THE APPLICATION OF ASSIGNMENT AND FEEDBACK METHOD TO IMPROVE STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH

THESIS

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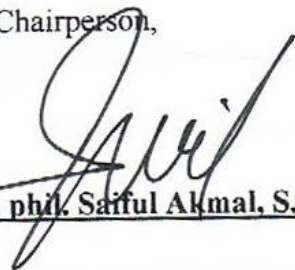
DARUSSALAM - BANDA ACEH

2018 M / 1439 H

It has been defended in *Sidang* Munaqasyah in front of the Counsil of Examiners for Working Paper and has been accepted in partial Fulfillment of the Requirements for *Sarjana* Degree S-1 on Teacher Education

On:
Thursday, February 8th, 2018
Jumadil Awal 22nd, 1439 H
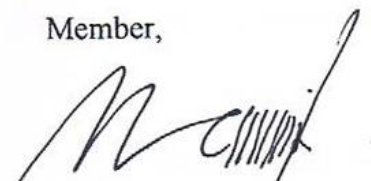
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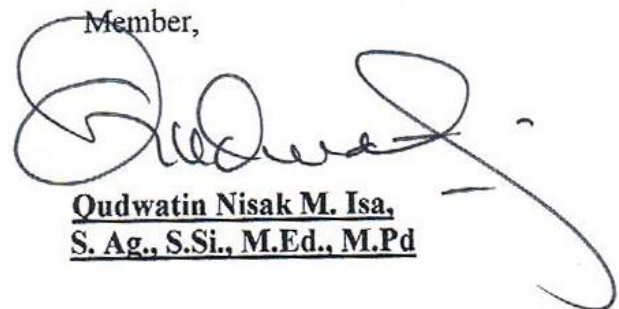
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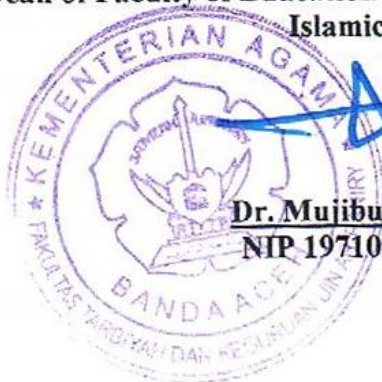
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THESIS

Submitted to Faculty of Education and Teacher Training Ar-raniry State Islamic
University Darussalam Banda Aceh In partial fulfillment of the requirements for
Sarjana Degree (S-1) On Teacher Education

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ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

All praises be to Allah, the lord of the universe, the most graceful and the most merciful. Peace and prayer be upon our Prophet Muhammad saw, who has brought us from the darknesss to the lightness.
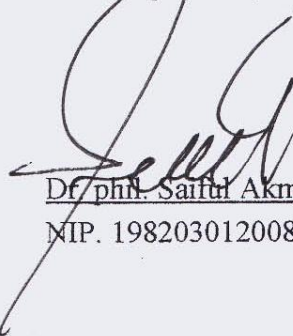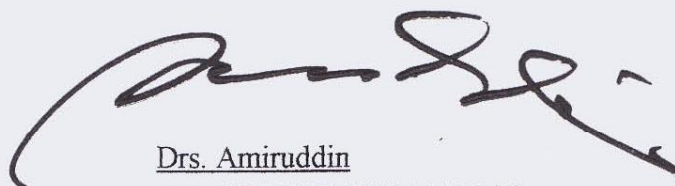
I would like to express my sincere gratitude and high appreciation to my supervisors; Dr. phil. Saiful Akmal, S. Pd.I., M.A and Drs. Amiruddin for supporting me throughout my thesis with the patience, valuable times, and fabulous advices. This thesis would not have been finished without their encouraged guidance.

Then I would like to express my gratitude and appreciation to my beloved parent, Nasruddin and Nurmadiah, for their love, patience, attention, support and caring. I also dedicate my thesis for my beloved brother and sister, Mahlil and Raudha, for their support and love.

The special thanks to my second family; aduen, cutkak, adoe of Sanggar Seni Seulaweuet, for my cousin Wiwik who have borrowed me her laptop since mine was damage, for my close friends, Nurfitria, Nanda and Yusrizal, who have given me supports, inspiration, happiness and much spirit in finishing this thesis.

My special thanks are directed to all friends and staffs of English Department, all lecturers, and all the staff of Faculty of Tarbiyah and Teacher Training of UIN Ar-

Raniry who helped and guided me during study in English Education Department of UIN Ar-Raniry.

