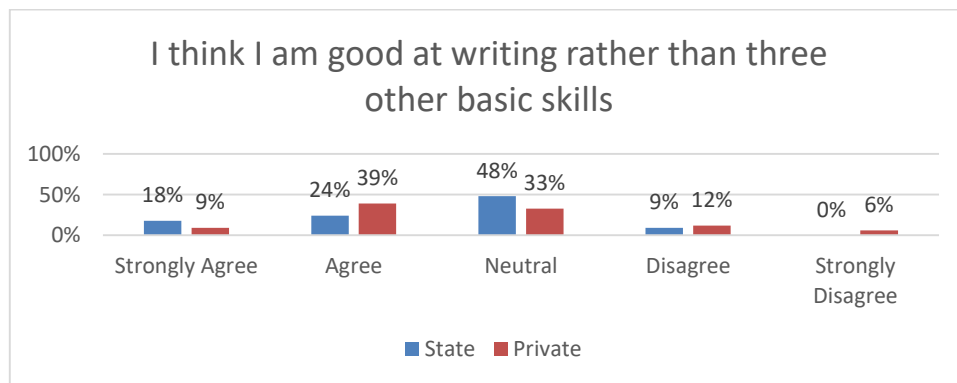
Picture 4.10 Diagram Results of Internal Factors (Question 4)

The fourth statement is, *"I think I am good at writing rather than three other basic skills."* There are four basic skills to learn English, listening, speaking, reading, and writing. (Byrd, 2016) opined writing is mostly considered as the hardest skill to learn because the learners need to get to know about a lot of things, such as grammar, punctuation, spelling, capitalization, vocabulary, et cetera. As shown in the diagram above, around 18% respondents of state school students and 9% respondents of private school students are strongly agree toward this statement. It shows that state school students have a higher percentage in an option strongly agree. While 24% respondents of state school students and 39% respondents of private school students are opined they agree with it. This statement has the highest percentage in an opinion neutral, with 48% respondents of state school and 33% respondents of private school. It indicates that students are not confident to claimed that they are the best at writing skills or other three basic skills.

## I learned English in order to improve my English language skills
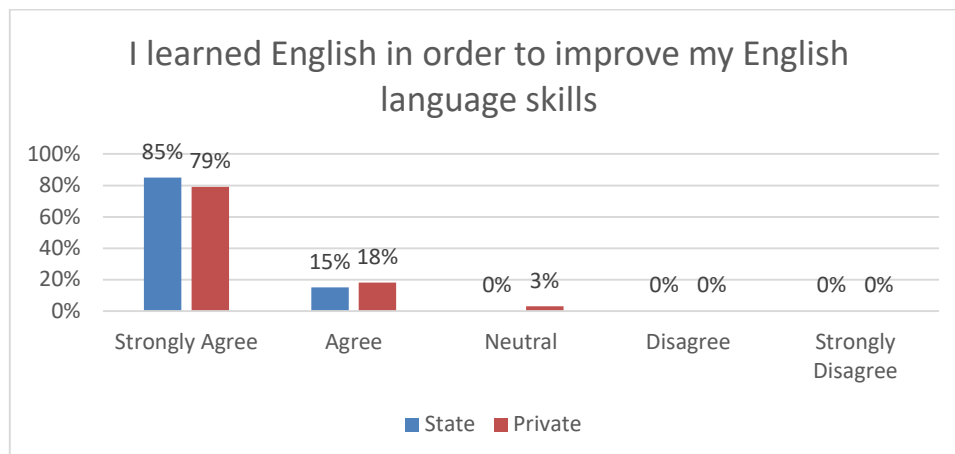
Picture 4.11 Diagram Results of Internal Factors (Question 5)

According to the result above, the statement said, *"I learn English in order to improve my English language skills"* makes the highest result in a strongly agree option. 85% respondents of state school and 79% respondents of private school shares the same opinion that learning English to improve their English language skills. (Riswanto & Aryani, 2017) opined that by improving their English language skills can bring any advantages both from academic and non-academic purposes. About 3% respondents of private school students are neutral. By enjoying the English class and learning from othere sources can boost up students' English skills. Students need to practice frequently, in order to get better in learning English.

## Learning English is very interesting/fun
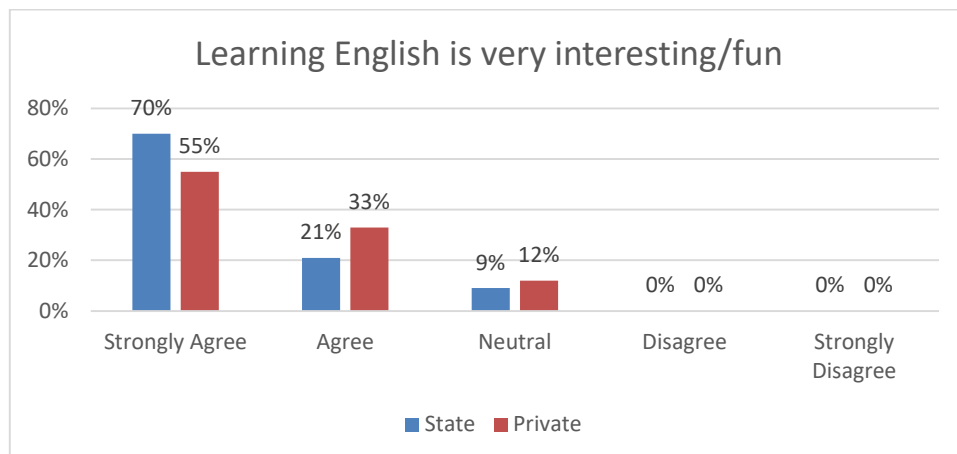
Picture 4.12 Diagram Results of Internal Factors (Question 6)

It can be shown that state school students give positive responses better than private school students. 70% respondents of state school are strongly agree toward the statement, comparing to the private school who got 55% respondents. However, private school mostly choose agree and neutral compared to state school. Learning English for a foreign language is difficult to be applied in daily life. (Harmer in Wimolmas, 2012) asserted teacher's role is important to motivate students. It is the reason why the teacher needs to be creative and make the class into something that the students excited to learn. Because as students, students find it difficult to learn something new if they do not have any interest in it.

I learn English because it is something that I always want to do
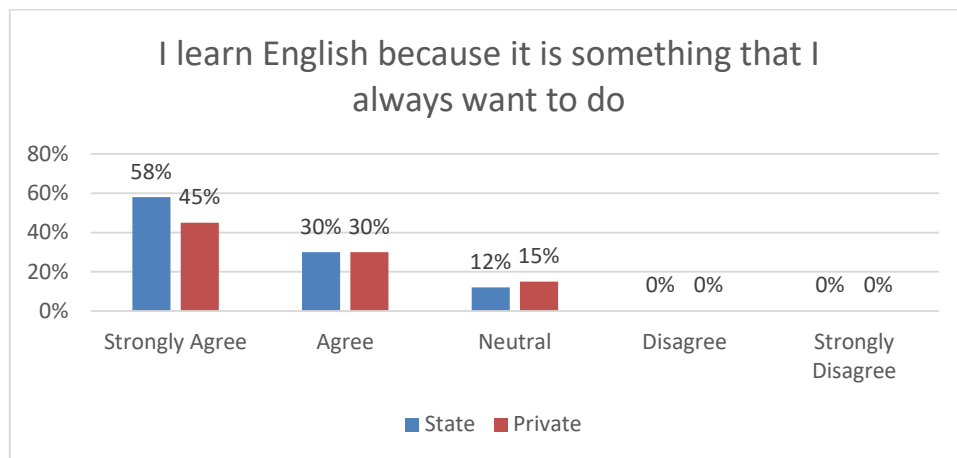


Picture 4.13 Diagram Results of Internal Factors (Question 7)

As the diagram shown above, it talks about *"I learn English because it is something that I always wanted to do."* There are 58% state school respondents and 45% private school respondents strongly agree, while 30% respondents of each school choose agree, and 12% state school respondents and 15% private school respondents assumed that learning English is neither what they wanted to do nor what they do not want to do. (Gai mali, 2015) asserted that intrinsic motivation is coming from inside the individuals itself, they got motivated to gain personal reward. From the data above, 88% state school respondents and 75% private school respondents agree that this statement means they need to learn English because they wanted to.

I believe I have the ability in learning English
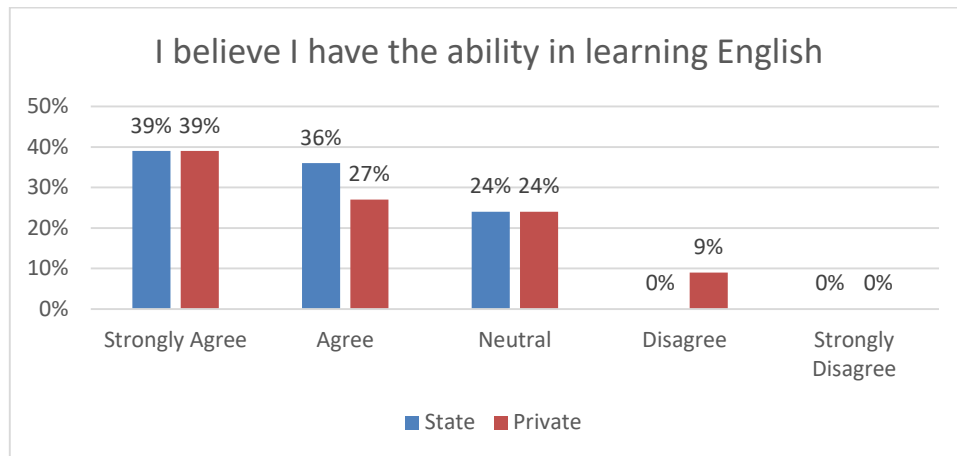
Picture 4.14 Diagram Results of Internal Factors (Question 8)

The next statement said, *"I believe I have the ability in learning English."* State school and private school gives the similar respondents for strongly agree, which is 39% responses, while 36% state school respondents are higher than private school respondents to choose agree. (Life in Astuty et al., 2013) stated the more confident the students become, the more likely they are to participate in the learning experience in the EFL classroom. This indicates that self-confidence is an important motivator. learning English can be a motivation for students to be able to master other languages than the mother language. However, some of the problem caused by the existing curriculum makes the students lack of motivation. It caused them not to pay attention to the class because they think that learning English is hard.