Finally, I realize that this thesis is need for the constructive ideas in order to cover its weakness. I hope it is a useful resource of learning for English lecturers and for English Education Department of UIN Ar-Raniry Banda Aceh

Banda Aceh, Jan 31st 2018

Miftahul Jannah

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ABSTRACT

This research entitled "The Application of Assignment and Feedback Method to Improve Students' Achievement in Learning English". In learning and mastering English, students need to practice and need feedback from the teacher to motivate them. The aim of this research was to improve student's achievement and student's activities of MAN 4 Aceh Besar. The sample of this study was 30 students of XMIA-2. To achieve the goal of this study, the researcher did experimental teaching. It was carried out in one class pre-test and post-test design as an experimental class. In collecting the data, the researcher provided pre-test and post-test to measure students achievement. The result of the research showed that there was improvement of students' achievement where the mean score of pre-test was 50, and the post-test was 75.5. The score proved that the mean scores of post-tests were higher than pre-tests. It means that the improvement was 66%. This also indicated that the teaching by giving assignment and feedback method can be applied as one of the method to improve students' achievement in learning English.

Keywords: *Assignment, Feedback Method, Students' Achievement, pre-Experimental Study.*

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Seurioh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul: THE APPLICATION OF ASSIGNMENT AND FEEDBACK METHOD TO IMPROVE STUDENTS ACHIEVEMENT IN LEARNING ENGLISH adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya seluruhnya menjadi tanggung jawab saya.

Demikianlah surat penyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 31 Januari 2018

Saya yang membuat pernyataan,

(Miftahul Jannah)

CHAPTER I

INTRODUCTION

A. Background of the Study

Brown et al (2014) argued that the success of teaching and learning very much depends on some factors such as the method that is used, completeness of teaching facilities, interesting media, and condition of school environment. Indonesia as one of the developing countries has also set its educational curriculum to include English as a foreign language which is taught from junior high school up to university level. To have good command of English is not easy, the students need to work hard and practice because practice makes someone perfect.

To avoid students passive in the classroom, the teacher should apply interesting learning model, giving some assignments and feedback to the students. Because it will affect them in achieving English learning. So, in learning English students need teachers' attention to motivate them (Morgan, 1986). It will build their confident to express their ideas in front of their friend to convey what has been assigned by the teacher and brave to ask what they do not understand about the lesson.

Teachers often find difficulty to set a time in order to carry out all materials. To cope the situation, the teacher needs to provide assignments either in classroom or outside the hours of classroom (homework). This method gives freedom to students to understand a concept by finding or excavating information

from the assignments given by the teacher. In giving assignment to students, teachers should provide a description of the purpose of assignment, the benefits of assignment, the place and time of completion and provide guidance and encouragement.

Assignment can be given in form of a number of questions or a command that must be or conducting certain activities. The assignment is usually given with the aim of enabling students to have more time in learning, so students experience in learning more integrated. In addition, through the assignment students get wider knowledge and information from her teacher. Students have much more active in learning both individually and group. Finally students can increase the frequency of their learning as well as responsibility.

Rockhman (2013) said that before K13 is applied, education in Indonesia was more using Teacher-Centered Learning. The teacher focus on delivering material and explanation. On the other hand, it makes teachers rarely give assignment and feedback to students. Teachers provide feedback when students do test / repetition questions where students do not have the opportunity to ask questions. Typically, the teacher gives the numbers feedback without the slightest comment about the student. In fact, students need written feedback, not only numbers but also comments from teachers. Then, what feedback should the teacher give to the students? The feedback that should be given to the students is positive feedback, either written or oral.

Assignment and feedback method can increase their own self-confidence, can encourage learning, foster the responsibility and discipline of students,

develop students' creativity, and they will feel appreciate. During this time feedback is not well structured, not directional, and is not applied properly. My own experience as a three month English teacher at MAN Tungkob and as EFL learner at the department of English education, revealed that some teachers or lectures who teach English at the department of English did not give assignment to the students and even if they give assignment, there is no feedback given to the students. However, some lectures give the assignment to the students but they never return it in order for them to have feedback.

In this regard, I would like to conduct a research to investigate the application of giving assignment and feedback method to improve students' achievement in learning English.

B. Research Question

After going through related literature on feedback assessment method, based on background of the study, I would like to come up with the following research question.

1. To what extent the application of giving assignment and feedback method can improve the first grade students' achievement in learning English at MAN 4 Aceh Besar?

C. The Aim of the Study

The aim of this research was to investigate whether the application of giving assignment and feedback method can improve student's achievement and student's activities at first grade students of MAN 4 Aceh Besar.

D. Significance of the Study

The results of this study are expected to give both theoretical and practical benefits to improve the process of teaching and learning English at high school in Banda Aceh. The result of this study is also hoped to find out strategy of improving students achievement in learning English by giving assignment and feedback method. This study will be beneficial for teachers to be more creative in giving any kind of assignment to improve students achievement in learning English. It will be useful for students to motivate them by giving feedback method. In addition, the present study is use for the next researcher to conduct further studies in future.

E. Terminology

There are several terms in this research which need to be explained to avoid misunderstanding of the readers. The terms are : assignment, feedback, and achievement.

a. Assignment

According to Stone (1998), "assignment is a specific work activity carried out to achieve a specific purpose". Dale Yoder (as cited in Moekijat, 1998) said that the term of assignment is frequently used to describe one portion or element

in a job. Meanwhile, according to Moekijat (1998), "assignment is a part or an element or a component of a position. Assignment is a combination of two elements (elements) or more so that it becomes a complete activity ". Assignment can be given by teacher inside or outside classroom. In this research, the teachers give the assignment in the classroom during teaching and learning proccess.

b. Feedback

Mcdonald (1991) states that feedback is "the process of providing some commentary on student work in which a teacher reacts to the ideas in print, assesses a student's strengths and weaknesses, and suggests directions for improvement". While McLaughlin & Kelley (2012) shows that feedback is the reinforcement in which students' responses and teachers giving feedback occur closely at the same time.

There are two types of feedback, namely formative feedback and summmative feedback (Lyons & Heasly, 2006). This study uses both feedbacks. The way of the researcher giving feedback is by using oral and written feedback.

c. Achievement

According to Brown & Fredrick (1981) achievement is defined as the knowledge and skill learned as the result of specified experience. While Tu'u (2004) said that "Achievement is the result achieved by someone when doing task or activities".

This study measure students achievement through test and the result of achievement will show on students' score and their behaviour. The researcher will see the students score and skill whether it is improve or not.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher will like to elaborate the theory related to the research. The researcher discusses about the method of assignment and feedback, and the relevant study.

A. Assignment

1) Definition of Assignment

Assignment is often a contentious issue among students, parents, and teachers. When utilized properly, assignment can be a valuable tool for reinforcing learning achievement. Unfortunately many teachers do not use assignment effectively . Teachers can improve their utilization of assignment by using research tested strategies and accomodation (McNary, Glasgow, & Hicks, 2005). Along with classroom instructional and students' responses to class lesson, assignment is an important factor to increase student achievement.

Harris Cooper (as cited in Carr, School Community Journal), a leading expert on the relationship between assignment and achievement, defines assignment as "task assigned by school teachers that are meant to be carried out during instructional and noninstructional time". The method of giving assignment is where the students are given a special assignment inside or outside the lesson. In the implementation of this method, students do their work not only at home, but can be done also in class, libraries, in laboratories, and so forth to be accountable to teachers.

The method of giving assignment is the way of presenting the lesson material in which the teacher assigns certain tasks for the students to do the learning activities, then they must be accounted for (Sagala, 2007). The assignment given by the teacher can deepen the lesson materials and also check the material that has been studied. The assignment stimulates students to actively study individually or in groups. Students may complete at school or at home or elsewhere that may support the completion of the assignment. Still related to the definition of assignment, Djamarah and Zain (2002) states that the method of giving assignment is a method of presentation of materials in which teachers provide certain tasks for students to do learning activities. An assignment have to set time limits, collected, examined, assessed, and discussed about the results.

From several definitions above, it can be concluded that the method of assignment is one of the techniques used with the aim that students carry out the exercises, so the students' experience in learning something can be integrated (Roestiyah, 2001). In this research, the assignment is given by teacher to be done in school.

2) **Types of Assignment**

a. **Structured task**

The meaning or essence of the assignment of a structured task is much discussed by various educational psychology experts. Good and Brophy (2003) states that structured tasks are an extension of opportunities for students to learn. While Hill et al. (1986) states that the structured task is very positive role to the

achievement of student learning. According to Hill, the assignment of a structured task is a cheap way for educational institutions to improve students' skills without changing the curriculum. Giving assignment with structured task has also been very synchronized with the methods of learning that are now widely developed and applied in various fields of education, namely *student-centered learning* methods.

Hill et al. also states that the more teachers or lecturer establish that structured task have a large contribution to their score, the greater the willingness of students to do it. Meanwhile, Carbone II (2009) states that structured tasks are very useful source for learning, and providing opportunities to practice.