2.  External Factors

This part analyzed the students' opinions about the external factors that influence their English learning. In this part, it consisted of eight questions about the external factors of it. These diagrams compiled the answer to students' viewpoints.
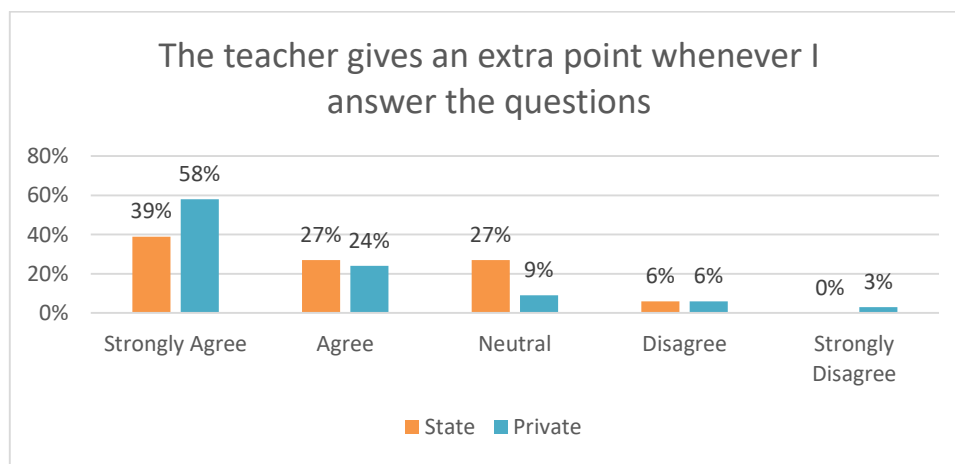


Picture 4.15 Diagram Results of External Factors (Question 9)

From the diagram above, the researcher found out private school students show a higher percentage with 58% than state school 39% that strongly agree about the teacher gives them an extra point whenever they answer the questions. While state school shows a higher percentage in agree with 27% and private school 24%. (Astuty et al., 2013) asserted that teacher's hard work to create such a comfortable and effective strategies in teaching. One of the external factors that needed to be applied to the class is giving an extra point whenever the students being active in the class. It would motivate them to be more active and excited toward the subject itself.

On the other hand, 27% state school respondents and 9% private school respondents are neutral. It indicates the teacher neither gives an extra point nor

giving attention toward the students. While both schools have 6% of respondents to respond disagree and 3% private school respondents respond with strongly disagree. (Astuty et al., 2013) opined students in this study considered that if the teacher could conduct the activities well, this process of learning would become alive and may reach its purpose. But if the teacher was not in good feeling to conduct the activities, then it would ruin the plan on it. Students need something motivated to attract the interest against the subject itself. By giving an extra point, it can attract the students to be more active and energetic during the class. Teacher needs to motivate students, because it will improve their achievement in class.
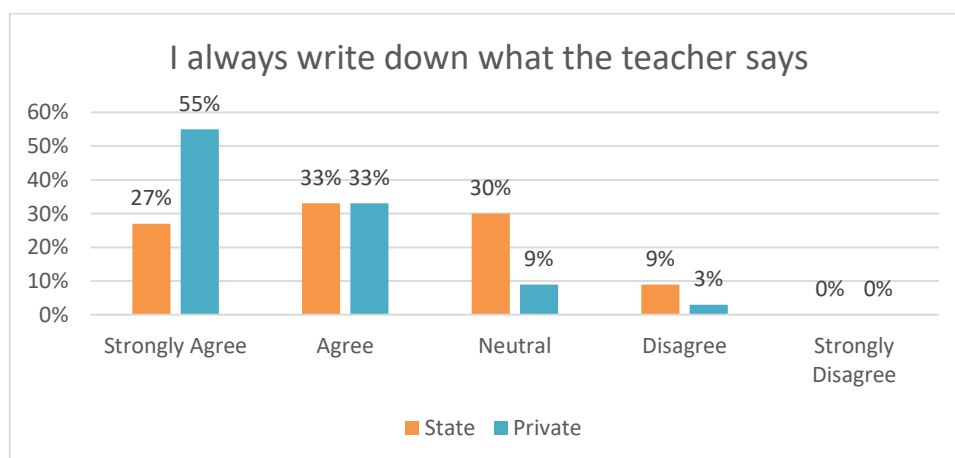


Picture 4.16 Diagram Results of External Factors (Question 10)

The next statement said, *"I always write down what the teacher says."* As the diagram is shown private school gets a higher percentage again with 55% than 27% state school respondents to choose strongly agree, but both schools share the same percentage with 33% to choose agree. (Valiantien et al., 2016) asserted writing the material that the teacher explained is effective as a method

to learn. Students can re-read the material again when they are home. It also being the crucial factor that can raise students' motivation in learning English. So when the class begins the next day, they can answer and understand more about the material. It also applies to the exams. They can learn it again and understand more, in order to be able to answer in the exams.

30% state school respondents and 9% private school respondents opined neutral toward the statement above. It implies that students can be moody. They can write down what the teacher says, but on the other day, they prefer to listen and not to take any notes what the teacher says. Conversely, 9% state school respondents and 3% private school respondents disagreed with a statement that they always write down what the teacher says. They do not take notes when the teacher is explaining the material. They prefer to listen and read from several sources, such as books, the internet, and et cetera.
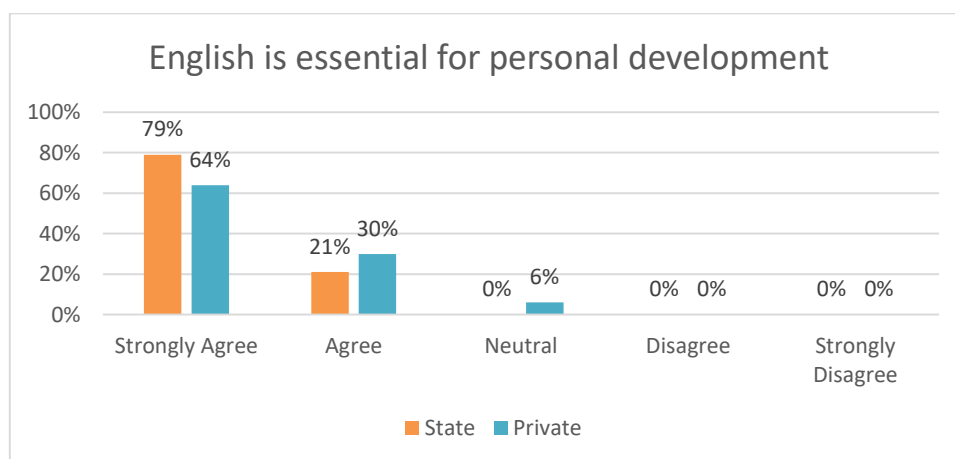


Picture 4.17 Diagram Results of External Factors (Question 11)

Another statement that included in external factors that influence students' English learning is, *"English is essential for personal development."* Referring

to the diagram above, 79% state school respondents and 64% private school respondents strongly agree, 21% state school respondents and 30% private school respondents agree. (Saheb, 2014) opined that personal development is meaningful for students. It gives the students confidence toward themselves. By learning English, it can boost up students' personal development. They are more respected by society because English is remarkable essential at this time.

On the contrary, around 6% private school respondents opined they felt neutral toward the statement. It implicated that English is not essential enough for personal development. There are a lot of things that more essential for personal development, so they opined that learning English does not have a big impact on personal development.
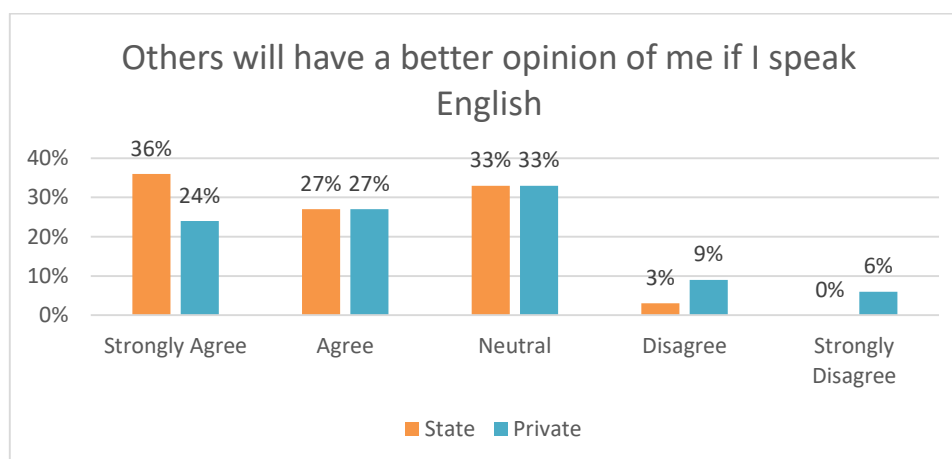


Picture 4.18 Diagram Results of External Factors (Question 12)

The statement above, *"Others will have a better opinion of me if I speak English,"* got 36% state school respondents and 24% private school respondents response strongly agree, while both schools are sharing the same

percentages at 27% for agree and 33% for neutral. (Astuty et al., 2013) asserted that communication process cannot be engaged without involvement of classmates. It indicates that the power of classmates are important to get boost up the confidence to speak English in the class. Fluent in English makes people respect us more. As learners, this statement can be applied in the class. Students speak English because they want to get attention from the teacher and their classmates. Students often want to be praised because of our ability to speak English.
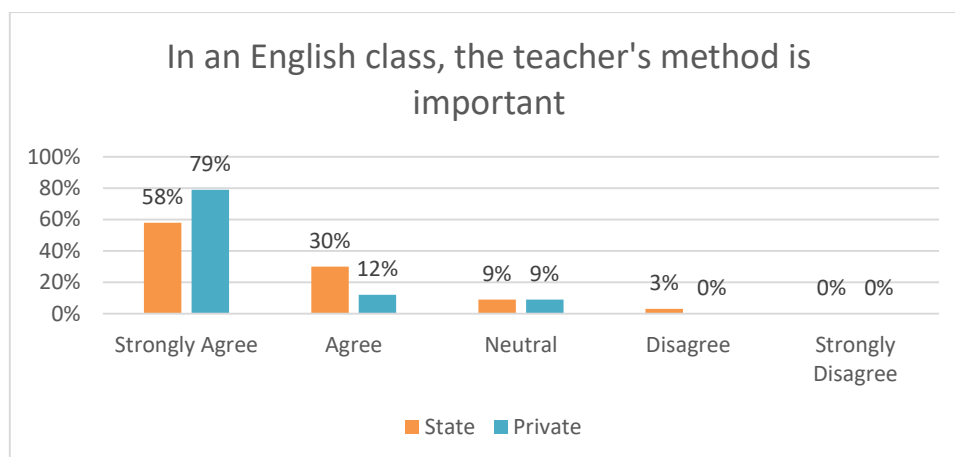