Despite the context is for students, Zehnstall and Goldstein (1999) reported that the work of structured tasks by the students makes the students have the opportunity to practice what they have learned. Students become active participants in the learning process, so that it is in accordance with the student-centered learning method (SCL-student-centered learning). Both of these will improve students' ability. So, if the tasks have been done well, not only will increase their knowledge but also their academic skills, such as reading, writing, grammar, and others. In addition, North & Pillay (2002) add that with the task of structures, students are trained in time management, making close relationships among lecturers, and as a measuring tool of achievement progress of student progress.

b. Unstructured Task

Wells (2011) said that unstructured task are open-ended. They are not rule-governed; they rely on the use of a student's imagination to engage with various learning materials. Students often creatively combine lots of ideas and educational materials to create something new. Unstructured tasks are tasks assigned by teachers to students to measure and improve students' ability to understand a learning material, in which time of task collection is determined over a long period of time. If within that time the student has been able to complete the task even though not yet reached the time limit that has been determined.

This unstructured task may be rarely given by the teacher. Sometimes given once a semester. The form of assignment is often a project or group task. Unstructured tasks are useful for familiarizing learners to work in groups or in teams, giving students opportunities to be creative and building self-confidence.

3) The Aim and Function of Giving Assignment Method

Through the method of giving assignment is not just limited to the material discussed in the classroom. The aims of giving assignment in the learning process are (a) fostering a sense of responsibility that is charged to the students through written or oral reports, summarize, submit the work and others; (b) find the information itself; (c) establish cooperation and mutual respect for the work of others; (d) expand knowledge and skills; (e) students are aroused to do better; (f) students are encouraged to pass the time; (g) the student experience is more integrated with different problems in the new situation; and (h) students' learning

outcomes are more qualified because they are followed by a variety of training models. Therefore the function of assignment method, which is as follows:

1) To stimulate the students against the topic proposed or taught

2) To know to what extent the students's mastery of the proposed task

3) To find out where the students's participation in social relationships, sense of responsibility, self-belief and morale.

4) To see the weaknesses and shortages of students in their work, whether to repair themselves or still need the help of others.

(Mulyasa, 2005)

4) Steps of Giving Assignment

In this method the teacher provides a set of asignments that must be done by students, either individually or in groups. In order for the method of assignment to take place effectively, the teacher needs to pay attention to the following steps:

1) An assignment should be planned clearly and systematically, especially the purpose of the assignment and the way it is worked. Assignment goals should be communicated to learners to know the direction of the assignment being done.

2) The assignment given should be understood by learners, when to do it, how to do it, how long the assignment must be done, individually or group. These things will determine the effectiveness of the use of the method of assignment in learning.

3) If the assignment is a group part, it is necessary to make all members of the group visible actively in the process of completing it, especially if the assignment is done outside the classroom.

4) Teachers need to control the process of completion of assignment undertaken by learners. If the assignment is completed in the classroom the teacher can get around controlling the work of the learner, while providing motivation and guidance especially for learners who get difficulty in completing the assignment. If the assignmen is completed outside of the classroom, the teacher can control the assignment completion process through consultation of the learners being asked to provide progress reports on the assignment being performed.

5) Assessment should not only focus on the product, but also consider how the process of completion of the assignment. Assessment should be given directly after the assignment is completed. In addition, it will generate interest and enthusiasm of the students. (Mulyasa, 2007)

Activities of learning interaction should always be improved effectiveness and efficiency. The method of giving assignment is usually used with the aim that students have more stable learning outcomes because students carry out the exercises during the assignment so that the students experience in learning something can be more integrated.

B. Feedback Method

    1) Definition of Feedback

Some experts and scholars define feedback with different definition. According to Cole and Lorna (1987) "feedback is correction on student answer and response in doing test or exercise". Harmer (2010) explained that feedback is sensory information that a person receive as a result of response. Harmer considers that feedback is as responding to students' work rather than assessing or evaluating what they have done. According to him, the essence of feedback can be in the form of comments on how the texts appears to the teachers, how successful the teachers think about the students' work has been, and how it can be improved.

Kepner (1991) in Magno and Armales (2011) defines feedback in general as any procedures used to inform a learner whether an instructional response is right or wrong. The procedure means a set of actions which is decided to give feedback. It is related to the technique used in delivering feedback.

Feedback is one of the skills of teaching that improves students' learning. Students need feedback in order to reflect on their assignments or written skills either face to face or online. Feedback can be correction and suggestion for the students. It may cointain critics or encouragement for better performance. When students do some activities or do some works instructed by teacher, it must be an error or mistake made during or after the works. It is

teacher's job to give an encouragement and/or correction to build more confidence and solve the students' problem in study.

Through feedback, students are able to revise and edit their errors correctly. It may be defined as "Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding." (Timperley & John, 2007).

Generally, feedback has to be given as soon as possible after the completion of the learning assignment. Students also need to see that feed-forward comments can be incorporated into subsequent performance and overall influence the quality of their learning in positive ways. At the same time, in some instances, temporarily with holding feedback is needed to allow the students to internalise and process the demands of the assignment (Hattie & Timperley, 2007). They argue that the "main purpose of feedback is to reduce the gap between current understandings and performance and a goal" .