Picture 4.19 Diagram Results of External Factors (Question 13)

Statement number 13 is, *"In an English class, the teacher's method is important."* Based on the diagram, 58% state school respondents and 79% private school respondents are strongly agree with the statement, while 30% state school respondents and 12% private school respondents are agree, but both schools share the same percentages 9% to answer neutral. (Harmer in Wimolmas, 2012) asserted that method of teaching can affect students' motivation to learn in the class. Some students do not want to learn because the

teacher is too much explaining the material orally, while some of them do not want to learn because the teacher often asked them to write the material without explaining. It affects students' achievement more than what the teacher imagines. Teachers can change our method to lift up students' mood to learn by using several exciting and refreshing methods. While 3% state school respondents are disagree with the statement. It can be simply concluded that no matter what kind of method the teacher uses, if they do not like to learn English, then it does not affect them.
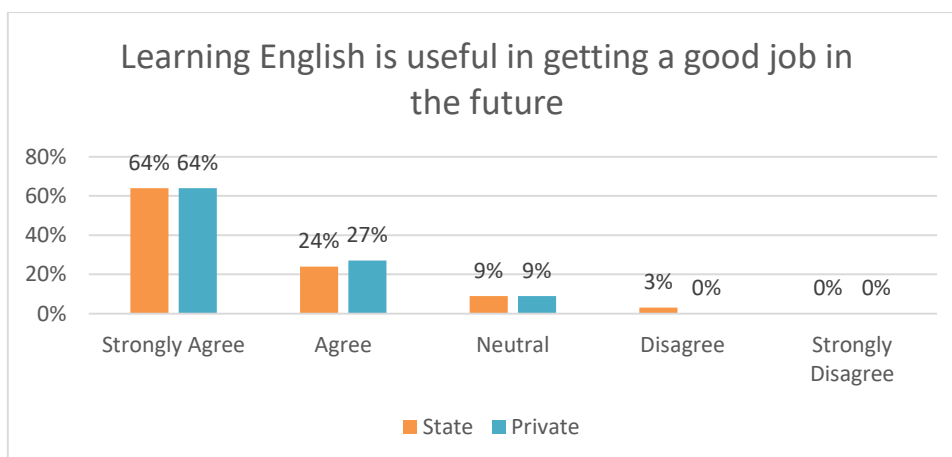


Picture 4.20 Diagram Results of External Factors (Question 14)

Next, the statement above stated, *"Learning English is useful in getting a good job in the future."* About 64% respondents of both schools are strongly agree, 24% state school respondents and 27% private school students are agree, while 9% respondents of both schools are neutral. Learning English is giving a lot of benefits to the students. It gives both academically and non-academically beneficial. English is essential for the students to get a job in the future because English is an international language that aims to be a bridge between two

different cultures. (Harmer in Wimolmas, 2012) mentioned that students who learn English for getting a job is considered as a long-term goal. It means that students are trying to achieve their goals in the further future. 3% state school respondents are disagree with the statement. It indicates that English is not the only skill that is useful in getting a job, but also any other skills that are more important. They opined learning English is only a complementary skill.
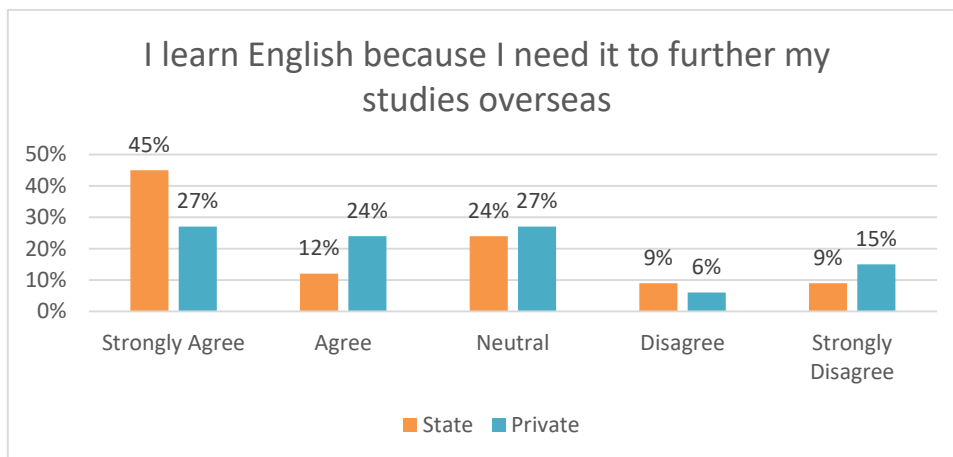


Picture 4.21 Diagram Results of External Factors (Question 15)

Responding to the statement number 15, which stated: *"I learn English because I need it to further my studies overseas."* The researcher finds 45% state school respondents and 7% privates school respondents are strongly agree, 12% state school respondents and 24% private school respondents are agree toward this statement. As cited in (Astuty et al., 2013), students found it is interesting to go study abroad and living like a native speaker of language they learn. It motivats them to learn and practice English skill before study abroad. Some students want to study abroad because they want to challenge themselves to get an education from other countries. They need to be fluent in English as

their main language, as English is the International language that mostly used overseas. It is essential for the students to learn and prepare a lot of English when they want to study abroad.

However, there are a lot of respondents from both school who choose neutral, disagree, and strongly disagree. It explained that some students are not planned to study abroad yet. They prefer to study domestically because they do not need to learn English deeper, and they can easily learn in their mother language.
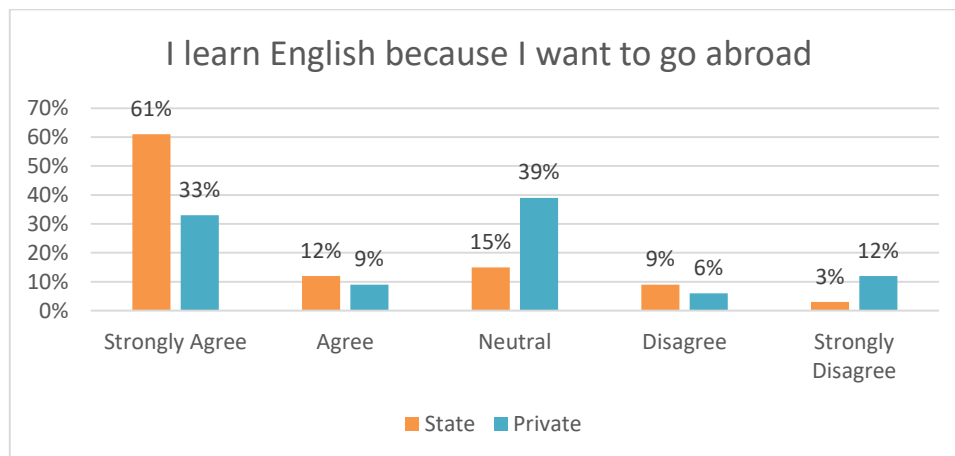


Picture 4.22 Diagram Results of External Factors (Question 16)

Lastly, the diagram above stated, *"I learn English because I want to go abroad."* Around 61% state school respondents are showing a highly excitement of going abroad compared to 53% private school respondents, 12% state school respondents and 9% private school respondents are agree. (Astuty et al., 2013) asserted learning English is important when we want to go abroad, whether it is because of works, study, or holiday. It can help motivated students to learn English better because being able to speak English is important when

going abroad, thus English is an international and important language which globally used.

Afterward, private school students show a higher responses toward neutral, it has 39%. It can be indicated that learning English is not only because they want to go abroad, but they also have other reasons to learn English. However, the respondents who choose disagree and strongly disagree are not having plan to go abroad. In short, people have reasons to learn English, whether they want to go abroad, for study purposes, seeking friends, and et cetera.

In this research, there is a difference with previous study. In (Al-natour & Hijazi, 2012), private school students performed better than state school students. While in this research, state school students have performed better than private school students.

It goes the same in (Javed et al., 2013), they found no significant difference between students' writing achievement in private and state school. Unlike the two researches that have been mentioned above, this research has a significant difference between students' writing achievement in private and state school.

# CHAPTER V

## CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. It aims to summarize the research result that has been obtained in this research.

### A. Conclusion

As previously explained in the previous chapter, this research aims to find out students' writing achievement between those who attend State and Private School and to identify the factors that influence students' English learning. The data is collected by a Likert-scale questionnaire and a writing test.

Accordant with the objectives of the research, the researcher comes up with the results as it follows:

1. There is a difference in students' writing achievement between those who attend State and Private School. It was proven by analyzed using the t-test method. The result states [sig. (2-tailed)] $0.012 <$ significant level ($\alpha$) $0.05$, as it means there is a significant difference. From the data that has been analyzed before, it is confirmed that state school has a better result than private school. Students who attend state school have a mean score of 45.00. Nonetheless, students who attend private school have a mean score of 43.61.

2. There is a difference in motivating factors that influence differences in students' writing achievement. Students were answered with a variety of answers to the statements. From the data that has been analyzed before, it is confirmed that internal factors have more effects on the state school students

(59%) than private school students (48%), while external factors have more effects on the private school students (51%) but state school students shared the same percentage (51%). Factors that included in internal factors are: 1) *I enjoy the English class*, 2) *I would like to apply what I have learned in English subject*, 3) *I am fascinated when I hear a foreigner speaking*, 4) *I think I am good at writing rather than three other basic skills*, 5) *I learn English in order to improve my English language skills*, 6) *learning English is very interesting/fun*, and 7) *I learn English because it is something that I always want to do*. However, factors that included in external factors are: *1)The teacher gives an extra point whenever students answer the questions, 2)Students always write down what the teacher says, 3) English is essential for personal development, 4) Others will have a better opinion of the students if they speak English, 5) In an English class, the teacher's method is important, 6) Learning English is useful in getting a good job in the future, 7) I learn English because I need it to further my studies overseas, and lastly 8) I learn English because I want to go abroad.*

## B. Suggestion

After finishing the research, the researcher has some suggestions as follows:

1. For the Students

The researcher recommended the students to learn English seriously, not to think about others' perception. It would be better if the students are focused in the class and trying to figure out their rate of writing skill.