Feedback can have a good effect on students. Because through positive feedback the student can feel that he or she is cared by his teacher. Feedback examples are when students do their job and do the right thing. So, the students deserve praise like: "Very good!" "Nice!" Also when they make mistakes we must keep giving positive feedback such as: "Your work is good, but there is still a need to improve" in this case, teacher can give students a boost that they have done something right even though they are not perfect. From these definition, it is clear that feedback is very useful in taching and learning process, besides students will learn how to evaluate themselves and how far their ability in English lesson, it is

also help students to take greater confidence of their learning and increase their achievement.

2) **Types and Techniques of Feedback**

F. Hyland & K. Hyland (2006) mentioned two types of feedbak, they are; written and oral feedback. Written feedback may be considered as either ignoring students' own voice or putting teachers' own requirements on them, or as forcing them to meet expectations needed to gain success in writing.

From the consideration, it seems obvious that the quality of the feedback provided by the teacher is one of the most important factors in enhancing students' achievement. Through written feedback from the teacher can create a motive for revising. In addition, teacher written comments not only indicate the strengths and weaknesses of the students' writing but they may also assist students in monitoring their own progress and identifying specific language areas to develop further. Teacher written feedback, in reality, can promote students' self-study skills. Good feedback should have comments on all aspects of student texts, including content, rhetorical structure, grammar, and mechanics. Moreover, teacher written feedback should be clear and concrete to help students with revision. Good feedback means that all language and content mistakes should be identified and corrected.

While oral feedback refers to the provision of feedback on errors and weaknesses in content, organization, and language through face-to-face conferencing. This feedback can be done by giving comments in the form of

questions, imperatives, praise, and suggestions; providing correct forms or structures in faulty sentences; indicating the location of errors; making recasts; and giving prompts in the forms of elicitation, clarifications requests, and repetition of errors.

Related to the oral feedback, Lightbown and Spada (1999) mentioned six different feedbacks that may be provided in the classroom, as follow :

1. *Explicit* correction refers to the explicit provision of the correct form. As the teacher provides a correct form, he clearly indicates that what the student had said was incorrect. For example, 'Oh, you mean…', or 'You should write or say…'.

2. *Recasts* involve the teacher's reformulation of all or part of a student's sentence, minus the error. Recasts are generally implicit in that they are not introduced by 'You mean', 'Use this word', or 'You should say'.

3. *Clarification requests* indicate to students either that the teacher has misunderstood their sentence or utterance. A clarification request includes phrases such as 'Pardon me…' It also includes a repetition of the error as in 'What do you mean by…?'.

4. *Metalinguistic feedback* contains comments, information, or questions related to the well-formedness of the students' utterance, without explicitly providing the correct form. Metalinguistic comments generally indicate that there is an error somewhere (for example, 'Can you find your error?'). In addition, metalinguistic information generally provides either some grammatical

metalanguage that refers to the nature of the error (for example, 'it is masculine') or a word definition in the case of lexical errors.

5. *Elicitation* refers to at least three techniques that the teacher uses directly to elicit the correct form from the students.

- Elicit completion of the sentence, such as 'It is a…

- Use question, such as 'How do we say X in English?'

- Ask the students to reformulate the sentence.

6. *Repetition* refers to the teacher's repetition to the students' error. For example: S: He is in the bathroom. T: Bathroom? Bedroom. He is in the bedroom.

Lyons and Heasly (2006) divided feedback into two types ; formative and summative.

- Formative Feedback

Formative feedback means as feedback in which provide the information to the learners based on the correction so that it can help the learning process. It is obvious that formative feedback uses descriptive comments form to give the detail information about the student learning progress. There are three stages suggested by Lyons and Heasly in applying formative feedback. They are correction, controlled correction, and guided correction. In correction, students error or mistake are obviously indicated on the composition and corrected immediately by the teacher. In this case, students are left with no work to do. The next stage of formative feedback is controlled correction, in this stage teacher identifies the errors area and states type of error, but there is no correction form provided for

students. Hence, the students will put many efforts to do some correction based on the error which had been identified.