2. For the Teacher

It would be great if the teacher gives them motivation every time the class begins. Not only motivation but also small things such as giving them a reward when they are active in the class. The teacher needs to pay attention to every little thing about the class. Try to find any new method that can make the students feel excited to learn English in the class. Studying is not only in the class. The teacher can take advantage of the schools' facilities, such as laboratory, garden, hall, school field, and etc. By applying those, it will affect the students positively.

3. For the Next Researchers

This study investigated is there any significance different between students' writing achievement in private and state school. The next researchers can take another variable such as speaking, listening, or reading with larger samples. The next researchers who would like to conduct the this study, they can try to find another factors that influence difference between students' English achievement.

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# APPENDICES

**Appendix 1:**

Syllabus

SILABUS SATUAN PENDIDIKAN

Sekolah            : SMP                                                  Kelas              : VII (Tujuh)

AlokasiWaktu      : 28 Jam Pelajaran (14 Pertemuan)                        Chapter           : 7

KI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

| Kompetensi Dasar | Materi Pokok dan Materi Pembelajaran | Kegiatan Pembelajaran | Penilaian | Sumber |
|---|---|---|---|---|
| 3.7. membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait | • Fungsi sosial Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik<br>• Struktur teks Dapat mencakup: | - Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik | - Sikap social dan spiritual : observasi<br>- Pengetahuan: Tulis PG<br>- Keterampilan: Praktik | When English Rings a Bell Kelas VII Cetakan Ke-3, 2016 (EdisiRevisi) Penulis :SitiWachida |

| | | | | |
|---|---|---|---|---|
| dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya<br>4.7.Teks Deskriptif<br>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda<br>4.7.2.menyusunteksdeskripti flisandantulis sangatpendekdansederhana, terkait orang, binatang, dan benda, dengan memperhatikanfungsisosial, strukturteks, dan unsur kebahasaan, secara benar dansesuaikonteks | - identifikasi (nama keseluruhan dan bagian)<br>- sifat yang menjadi pencirinya<br>- fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.<br>• Unsur kebahasaan<br>- Kalimat deklaratif (positif dan negatif), dan interogatif (*Yes/No question*; *Wh-question*), dalam *simple present tense*<br>- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.<br>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan<br>• Topik<br>Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, termasuk bangunan publikyang dapat | - Bertanya tentang informasi yang terkait di dalam teks tersebut.<br>- Menggunakan alat analisis (tabel atau bagan *mind-map*) untuk mempelajari sistematika deskripsi yang diterapkan<br>- Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll.Untuk mengritik/menyatakan kekaguman/ mempromosikan<br>- Dalam kelompok membuat proyek kecil: dengan bantuan *mind-map*, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan<br>- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, | | h, AsepGunawan, Diyantari, YuliRulaniKhatimah. Penelaah : Rd. SafrinaNoorman, Helena IndyahRatnaAgustien, danOuikuremaPurwati. PenyeliaPenerbitan : PusatKurikulumdan Perbukuan, Balitbang, Kemdikbud. |

| | menumbuhkanperilaku yang termuat dalam KI | guru) yang datang membacanya<br>- Melakukan refleksi tentang proses dan hasil belajarnya | | |
|---|---|---|---|---|

**Appendix 2:**

**State School Students' Writing Achievement**

| NO. | NAME | FOR | SPELL | PUNC | CAP | GRAM | ORGANI | SEN | LOG | VOC | CONT. | OVERALL | TOTAL |
|-----|------|-----|-------|------|-----|------|--------|-----|-----|-----|-------|---------|-------|
| 1 | I.S | 4 | 4 | 2 | 3 | 4 | 4 | 3 | 4 | 2 | 9 | 5 | 44 |
| 2 | Z.N.A | 4 | 3 | 3 | 2 | 2 | 4 | 4 | 4 | 4 | 9 | 5 | 44 |
| 3 | C.R | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 3 | 4 | 9 | 5 | 43 |
| 4 | R.S.J | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 9 | 5 | 40 |
| 5 | N.A.F | 4 | 3 | 2 | 2 | 3 | 3 | 1 | 4 | 3 | 9 | 5 | 39 |
| 6 | C.C | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 9 | 5 | 46 |
| 7 | K.K | 4 | 3 | 2 | 3 | 3 | 4 | 4 | 4 | 3 | 9 | 5 | 44 |
| 8 | Y.P | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 9 | 5 | 46 |
| 9 | A.N.K | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 9 | 5 | 48 |
| 10 | M.R.A | 4 | 3 | 2 | 4 | 1 | 4 | 4 | 3 | 4 | 9 | 5 | 43 |
| 11 | N.Z | 4 | 3 | 2 | 4 | 3 | 4 | 4 | 4 | 4 | 9 | 5 | 46 |
| 12 | S.A.K. | 4 | 4 | 3 | 3 | 3 | 4 | 2 | 4 | 4 | 9 | 5 | 45 |
| 13 | B.A.P | 4 | 4 | 3 | 4 | 2 | 3 | 4 | 4 | 4 | 9 | 5 | 46 |
| 14 | A.Z | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 9 | 5 | 44 |
| 15 | A.R | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 3 | 4 | 9 | 5 | 44 |
| 16 | K.Y.M | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 9 | 5 | 45 |
| 17 | O.T | 4 | 3 | 4 | 4 | 1 | 4 | 4 | 4 | 4 | 9 | 5 | 46 |
| 18 | A.S | 4 | 4 | 3 | 3 | 2 | 4 | 4 | 4 | 4 | 9 | 5 | 46 |
| 19 | A.D | 4 | 4 | 3 | 4 | 2 | 4 | 4 | 4 | 4 | 9 | 5 | 47 |

| 20 | M.Y | 4 | 2 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 9 | 5 | 46 |
|----|------|---|---|---|---|---|---|---|---|---|---|---|----|
| 21 | F.L | 4 | 3 | 3 | 1 | 2 | 4 | 4 | 4 | 4 | 9 | 5 | 43 |
| 22 | J.N | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 4 | 9 | 5 | 45 |
| 23 | Y.S.K | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 9 | 5 | 48 |
| 24 | K. | 3 | 4 | 3 | 2 | 3 | 4 | 4 | 4 | 4 | 9 | 5 | 45 |
| 25 | N.M | 3 | 4 | 3 | 3 | 4 | 4 | 2 | 4 | 4 | 9 | 5 | 45 |
| 26 | R.I | 4 | 4 | 3 | 2 | 4 | 4 | 3 | 4 | 4 | 9 | 5 | 46 |
| 27 | Z.N.A | 4 | 3 | 4 | 1 | 3 | 4 | 3 | 4 | 4 | 9 | 5 | 44 |
| 28 | R.M.F | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 9 | 5 | 48 |
| 29 | B.P.A | 4 | 4 | 3 | 4 | 2 | 4 | 4 | 4 | 4 | 9 | 5 | 47 |
| 30 | T.K | 3 | 3 | 4 | 3 | 3 | 4 | 1 | 3 | 4 | 9 | 5 | 42 |
| 31 | C.H | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 4 | 9 | 5 | 48 |
| 32 | A.Y | 3 | 4 | 3 | 4 | 2 | 4 | 4 | 4 | 4 | 9 | 5 | 46 |
| 33 | R.N | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 9 | 5 | 46 |

FOR: Format

GRAM: Grammar

VOC: Vocabulary

SPELL: Spelling

ORGANI: Organization

CONT.: Content

PUNC: Punctuation

SEN: Sentence

CAP: Capitalization

LOG: Logical Development of Ideas

**Appendix 3:**

**Private School Students' Writing Achievement**

| NO. | NAME | FOR | SPELL | PUNC | CAP | GRAM | ORGANI | SEN | LOG | VOC | CONT. | OVERALL | TOTAL |
|-----|------|-----|-------|------|-----|------|--------|-----|-----|-----|-------|---------|-------|
| 1 | K.E.M | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 9 | 5 | 44 |
| 2 | L.A | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 9 | 5 | 50 |
| 3 | R.N.U | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 9 | 5 | 47 |
| 4 | E.T | 4 | 4 | 3 | 4 | 3 | 4 | 1 | 4 | 3 | 9 | 5 | 44 |
| 5 | K.F | 4 | 3 | 4 | 1 | 3 | 4 | 3 | 4 | 3 | 9 | 5 | 43 |
| 6 | N.A.D | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 9 | 5 | 46 |
| 7 | N.N | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 9 | 5 | 44 |
| 8 | A.M | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 3 | 9 | 5 | 46 |
| 9 | R.A.P | 3 | 4 | 4 | 3 | 3 | 4 | 1 | 3 | 3 | 9 | 5 | 42 |
| 10 | F.A | 3 | 4 | 3 | 2 | 4 | 4 | 3 | 3 | 4 | 9 | 5 | 44 |
| 11 | N.A.K | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 9 | 5 | 44 |
| 12 | F.M.F | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 3 | 4 | 9 | 5 | 43 |
| 13 | T.M.A | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 9 | 5 | 46 |
| 14 | M.H.A | 3 | 4 | 4 | 3 | 3 | 4 | 1 | 4 | 3 | 9 | 5 | 43 |
| 15 | A.A.P | 3 | 4 | 3 | 3 | 2 | 4 | 4 | 4 | 3 | 9 | 5 | 44 |
| 16 | M.Z | 3 | 3 | 3 | 4 | 2 | 4 | 4 | 4 | 4 | 9 | 5 | 45 |
| 17 | H.A.N | 4 | 3 | 3 | 3 | 2 | 4 | 4 | 4 | 4 | 9 | 5 | 45 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 18 | I.W.R | 3 | 2 | 3 | 3 | 4 | 3 | 1 | 4 | 3 | 9 | 5 | 40 |
| 19 | H.A | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 9 | 5 | 39 |
| 20 | M.V.R | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 9 | 5 | 43 |
| 21 | M.K.M | 3 | 4 | 3 | 1 | 4 | 3 | 1 | 3 | 3 | 9 | 5 | 39 |
| 22 | A.C | 3 | 3 | 4 | 2 | 4 | 4 | 1 | 4 | 3 | 9 | 5 | 42 |
| 23 | D.R.P | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 9 | 5 | 43 |
| 24 | N.A.P | 4 | 3 | 2 | 3 | 1 | 4 | 4 | 4 | 3 | 9 | 5 | 42 |
| 25 | E.Z.H | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 9 | 5 | 40 |
| 26 | N.A.S | 4 | 1 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 9 | 5 | 42 |
| 27 | M.F.H | 4 | 2 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 9 | 5 | 44 |
| 28 | F.H | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 9 | 5 | 45 |
| 29 | M.H.L | 3 | 4 | 2 | 4 | 3 | 4 | 4 | 4 | 3 | 9 | 5 | 45 |
| 30 | D.P.M | 4 | 2 | 3 | 2 | 3 | 4 | 4 | 4 | 3 | 9 | 5 | 43 |
| 31 | Z.N.A | 4 | 2 | 3 | 4 | 3 | 4 | 4 | 2 | 3 | 9 | 5 | 43 |
| 32 | N.A.A | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 9 | 5 | 44 |
| 33 | N.E.W | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 9 | 5 | 45 |