The last is guided correction. In this stage, there are two choices in which coommonly used during applying formative feedback. The first choice is teacher stated the type of error, yet the students are not told where the errors are. The other choices is teacher identifies the error areas but the students are not told exactly what type of the error is. From all definition of three type of formative feedback, it can be inferreed that feedback are same in many ways

- Summative Feedback

Summative feedback is more popular with assessment, grading, marking or testing. Summative feedback is useful to inform the teachers, learners or others about the progress of the students. summative feedback assesses how well a student accomplishes a assignment or achieves a result for the purpose of grading" (White & Weight, 2000)

Furthermore, feedback is usually given in three ways, they are oral, written and gesture. If it is done orally meaning that the information about the response or the students' work is spoken directly. By this way, the teacher must consider the effect of his/her speaking to the other students. Furthermore, it is expected that giving feedback in oral should not bother the students. Sue (2008) said that the way teacher respond to students' answer can indicate to students whether or not the teacher is interested in helping them. Therefore, the teacher needs to be careful as he or she utters the oral feedback since teachers' responses can create or

destroyed a productive learning environment. The advantages of oral feedback are that the students have chances to make response back to the teacher. Whenever they understand to the teacher's explanation and the teacher can explain more clearly. As a result, the student will reach more understanding than before. (Brown & Robert, 1998)

While the written feedback is done through books or working paper in which the students do their homework or assignment. the advantages of written feedback are the students take as a note or a reminder which they might use next time. This written feedback is more advantages for them who have lack memorizing ability. Furthermore, Lee (2004) stated that the way of giving written feedback can be divided into direct and indirect feedback. Indirect feedback refers to teachers indicating errors without correcting them for students. It means that teachers will locate errors directly by underlining or circling the errors. Moreover, the teachers may locate errors indirectly, for instance, by putting a mark in the margin to indicate an error on a certain line. The principle in the indirect feedback is that the teachers do not show the correction of the errors. Direct feedback refers to overt correction of student errors, that is, teachers locating and correcting errors for students' writing.

The teachers normally put the symbols, codes, or comments right above or next to the errors which is underlined or circled. The more discussion about feedback will be explained in the next section.

To make clear the difference between direct and indirect feedback, Lee (2003) made an illustration of each type of feedback. The illustration is as follows :

Tabel 2.3 The difference between direct and indirect feedback

Type of error feedback	Explanation	Example
Direct feedback	Locate and correct errors	➢ Has <u>went</u> gone
Indirect feedback (Direct location of	Locate errors Locate errors and	➢ Has <u>went</u> ➢ Has went verb form
Indirect feedback (indirect location of errors)	Indirectly locate errors	➢ e.g. putting a mark in the margin to indicate an error on a specific line.
	Indirectly locate errors and identify error types	➢ e.g. by writing "verb form" (or "v") in the margin to indicate a verb form error on a specific line

In certain circumstances, giving feedback by gesture is used by the teacher in order to comment or correct on the students response. The gesture can be in the form of nodding, wrinkle, smiling, pointing the thumb up out, etc. Consequently, the information revealed is not as complete as that in oral and written feedback. It will bring about satisfying result for the students and they can accept it easily. In fact, when a teacher smile with nodding his/her head in answering to the students' response, they will be sure that their answer is correct. In addition, there are various ways to provide feedback in order to help students improve their learning achievement.

In line with this, Harmer (2004) mentions there are some ways to respond students' assignment. The first way is feedback can be presented by an English teacher through comment. In some circumstance, a teacher needs to give response in the written form. In this feedback, encouragement is extremely important because some students may have a bad perception in receiving comments or suggestions delivered by the teacher. So, teachers might give an encouragement in the early written comment, and then it is followed by the suggestions to assignment. Next, feedback use electronic comments. Recently, a lot of feedback can be given electronically, either via e-mail or through text editing programs. The last way is peer review feedback. The students respond to their colleague's work based on the teacher's guidance so that they know what to look at in their classmates' work.

3) The Purpose of Feedback

Hammond (2002) stated that the purpose of feedback are to enable students identify their strenghts and weakness within the assignment or by teacher correction, confidence building, and performance improvement,. In addition, feedback aid intellectual achievement and enhance the quality of student educational experiences. In short, feedback is very important in learning process. It is caused feedback can increase the students' ability and make students think positively about their learning.

C. **English Learning Achievement**

   1) **The Understanding of Learning**

   Each scientist has their own theory about what is learning. Kimble (in Holson, 2015) said that learning is a relatively permanent change in behavioral potentiality that occurs as a result of reinforced practice. That means learning has a change in behavioral and needed a reinforcement to reinforce it.

   So learning is the process that involves not only the practice but also other forms of experiences. It is described by Schunk as follow;

Three criteria of learning;

   1) Learning involves change ; in behavior or in the capacity for behavior. People learn when they become capable of doing something differently.

   2) Learning endures over time.

   3) Learning occurs through experience.

   It means that learning is not a simple process. Learning has to make the changing in the person. Learning must make the learner being able to do what they have learned. Learning needs time to make the successful learning can be achieved. The researcher deduces that the learning have to be able to make the learners have their new experiences, knowledge. Then these new parts of learning also have to be modified by the learner. The modifying means that the learners are able to apply their knowledge in any condition because they are really understand it.