FOR: Format        GRAM: Grammar        VOC: Vocabulary

SPELL: Spelling        ORGANI: Organization        CONT.: Content

PUNC: Punctuation        SEN: Sentence

CAP: Capitalization        LOG: Logical Development of Ideas

**Appendix 4:**

**State School Students' Writing Essay**

| NO. | NAME | SCHOOL | ESSAY |
|---|---|---|---|
| 1 | I.S | State | my family consists of my father, mother, brother and younger brother. I am 13 years old, my brother is 19 years old and my younger brother is 10 years old. my age and my brother are 5 years different while my age and my younger brother are 3 years different. I still go to junior high school in grade 7, my younger brother is in grade 4 and then I have graduated. My father works in an office in Bekasi, while my mother works at home opening a shop and selling food online that can be delivered directly to the house. |
| 2 | Z.N.A | State | My family it consist of 5 members, there are my father, mother, me, and two brothers. My father name is Dani, and my mother name is Yosi. They have a black eyes and black hair. My mother is love cooking, i love when she cooking food it's just like the yummy food i have ever tasted. If My mother is good at cooking, i can speak Javanese, i can writing Korean Hangul, and i good in English class! And i love Harry Potter movies ia good for add your English skill. |
| 3 | C.R | State | i was born in a good family, my mom and my dad teach me and my sister very well. they teach us about manner, which is very important. my mom and my dad told me to always say thanks after we receive something, from anyone. and they always told us to say please whenever we need some help. in conclusion i love my family. |
| 4 | R.S.J | State | My family is everythings for me, becaus with family i can do anythings. My parents love me and my sister. My sister school at Gadjah Mada University at Yogyakarta, she hope she can study abord to Turky. I love her and I love my family. I hope, i can give any surprised for my family. |

| | | | |
|---|---|---|---|
| 5 | N.A.F | State | my family is very good at taking care of me even though i can say quite emotionally sometimes i am confused how can my mother be patient taking care of me especially i who like kpop and like asking for money to buy kpop merchandise and now i am saving money so i can buy what i want sometimes I think I want to reciprocate by being able to continue my studies abroad, but I'm quite doubtful, but I'm trying to be a successful person. |
| 6 | C.C | State | My family is a simple family. It consists of 6 members, there are my parents, my 2 older brothers, me and my younger brother. My father is a banker and my mother is a housewife. Both of my parents have the same age, which is 50 y.o. My two older brothers, they're now 19 y.o and 16 y.o. My first brother has straight hair. While the second has curly hair. TMI, they're both are very smart. My younger brother, he's currently 13 y.o. His hair is rather curly. And the last one is me, I'm 14 y.o. My hair's straight. |
| 7 | K.K | State | My family consists of 4 people. My mother is from Java while my father is from China. I am very proud of my parents. Especially for my mother, my mother is very good at counting. . that's why I like that too. My father has a heart attack. And died when I was in Grade 3 SD but it didn't matter, I had a smart, kind, and strong mother. My mother is very very smart. my mother was a graduate of vocational school but she was able to compete with scholars. hshshsh i dunno how to descrebe her, she is so special 😩. I don't know if I can be like her or nah. My father owns a drinking water company, but I don't know if it still exists or not. Because after my father died, my mother and I no longer communicated with my father's family. okay that's all from me, thank you. Regards, Kevin |
| 8 | Y.P | State | my family is a simple family. consisting of only 3 people, me, my father and my mother. we like to joke, because we can strengthen our relationship. I am the only child in this family, so I am the most loved. my father will retire |

| | | | |
|---|---|---|---|
| | | | soon, my mother is only a housewife. we like to walk to the beach. we also like to eat, hehe |
| 9 | A.N.K | State | My family consists of 4 people. There are my father, my mother, my older sister, and of course I as the youngest family member. My father is middle-aged man, now he is about 50 years old. He is a Government employees. My mother is middle-aged woman too. Now she is 49 years old. She is a housewife. The next family member is my older sister. She is a student and lives outside the city. However, we have a different passion. She likes to draw or paint. I like singing or anything related to music. I love my family very much. |
| 10 | M.R.A | State | I live with my little family. It consist of four members, there are my father, my mother, my older brother, and of course I as the youngest family member. My mother is middle-aged woman, now she is about 48 years old. Her name is Mrs. Khomariyah. She has beautiful face and black long straight hair. Her eyes just like ordinary Asian woman, black. She is a bit fat because she rarely does exercise as a busy housewife. However, she can manage her dress well, so he can keep looking good on all her dress. My father is Mr. Jono, he is about 51 years old. Although now he isn't young anymore but his hair still looks pretty good in black with few grey hairs. His eyes are black like most Asian, especially Indonesian people. He is relatively tall compared to all the family members, about 168cm. He is working on local wood |
| 11 | N.Z | State | Hello, to be honest I'm not that good at describing something but I will try to describing it. My family is one of that strict but not really strict family, my dad is a civil servant and my mom work at her boutique. For me, both of them is an awesome parents. I have 2 younger siblings, my younger sister is 9 years old and my little brother is 5 years old. I love both of them, but sometimes they are really annoying and sometimes I can't stand them anymore. But even though they are annoying I still love my |

| | | | awesome family. Anyway, I'm really sorry if there's many grammar errors. ❤ |
|---|---|---|---|
| 12 | S.A.K. | State | my family is a small family consisting of only my mom and dad, we live in harmony and happiness, because we and my family always understand each other and are open to each other in any case. for our household tasks, our task is besides making a living while at home washing cars, watering plants, my mother's job is cooking, washing clothes, and sweeping the yard, my job besides learning is sweeping the house, washing croton, and caring for my beloved cat, and We always take time for recreation together so we always gather in a warm and cheerful atmosphere |
| 13 | B.A.P | State | I live with my little family. It consist of three members, there are my father, my mother, and I. My mother is middle-aged woman, now she is about 43 years old. She has beautiful face and black long straight hair. Her eyes just like ordinary Asian woman, black. She is a bit fat because she rarely does exercise as a busy housewife. My father is about 42 years old. Although now he isn't young anymore but his hair still looks pretty good in black with few grey hairs. His eyes are black like most Asian, especially Indonesian people. I love my family very much. |
| 14 | A.Z | State | Hai, my name is Azizah, I'm 15 years old and a student. Let me describe my family. My father works as PNS and my mother as teacher. I have 1 brother, he is younger than me. My brother also a student. Oh ya, i also have a cat. Is it family members? Thats all about my family. Thank you. |
| 15 | A.R | State | my name is ara, i have no siblings because i am the only child that my parents have and raise. my daddy is a businessman and my mommy is a state employee. by the way i have 3 cousins from my mother's family, but i don't have any cousin from my father's family because he is the only child too. i love my parents and they love me too. |
| 16 | K.Y.M | State | Hello, my name is Kharissa Yuna M. You can call me Yuna. I'am the only child in my family and the only grandchildren. My father is a |

| | | | notary and my mother is a business woman. I have two aunt from my mom, but the first one is already passed away. And from my father, i have one uncle and two aunt. All of my grandparent has passed away when i was young. |
|---|---|---|---|
| 17 | O.T | State | Hi, I have mother and father like others hehe, that always give me positive vibes to do something. They are hardworkers and always make us (their children) feels fulfilled. And then, I have 3 sisters and 1 brother. My elder sisters (2 sisters) are so annoying. I hate the fact that they are success but forgot about their parents. I have younger sister, and she is the youngest. She is the best sister I ever met. She is like my bestfriend. Everyday I share my stories to her. And so does her. And the last is my brother. He is the oldest one. He is so humble and always smile. But when he got angry with someone, seriously you must go and run away from him. He always buy me some foods, drinks, and ofc moneyyy. I love him so muchh. I think it's enough. Thank you. |
| 18 | A.S | State | My family consists of 4 People, there are my dad, mom, and sister. Actually, there are 6 with my cats. My family are so lovely and caring. we live happily with no issues. My dad is a civil servant. He has big body but he love hugs. My mom is a housewife, she is in the house all day. She cooks delicious food every day. My sister is a college student. Me and my sister are so close that we rarely get in argument like other siblings. And the last one are my cats! They are my favorite family members. They are stray cats that my father met them at a gas station and a traditional market. I love my family! |
| 19 | A.D | State | I live with my mom, siblings, grandma, and also my grandpa. Even though we are a family, we have different lifestyles. Can you imagine live with people who have different lifestyle with you? Yes, that's completely a mess. I'm a simple person and don't own many things like some collections, while my mom collects everything such as bags, shoes, etc. That's so annoying and we often fight because of it. My grandma wants |

| | | | everything perfect while my little sister loves to do some weird arts, she cut her clothes and drew on it, then wear it at the next day, that's crazy, I think my sister is a genius one. My grandpa is a stubborn and hard to accept other's opinion while my little brother loves to criticize other person. But overall, I love my family. |
|---|---|---|---|
| 20 | M.Y | State | I have a family, but it's no perfect. Cause my parents are divorce. I have step mother, 1 step brother, 1 step sister (from her husband before). I live with my mom and we are happy. She is a widow and not interested to married for the second. She is working for pay all my needed stuff cause my dad never care about me. I love my step brother. He is a kind man, he live with our grandma. I know when you reading my story you will confuse with my family |
| 21 | F.L | State | Hi~ before u read it, sorry i'm not fluent at english and sometimes my grammar is soo bad. ;'D we live in a small house in Bekasi. I have 1 brother. He's an university student (?), My dad work in his own company, and my mom is a housewife. My dad said i must learn english harder cause he want his daughter join study exchange programs to America. Actually i don't really confident but i'll study hard bcs that's my dad dreams to join study exchange but he couldn't. Hehe. I think that's all. Sorry if its out of topic bcs i don't know what to describe. Sorry for my grammar~ good night |
| 22 | J.N | State | I want to describe my family, before that i would say sorry if my english so bad. My family have 5 people, there are my father, mother, two sisters and me. My father's job is an engineer, my mother is a house wife, my first older sister is a student on a college, my second sister is a new student on a college, and i'm still a student on junior high school. So that's all for me, thank you very much |
| 23 | Y.S.K | State | Hello! I'm Yukari, and I'd like to describe about my family. I live with my mom, brother and sister in our lovely home. My dad is currently living in Japan and cannot come to Indonesia because of the pandemic. Although my mom often gets angry to me, I still love her. And my dad, whom I rarely meet, is the best dad ever |