2) The Understanding of Achievement

Learning achievement is measure students performs activities both individually and in groups. Meanwhile, according to Horwart Kingsley in Sudjana's book he divide the three kinds of learning achievements : a) skills and habits; b) knowledge and direction; c) attitudes and ambition.

The application of learning achievement is usually indicated in the assessment, one of its functions is for motivation (reward) and for documentation of learning progress, measuring relative achievement for individual expectations or student qualifications for graduation or anything else. To find out the achievement of learning result, Srini (2001) is done by evaluation / assessment, based on the purpose of the assessment is divided into three types, namely diagnostic, formative, and summative. Evaluation is to determine the extent of learning objectives has been achieved by the students, as feedback for teachers to assess the success of the lesson plan that has been implemented.

According to Santrock (2011) to see how far the students have learned in their learning, the teacher can see it through their achievement test. An achievement test is intended to measure what the student has learned or what skills the student has mastered. Oosterhof (2003) who states "achievement tests measure students' present status with a set of skills. Achievement test are used to evaluate the effectiveness of instructional programs and to identify students with learning disabilities."

With these theories, the researcher concludes that achievement is the accumulative result of learning process. In achievement, the teachers or the

students themselves can see how far their learning process that they did.

3) The Understanding of English Learning Achievement

From the explanation above, the researcher has the understanding for this variable that English learning achievement is a result of students English learning progress in class. This achievement appears as the score that can be as description of their successful in learning. If the students get 60 in their test, it can be concluded that they are not really successful in the learning. This assuming also can be used in opposite words.

English learning achievement in this study can be described as the result of English learning process that students get from the teachers in form of score. In this study, the achievement scores can help the researcher to describe how far the students' ability in English. The achievement scores also come from the calculation of some test that teachers have made for their students.

Previous Research Studies

There have been many studies about assignment and feedback either experimental research or qualitative research. One of them is the study conducted by Hashemnezahd and Mohammadnejad (2012). The participants of this study were the students of 3rd year of undergraduate education. This study investigated the types of feedback given to EFL students during a 16-week study. The result of this study showed that feedback often facilitates to students' skill to identify the existence of an error. This study also revealed that error

feedback in the form of direct feedback is more beneficial than indirect feedback especially for proficient learner.

Another study about feedback is from Chandler (2003). This study used direct feedback. The participants of this study were students from high intermediate East Asian college. This study took 10 weeks to realize two aims purposed by Chandler. The first aim was Chandler wants to show that students' correction of grammatical or lexical error reduces such errors in subsequent writing. The second aim was to know how error correction should be done. The result of this study demonstrated that the accuracy of students writing improves significantly. Related to direct feedback, this study also revealed that direct feedback is best for producing accurate revisions and students prefer it because it is the fastest and easiest way for them as well as the fastest way for teachers over several drafts.

In addition, Sari (2011) conducted the research under the title The Impact of Feedback from Exit Card to the Teaching Learning Process. The last, a research conducted by Pertiwi (2015) it only focus on teachers' corrective feedback.

Those previous studies are not similar to this study. Here the researcher is used both type of feedback; oral and written, it is also combined with giving assignment method. This research is an experimental research which applying giving assignment and feedback method to improve students' achievement in learning English.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research methodology which consist of research design, research location, population and sample, techniques of data collection, procedures of experimental teaching, and techniques of data analysis. Each of them will be presented in the following discussion.

A. Research Design

This study adopts a quantitative approach. According to Aliaga and Guderson (2013), quantitative research is "explaining phenomena by collecting numerical data that are analyzed using mathematically based methods in particular statistics". This research used numerical analysis. Essentially, this approach reduces the data into numbers.

Quantitative methods are research techniques that are used to gather quantitative data-information dealing with numbers and anything that is measurable (Nunan, 2001). In other words, quantitative methods are a systematic process in which numerical data are controlled and measured to address the accumulation of facts and then utilised to obtain information about the world.

This research uses pre-experimental design using quantitative approach with one-group pretest-posttest design. In Pre-test and Post-test group the observation do two times, before giving treatment called Pre-test and after giving treatment called Post-test. In this study the researcher just puts one group and uses pre-test and post-test to see the result of the treatments.

Tabel 3.4 A diagram of One-Group Pretest-Post test design:

Y1	X	Y2
Pre-test	Treatment	Post-test
	(Independent variable)	(Dependent variable)

The procedures of experimental research that use one group Pretest- Posttest design:

1. Administering a pre-test with a purpose of measuring students' achievement in learning English before the treatment.

2. Applying the treatment in teaching English by giving assignment and feedback method as a technique. The material uses is recount text.