| | | | |
|---|---|---|---|
| | | | that every daughter in the world would wish for! He is the kindest person I've ever met. Oh, I almost forgot about my brother and sister. I've got no idea how to describe them, but one thing I know is that they are the best siblings ever since they frequently buy me foods I love. I think that's all for now. Thank you. Have a great day! |
| 24 | K. | State | okay i will describe my family. my mother and my father have 2 daughter and 1 son. the oldest is my sister, she is very kind and calm. then it is me, i'm the youngest sister. the youngest is my brother. me and my sister think that our youngest brother will be little bro for us. |
| 25 | N.M | State | my family is a harmonious family, I have a very kind and caring father, I also have a mother who is very good at cooking, I have two smart and adorable little brothers, I am very happy with my family, because for me they are everything . when I'm sad about a lesson, my family will always support me, and they will be very proud if I can |
| 26 | R.I | State | My family, my everything they're my support system, they're always there whenever i need them. I've 2 younger brothers he's in junior high school right now and my youngest brother is in elementary school. Whenever i feel down when i'm home and then start to play with them i feel better and also my parents they are the sweetest, they always appreciate me whatever i do as long as it's positive which makes me feel confident. I guess that's all I'm speechless hehe :)) |
| 27 | Z.N.A | State | my family is a normal family. my parents are busy with their work, so i don't really close to each other since i was a child. But i know that they love me, beause they are very strict about my lifestyle, that's why my mother pack a meal for my sisters and i everyday in order to not eat carelessly. And my father always care about my education, he always tries to fulfill everything i need even i don't ask it to him. Overall i love my family, i think i'm lucky to be born in this family. |
| 28 | R.M.F | State | My family is an ordinary family, simple life and I enjoyed for them. My father is an entrepreneur, Mother is housewife, big brother is graduated |

| | | | |
|---|---|---|---|
| | | | from college. We have farm animals and Some rice fields. My family sometimes becomes pressure on me, but it's okay. I closer with my mother than father. My mother is my angel, and my father is my superheroes. If I write not what you want, I'm sorry. Thank you : ) |
| 29 | B.P.A | State | There is four people in my family, my brother, my father, my mother, and me. I am Junior High School student. I am in 9th grade. My brother is going to university this year. He is very annoying, but sometimes he can be a great brother for me. My father has passed away last month. My mother is a house-wife but she also have a shop at home. We have cat and rabbit. So, that's my family |
| 30 | T.K | State | hello my name is tazkya, so i will describe about my family, my parents have 4 children's, the first and the second child is a girl's, and i am the third child, im a girl too, and than the last child is a boy, so i have 2 sister and 1 brother^^ |
| 31 | C.H | State | my family consisted of five members. my father, my mother, my brother, me, and my sister. i was the second child. i have an older brother and a younger sister. my mom and dad are pretty tall, and so am i. my older brother was the tallest one in our family, and he was also thin, while my younger sister was rather fat. as a family, we often get up and start to activity in the morning, and we also often interact at dinner. |
| 32 | A.Y | State | Hello, I'm the 3rd child of four siblings. I have two older sisters and one younger sister. Me and my younger sister being studying in same junior high school. All my siblings is women, I also just lived with my mother. My first sister was college, and my 2nd sister are in 11th grade. I was born and live in small cities in the province of Central Java. |
| 33 | R.N | State | My family consists of my mother, father, brother, sister, and myself. Beginning with my mother, she is like any other mom. Loving, caring, and she loves to cook. My father is the cornerstone of our family. He is responsible for all the discipline in our house. He loves all of us and holds himself responsible for our family's well being. My brother is four years older than me, he is very good in his studies but he doesn't |

| | | | want to teach me how if i don't understand. My sister is two years older than me, she is very discipline and easy to get mad. |
|---|---|---|---|

**Appendix 5:**

**Private School Students' Writing Essay**

| NO. | NAME | SCHOOL | ESSAY |
|---|---|---|---|
| 1 | K.E.M | Private | I have 2 brothers and 2 sisters, the two brothers are twins, they always fight for trivial reasons. they are very annoying and make work difficult, but sometimes they are quite helpful. my two older siblings are very far from my age, they both also interfere when doing school work or during tests (online). they are always defended by dad |
| 2 | E.L.T | Private | I have a great family. It consists of father, mother, me, my sister, and let me count my pet because we love her! Most of my family members are a strict person, but caring inside. We always want to give the best for each other. We also support each other, ready to listen to each other's stories whenever we feel sad or happy. Even though we rarely spend time together because some of us are busy. But once we're having fun together, it feels like the world is only filled by us. I am too shy to say this, but I love you all, no matter what! |
| 3 | R.N.U | Private | My family, we are just 4 person include myself. Father, mother, sister, and me. I'm happy to born in this family. My mom can cook very well. The dish that she made is always good! I like it. My father is a great dad too. He always make mother,sister, and me happy. And then, my sister 19 years old. 5 years older than me. So, this is my family. Thankyou. [sorry for my broke english:( ] |
| 4 | E.T | Private | I want to tell you about my family, my name is Enjel and I have an older brother and twin sister, I am very happy to have a great family that supports all my activities that are positive, my family and I often go on vacation and I am very happy because of the goods I want it to always be given and I am very grateful to Allah for giving a family that can be a role model. |
| 5 | K.F | Private | Assalamualaikum, hi ! My name is kenzo farhan al ghifari, i want to describe my family, i have a |

| | | | |
|---|---|---|---|
| | | | lovely father and mother their name is arif and ervien i love them a lot!,I am 4th child of 8 brothers, the first children is satria, second is zerlina, third is keisha, fourth is me, fifth is alya, sixth is kevin, seventh is balqis,and eight is zaza, thats it my describe about my family, wasalamualaikum wr.wb byee! |
| 6 | N.A.D | Private | Hay, my name is Nur Aulia Dina Febriani I am the last child of four siblings.  I have three siblings. One woman and two men.  my sister's name is Indah she's a student at the university of Pancasakti Tegal, and my older brother's names are Himam and Rizki, they are already working. my mother is a teacher in junior high tegal, my father is a private employee in one of the offices in slawi.  okay so this is my family description |
| 7 | N.N | Private | my family is a small family. Only consists of 4 family members. namely father and sister brother and me.but I'm happy with my family because the most valuable treasure is family. we love each other and take Care of each other my father works and my mother is a housewife. my brother and I sometimes help my mother with homework |
| 8 | A.M | Private | Hi, my name is Alya Maisun Nisaa. I will here describe my family. My family numbered six people. There was my grandfather, grandmother, father, mother and little brother. My father works as a private employee, while my mother works as a housewife. My grandmother is a caterer, she often gets orders from many people. My brother is only five years old, he is still in kindergarten. My family is quite harmonious |
| 9 | R.A.P | Private | My name rifa alya, I'm the only child in my family,my family and i live on the road segarawana raya, my family likes too speak English , especially my father, my family learn a lot English from movie and songs, my mother is good at cooking, my father sailor, that's all, thank you |
| 10 | F.A | Private | my name is fadhila aulia. my father's name is nur yasin, my father's job is an entrepreneur. my mother's name is rokhayati, my mother's job is a housewife. I have two younger brothers. My first sister is five years old, she has died at the |

| | | | |
|---|---|---|---|
| | | | age of two, and my second sister is two years old. |
| 11 | N.A.K | Private | My name is Naufal Azmi. I am the first child of 3 Brothers . All three of us are male.I am old 14 years old, younger siblings 6 years and 2 months. My father's name is Kenedy, and my mother's name is Solikha, they work as teachers at public elementary schools in the city of Tegal.I study to ihsaniyah junior high school Tegal.I live in jl.abdul syukur no.4 kelurahan margadana tegal city. |
| 12 | F.M.F | Private | my family consist of three people.there are my mother,my father,and me.my father works in oil company in jakarta,while my mother works in a village as a farmer.i live on tegal with my aunty,my mother goes back and forth between tegal and village and my father live in jakarta.although we live separately,we frequently do video call. |
| 13 | T.M.A | Private | My father was very fierce and my mother was very good. Even though my father was fierce but he loved me. I have one sister, she is also fierce like my father. I am the last child of 2 siblings.My father is very busy with work and my mom too. I have studied at brawijaya university.And I'm in grade 9 at junior high school ihsaniyah |
| 14 | M.H.A | Private | my father work in BKD TEGAl city my mother work in KARDINAH hospital, I have 1 little brother and 1 little sister ,my little sister is very cute, my mother was very fierce, my little brother is very naughty, my mother very good at cooking, i'm very proud with my parents |
| 15 | A.A.P | Private | My parent has four children. I'm the youngest. My father passed away since 2016. I live with my family in central talang street number 35. I have two sister and one brother. One of my sister has been married and the other Will be married soon. My family loved me as much as I loved them. Because i'm the youngest, my family always take care of me and always organize my education as good as possible. |
| 16 | M.Z | Private | My name is Maulidina Zuhroh, you can call me Dina. I am only child in this family. My father is name Muhammad Afendi. He is a good father. He is very discipline. My mother is name Etien |

| | | | Indriana. She is teacher in Junior High School Tegal. He is very pretty and friendly. I live on Griya Santika blok m number 36 with my mother<br>Because my father is passad away. |
|---|---|---|---|
| 17 | H.A.N | Private | Hello , My name is Hanis , i want to describe my family . First , I have a strong father . He is have a tall and fat body . My father is college teacher . He is really my hero . And second, i have an angel heart mom . She is beautifull , and very diligent . She is house wife . Third is my sister, She is 18 years old . She is clever , and my sister an pharmacist . |
| 18 | I.W.R | Private | My name is isna,i am the second of three siblings,my mother is a hausewife and, my father is an entreprenuer at home isna aften helps moms clean up ,clean my dad works out of twon and besides isna ofden help moms clean up isna's house also ofden  help's mother cook . |
| 19 | H.A | Private | Asalamualaikum.helo my name is Haidar Adhyasta priyadi my friends call me dhyas I life in tegal with my parents and my young sister,her name is dhiara now.I'm in 9 grade of smp ihsaniyah and my  sister 3 grade of sd ihsaniyah pusaka.I hope this pandemi covid-19 time passes quickly and can goes to school soon. thank you very much. |
| 20 | M.V.R | Private | I live with my little family.it consist of Four members,there are my father,my mother,my younger sister,and myself. My mother is middle aged woman,now she is about 49 years old.Her name is Mrs. Tasripah. My father is Mr. Aziz,he is about 54 years old. The next family member is my younger sister,her name is Rosya.Now,her is 10 years old. All of my family,can speak both Javanese,although it's not smooth. |
| 21 | M.K.M | Private | my father's name is mukti ali my mother's name sutini the name of the older sister to one nita alfiani and the name of the sister of the second mila lutfiani the name of the older brother alfian saputra<br>my father is an entrepreneur and my mother as an IRT in my family there are 4 people and I have 4 children |
| 22 | A.C | Private | before i tell about my family, i will introduce myself, i am aliefa calystazkia now iam up to |

| | | | |
|---|---|---|---|
| | | | 9th class, to be exact 9b, i have a younger brother his name is hazel, hazel class 3, my father is a worker in a private company, my mother is a housewife, but my mother also sells ice juice, maybe this is all about the family thank you |
| 23 | D.R.P | Private | I am the 1 st child of 2 siblings . In my home there  is a father, mother, sister, and grandfather.my father works as a nurse in a hospital in brebes, and my mother as a housewife. I live with my grandfather ,because my grandmother has  died  3 years ago.during my daily live at home ,I woke up every morning and then tadarus and after tadarus watered the plants  immediately and continued. |
| 24 | N.A.P | Private | My family is the best family.I am very grateful to have a family like then.My family consists of 5 people,there are father,mother,me,and 2 younger skaters and men.My father's name is Tasripin.He is 40 years old and his job is a Wood.She is very kind,hardworking and patient.My mother is a housewife.She is 36 yeas old.And she is a patien and friendly woman.I alfi aged 14 years old of school at ihsaniyah junior high school I really like to write.Then,his younger sister's name is Nazilah.He is 7 yeasr old.He went to elementary school 2.And the last younger brother's name was Bima.He was 2 yeasr old.They were the best family.I readlly loved my family |
| 25 | E.Z.H | Private | Hello guys my name is Elsa Zalda and i want to describes about my family. My father name is Miftahul Hidayat. His job is enterpeneurship. He is fourthy three years old. He has tall body, the bald head, and brown skin. He is so funny, always happy, loving his family, but if he angry he just silent. And then my mother. Her name is Diah Anggraeni. She so beautiful woman. Her job just housewife. She is thirty seven years old. She has brown skin and medium small body. She is so happy and funny, but she is little silent. Now my little brother and little sister. My little brother name is Nata Qolbi Hidayat and my little sister name is Ruqayya Qanita Hidayat. My little brother is eleven years old and my little sister is two month years ago. My little brother |

| | | | |
|---|---|---|---|
| | | | and sister is very funny. My little brother has brown skin and tall body. He so handsome. And My little sister already to little talk she is so cute girl. And yeah, finish to describes thank you, good bye. |
| 26 | N.A.S | Private | My name is Nafilla amalia sallsabilla , i'm 13 years old . I live on kh.umar asnawi street , kebasen village . i'm the frist of to siblings . My brother is 8 years old , he is grade two elementary school . My father is entrepreneurship , He is a good father . My mother housewife , and my mother is very kind and dear to me<br>my father is name Ahmad munif , my mother is name Zaitun amalia. |
| 27 | M.F.H | Private | My name is Melinda Febi Haryanto, i is number two to my family. My name father is Haryanto, my name mather is Toniyah, my name brother is Michael Haryanto. My mather is job tride, my father is job buruh, my brother student is Sma Ihsaniyah Tegal. My mother open store in house, in jalan kapuas no 26, open a clock 8.00 a.m and close 22.00 p.m |
| 28 | F.H | Private | My family not always make me feel happy or like in the home. Members of my family not always care to situasion of me, they so busy to work. I can't story to they what i'm feeling, because i'm always home alone. In my family so diligent pray to Allah. But they always want to give me all the best to me. I love my family and I hope my family always happy in the world or in akherat. aamiin aamiin ya rabbal alamin ♡. |
| 29 | M.H.L | Private | Hello my name is Hafizh. I live with my father, my mother and my older daughter. My father is Mr.Kusyanto, he is about 49 years old. He is a laborers and he likes playing badminton and cycling. My mother is Mrs.Sri Ningsih, she is about 43 years old. She is a housewife and she likes cooking. Then my older daughter is Sisca, she is about 22 years old. Now, she new graduated from university. |
| 30 | D.P.M | Private | hi guys my name is Del piero. i have big family. my father and my mother is entrepeneurship. my name mother is Siti Umaeroh Sumitro. and my name father is Rudi Muhammad Bakri.my parent is very kind .i have a litle brother he is |

| | | | |
|---|---|---|---|
| | | | allo my brother very energetic he like play football with me every sunday morning in GOR he is very happy and i like if allo happy . this is describe my family thank you |
| 31 | Z.N.A | Private | My father's name is yusfi rydoka . My father 49 years old . My father's job is doctor . My mother's name is Herlina . My mother 46 years old . My mother's job is house wife . My brother name is zaidan azka fadilah . My brother 17 years old. My name is zafira nada azahra . My age 13 years old. |
| 32 | N.A.A | Private | My name is Nasywa here i want to tell about my family , i m live with my little family , it consist of four members , three are my father , my mother , younger sister and i'm . I'm the one child of Mrs. Dian and Mr. Wahyudin . I have one younger sister they are Naya , my father is a PNS , my mother is a house wife and younger sister primary school . |
| 33 | N.E.W | Private | My name is Naura Eka Windiana. but you can call me Naura. I'm fourtheen years old. And I have many hobby, I like drawing , singing , reading , listening music (?)well done. My father name is Abbi Widodo and My mother name is Dini Marianne Rosa and I have a younger sister. Her name was Anindya dwyta a.p. My sister and I are three years apart, Sometimes she kinda annoying. I remember back then that she bothering me when I had online exams. |

**Appendix 6:**

**t distribution table**

| df | Sig. | | | |
|---|---|---|---|---|
| | 0.1 | 0.05 | 0.02 | 0.01 |
| 1 | 6.314 | 12.706 | 31.821 | 63.657 |
| 2 | 2.92 | 4.303 | 6.965 | 9.925 |
| 3 | 2.353 | 3.182 | 4.541 | 5.841 |
| 4 | 2.132 | 2.776 | 3.747 | 4.604 |
| 5 | 2.015 | 2.571 | 3.365 | 4.032 |
| 6 | 1.943 | 2.447 | 3.143 | 3.707 |
| 7 | 1.895 | 2.365 | 2.998 | 3.499 |
| 8 | 1.86 | 2.306 | 2.896 | 3.355 |
| 9 | 1.833 | 2.262 | 2.821 | 3.25 |
| 10 | 1.812 | 2.228 | 2.764 | 3.169 |
| 11 | 1.796 | 2.201 | 2.718 | 3.106 |
| 12 | 1.782 | 2.179 | 2.681 | 3.055 |
| 13 | 1.771 | 2.16 | 2.65 | 3.012 |
| 14 | 1.761 | 2.145 | 2.624 | 2.977 |
| 15 | 1.753 | 2.131 | 2.602 | 2.947 |
| 16 | 1.746 | 2.12 | 2.583 | 2.921 |
| 17 | 1.74 | 2.11 | 2.567 | 2.898 |
| 18 | 1.734 | 2.101 | 2.552 | 2.878 |
| 19 | 1.729 | 2.093 | 2.539 | 2.861 |
| 20 | 1.725 | 2.086 | 2.528 | 2.845 |
| 21 | 1.721 | 2.08 | 2.518 | 2.831 |
| 22 | 1.717 | 2.074 | 2.508 | 2.819 |
| 23 | 1.714 | 2.069 | 2.5 | 2.807 |
| 24 | 1.711 | 2.064 | 2.492 | 2.797 |
| 25 | 1.708 | 2.06 | 2.485 | 2.787 |
| 26 | 1.706 | 2.056 | 2.479 | 2.779 |
| 27 | 1.703 | 2.052 | 2.473 | 2.771 |
| 28 | 1.701 | 2.048 | 2.467 | 2.763 |
| 29 | 1.699 | 2.045 | 2.462 | 2.756 |
| 30 | 1.697 | 2.042 | 2.457 | 2.75 |
| 31 | 1.696 | 2.04 | 2.453 | 2.744 |
| 32 | 1.694 | 2.037 | 2.449 | 2.738 |
| 33 | 1.692 | 2.035 | 2.445 | 2.733 |
| 34 | 1.691 | 2.032 | 2.441 | 2.728 |

| | | | | |
|---|---|---|---|---|
| 35 | 1.69 | 2.03 | 2.438 | 2.724 |
| 36 | 1.688 | 2.028 | 2.434 | 2.719 |
| 37 | 1.687 | 2.026 | 2.431 | 2.715 |
| 38 | 1.686 | 2.024 | 2.429 | 2.712 |
| 39 | 1.685 | 2.023 | 2.426 | 2.708 |
| 40 | 1.684 | 2.021 | 2.423 | 2.704 |
| 41 | 1.683 | 2.02 | 2.421 | 2.701 |
| 42 | 1.682 | 2.018 | 2.418 | 2.698 |
| 43 | 1.681 | 2.017 | 2.416 | 2.695 |
| 44 | 1.68 | 2.015 | 2.414 | 2.692 |
| 45 | 1.679 | 2.014 | 2.412 | 2.69 |
| 46 | 1.679 | 2.013 | 2.41 | 2.687 |
| 47 | 1.678 | 2.012 | 2.408 | 2.685 |
| 48 | 1.677 | 2.011 | 2.407 | 2.682 |
| 49 | 1.677 | 2.01 | 2.405 | 2.68 |
| 50 | 1.676 | 2.009 | 2.403 | 2.678 |
| 51 | 1.675 | 2.008 | 2.402 | 2.676 |
| 52 | 1.675 | 2.007 | 2.4 | 2.674 |
| 53 | 1.674 | 2.006 | 2.399 | 2.672 |
| 54 | 1.674 | 2.005 | 2.397 | 2.67 |
| 55 | 1.673 | 2.004 | 2.396 | 2.668 |
| 56 | 1.673 | 2.003 | 2.395 | 2.667 |
| 57 | 1.672 | 2.002 | 2.394 | 2.665 |
| 58 | 1.672 | 2.002 | 2.392 | 2.663 |
| 59 | 1.671 | 2.001 | 2.391 | 2.662 |
| 60 | 1.671 | 2 | 2.39 | 2.66 |
| | | | | |

**Appendix 7:**

**Writing Rubric Assessment**

| Aspects | Criteria | Index |
|---|---|---|
| FORMAT | The text is consist of more than 76 words | 4 |
| | The text is consist of 51-75 words | 3 |
| | The text is consist of 26-50 words | 2 |
| | The text is consist of 1-25 words | 1 |
| SPELLING | The text has no mistake in spelling | 4 |
| | The text has 1-4 mistakes in spelling | 3 |
| | The text has 5-8 mistakes in spelling | 2 |
| | The text has more than 8 mistakes in spelling | 1 |
| PUNCTUATION | The text has no mistake in punctuation | 4 |
| | The text has 1-4 mistakes in punctuation | 3 |
| | The text has 5-8 mistakes in punctuation | 2 |
| | The text has more than 8 mistakes in punctuation | 1 |
| CAPITALIZATION | The text has no mistake in capitalization | 4 |
| | The text has 1-4 mistakes in capitalization | 3 |
| | The text has 5-8 mistakes in capitalization | 2 |
| | The text has more than 8 mistakes in capitalization | 1 |
| GRAMMAR | The text has no mistake in grammar | 4 |
| | The text has 1-4 mistakes in grammar | 3 |
| | The text has 5-8 mistakes in grammar | 2 |
| | The text has more than 8 mistakes in grammar | 1 |
| ORGANIZATION | The text has no mistakes in transition/conjunctions | 4 |

| | | |
|---|---|---|
| | The text has 1-4 mistakes in transition/conjunction | 3 |
| | The text has 5-8 mistakes in transition/conjunction | 2 |
| | The text has no transition/conjunction | 1 |
| SENTENCE | Paragraph has more than 5 sentences | 4 |
| | Paragraph has 4-5 sentences | 3 |
| | Paragraph has 3-2 sentences | 2 |
| | Paragraph has 0-1 sentence | 1 |
| LOGICAL DEVELOPMENT OF IDEAS | Paragraph addresses the topic clearly which is related to the instruction | 4 |
| | Paragraph addresses the topic clearly which is related to the instruction but misses 1-2 points | 3 |
| | Paragraph addresses the topic clearly which is related to the instruction but misses 3-4 points | 2 |
| | Paragraph addresses the topic unclearly which is related to the instruction but misses more than 4 points | 1 |
| VOCABULARY | Paragraph has no mistake in word choice | 4 |
| | Paragraph has 1-3 mistakes in word choice | 3 |
| | Paragraph has 4-6 mistakes in word choice | 2 |
| | Paragraph has more than 5 mistakes in word choice | 1 |
| CONTENT | The paragraph shows that the writer used care and thought. | 9 |
| | The paragraph shows that the writer has no effort and write it hurriedly | 1 |
| The paragraph fulfills the requirements of the assignment | | 5 |

**Appendix 8:**

**Questionnaire**

STUDENTS' QUESTIONNAIRE

(KUESIONER UNTUK SISWA)

Nama          :

Kelas          :

Sekolah       :

Petunjuk: Angket di bawah ini berisi pernyataan-pernyataan mengenai motivasi siswa dalam belajar bahasa Inggris. Jawablah pernyataan-pernyataan di bawah ini dengan jujur dengan cara memberi tanda ceklis (√) pada kolom (5) sangat setuju, (4) setuju, (3) netral, (2) tidak setuju, atau (1) sangat tidak setuju dalam setiap pernyataan.

(Directions: It is the statement about English learning. Please answer it honestly to which each statement applies to you by giving a check on (5) strongly agree, (4) agree, (3) neutral, (2) disagree, or (1) strongly disagree with the statement.)

| Pernyataan | Sangat Setuju | Setuju | Netral | Tidak Setuju | Sangat Tidak Setuju |
|---|---|---|---|---|---|
| **FAKTOR INTERNAL (INTERNAL FACTORS)** | | | | | |
| 2. Saya suka pelajaran Bahasa Inggris (*I enjoy the English class*) | | | | | |
| 3. Saya ingin menerapkan apa yang telah saya pelajari dalam mata | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| pelajaran bahasa Inggris (*I would like to apply what I have learned in English subject*) | | | | | |
| 4. Saya sangat suka saat mendengarkan orang berbicara menggunakan bahasa Inggris (*I am fascinated when I hear a foreigner speaking*) | | | | | |
| 5. Saya pikir saya pandai dalam skill menulis dibandingkan dengan tiga skill lainnya (*I think I am good at writing rather than three other basic skills*) | | | | | |
| 6. Saya belajar bahasa Inggris untuk meningkatkan kemampuan bahasa Inggris (*I learn English in order to improve my English language skills*) | | | | | |
| 7. Belajar bahasa Inggris sangat menyenangkan (*learning English is very interesting/fun*) | | | | | |
| 8. Saya belajar bahasa Inggris karena itu adalah hal yang paling saya inginkan (*I learn English because it* | | | | | |

| | | |
|---|---|---|
| *is something that I always want to do)* | | |
| 9.  Saya percaya bahwa saya memiliki kemampuan yang bagus dalam belajar bahasa Inggris (*I believe I have the ability in learning English)* | | |

| Pernyataan | Sangat Setuju | Setuju | Netral | Tidak Setuju | Sangat Tidak Setuju |
|---|---|---|---|---|---|
| **FAKTOR EKSTERNAL (EXTERNAL FACTORS)** | | | | | |
| 10. Guru selalu memberi nilai tambahan ketika saya menjawab pertanyaan di kelas (*The teacher gives an extra point whenever I answer the questions*) | | | | | |
| 11. Saya selalu mencatat setiap penjelasan dari guru (*I always write down what the teacher says*) | | | | | |
| 12. Bahasa inggris sangat penting untuk mengembangkan diri (*English is essential for personal development)* | | | | | |
| 13. Jika saya menguasai bahasa Inggris, orang-orang akan berpendapat baik | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| tentang saya *(Others will have a better opinion of me if I speak English)* | | | | | |
| 14. Metode pembelajaran yang digunakan sangatlah penting dalam mata pelajaran bahasa Inggris *(In an English class, the teacher's method is important)* | | | | | |
| 15. Belajar bahasa Inggris dapat memudahkan saya dalam mendapatkan pekerjaan di masa depan *(Learning English is useful in getting a good job in the future)* | | | | | |
| 16. Saya belajar bahasa Inggris karena saya ingin melanjutkan studi di luar negeri *(I learn English because I need it to further my studies overseas)* | | | | | |
| 17. Saya belajar bahasa Inggris karena saya ingin pergi ke luar negeri *( I learn English because I want to go abroad.)* | | | | | |

**Appendix 9:**

**Permission Research Letter in Private School**

PROGDI : PPKN, PBSI, PBI, PEND. MATEMATIKA, BIMBINGAN DAN KONSELING,
PEND. EKONOMI., PEND. IPA DAN PPG
SEKRETARIAT : JL. HALMAHERA KM. 1 TELP. (0283) 357122 TEGAL

Nomor     : 018/289/FKIP/UPS/IV./2020          Tegal, 20 April 2020
Lampiran  : 1 Lembar
Perihal   : *Permohonan Izin Studi Lapangan (Penelitian)*

Yth. **Kepala SMP Ihsaniyah Tegal**

    di -

        Tempat

Dengan hormat kami mohon kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa kami,

    Nama            : Riska Maharani Putri

    NPM             : 1616500042

    Program Studi   : Pendidikan Bahasa Inggris

    Maksud          : Studi lapangan/observasi awal dalam rangka
                    Penyusunan Skripsi Strata 1 FKIP UPS Tegal.

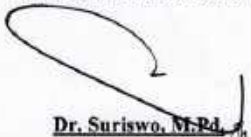    Judul           :

        "THE COMPARISON OF STUDENTS' WRITING
        ACHIEVEMENT OF PRIVATE SCHOOLS AND STATE
        SCHOOLS"

    Pembimbing I   : Dr. Yoga Prihatin, M.Pd

          II   : Yuvita, M.Pd

Selanjutnya, kami mohon kiranya Bapak/Ibu berkenan memberi bimbingan dan arahan agar mahasiswa kami tersebut dapat menyelesaikan skripsi dan studi dengan baik.

Demikian, atas bantuan dan kerjasamanya, disampaikan terima kasih.

                        a.n. Dekan,
                   Wakil Dekan I Bid. Akademik,

                     **Dr. Suriswo, M.Pd.**
                     NIPY 12951631967

**Appendix 10:**

**Permission Research Letter in State School**

PROGDI : PPKN, PBSI, PBI, PEND. MATEMATIKA, BIMBINGAN DAN KONSELING, PEND. EKONOMI., PEND. IPA DAN PPG
SEKRETARIAT : JL. HALMAHERA KM. 1 TELP. (0283) 357122 TEGAL

Nomor       : 018./PBI/FKIP/UPS/.IV./2020          Tegal, 20 April 2020
Lampiran    : 1 Lembar
Perihal     : *Permohonan Izin Studi Lapangan (Penelitian)*

Yth **Kepala SMP Negeri 10. Tegal**

        di -

            Tempat

Dengan hormat kami mohon kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa kami,

| | | |
|---|---|---|
| Nama | : | Riska Maharani Putri |
| NPM | : | 1616500042 |
| Program Studi | : | Pendidikan Bahasa Inggris |
| Maksud | : | Studi lapangan/observasi awal dalam rangka Penyusunan Skripsi Strata 1 FKIP UPS Tegal. |
| Judul | : | |

"THE COMPARISON OF STUDENTS' WRITING ACHIEVEMENT OF PRIVATE SCHOOLS AND STATE SCHOOLS"

Pembimbing I   : Dr. Yoga Prihatin, M.Pd

            II   : Yuvita, M.Pd

Selanjutnya, kami mohon kiranya Bapak/Ibu berkenan memberi bimbingan dan arahan agar mahasiswa kami tersebut dapat menyelesaikan skripsi dan studi dengan baik.

Demikian, atas bantuan dan kerjasamanya, disampaikan terima kasih.

                                a.n. Dekan,
                                Wakan I Bid. Akademik,

                                Suriswo, M.Pd.
                                NIPY 12951631967