3. Administering a Post-test with a purpose of measuring students' achievement in learning English after the treatment.

In this study, the researcher uses experimental research with quantitative approach. According to Mackey and Gass (2005) "quantitative research can be conceptually divided into two types; associational and experimental." In this study, the researcher looks at the effect of independent variable on dependent variable. Variable is any entity that can take on different values.

The two main variable in an experiment are the independent and dependent variable. In this study teaching English by giving assignment and feedback method technique is independet variable. Dependent variable (X) is the variable being tested and measured in an experiment. In this study the dependent

variable is student's English achievement.

B. A Brief Description of Research Location

The research was conducted at Senior Islamic High School (MAN) 4 Aceh Besar, located at Jalan Tgk. Glee Iniem, Tungkop, Aceh Besar. The school have 17 classes. There are 52 teachers in MAN 4 Aceh Besar who teach various subjects. The school uses K13 curriculum as teachers' guidance to run the teaching learning proccess. The English text book used to English is *Look Ahead.* English is taught twice a week and allocated time is 2x45 minutes.

C. Population and Sample

Best (1991) states that population is any group of individual that has one or more characteristics in common, while according to Johnson (1987), population is the entire group of entities or persons to which the results of the study are intended to apply. Population is all of the subject who is going to be observed in a research. The population of this study consists of 150 students of second grade students in MAN 4 Aceh Besar.

The sampling technique used in this study was *purposive sampling* ; the technique of taking sample is not based on random or areas, but based on the consideration that focusing on specific goal (Arikunto, 2006). There were about 30% of total population, the researcher took the students in class X-MIA2. The students were given treatment by giving assignment and feedback method. Every week has two meetings. But the researcher takes four meetings only for

conducting the experimental teaching. The result, the researcher took X-MIA-2 class as the sample with 30 students.

D. Techniques of Data Collection

Data of this study was collected by administering test and treatment. The researcher uses experimental teaching and tests as the method to collect the data. This study conducted teaching activity for four meetings. After giving the treatment in four meetings, the researcher could interpret the data by comparing the score in pre-test and post-test. The data can show whether the treatment made a difference or not.

To find out the data needed in this research, the researcher collected the valid data from teaching experiment at MAN 4 Aceh Besar.

1. Experimental teaching

The researcher taught the students in order to measure how far the giving assigment and feedback method improve students' achievement. The researcher did the experimental teaching to gain the data needed. The teaching was done four times. Schutt (2006) said that experimental research is the best way in answering the effects of a treatment. Consequently, the researcher used experimental teaching in answering the research questions. The procedures of the meetings are as follows:

The first meeting was planned to be conducted for giving pre-test about recount text. The second, third, and fourth meetings are made to apply the

assignment and feedback method in teaching learning process. In the last view minutes of the fourth meetings, the researcher conducted post-test about the recount text.

2. Test

Test is one technique to measure the students ability and to find out students' comprehending about the material. The data were collected from *pre-test* and *post-test.* The using of test is divided into two categories, pre-test which aim to know students' ability before teaching and learning process. Meanwhile, post-test aim to know students' ability after teaching and learning process.

E. Techniques of Data Analysis

After conducting experimental research, the researcher needs to analyze the results. The kind of the data is quantitative data. They come from the students' answer sheet scores. The scores generated from pre-test and post-test to measure the influence of giving assignment and feedback method in improving students achievement in learning English.

To know the student's comprehension and their achievement in learning recount text whether the score is good or no, the researcher used table criteria of mastery (see table 4.4).

The data obtained from the tests is analyzed statistically by using statistic calculation of the t-test formula. The purpose of the test is to find out the range of data, interval class, space of interval class, to make table of frequency distribution,

mean of the table and to find out the Tscore. Before calculating the t-test the researcher calculated the standart deviation, range, interval class, and mean.

1. Range

Range is the difference between the highest and the lowest score (Sudjana, 2008). The range of pre-test and post-test scores would be determined by using :

$$R = H - L$$

Notes:

R : Range of the score

H : Highest score

L : Lowest score

2. Class Number

Class number is the number of score that has been grouped based on the expected interval, the formula is:

CN = 1 + (3,3) log n (total sample)

3. Interval Class

Sudjana (2008) mentioned that the number of interval class can be determined by using the formula:

$$I = \frac{R}{CN}$$

Remarks:

I= interval

R= range

CN= class number

4. **Mean**

Arikunto (2002) stated that mean is analyzed by using the formula:

$$X = \frac{\sum fixi}{\sum fi}$$

Notes:

X = Mean

fi = refers to frequency

xi = refers to the middle score of interval class

fixi = the amount of multiplication between the frequencies and

the middle scores of interval class.

5. **T-score**

Sudjana (2008), in calculating the t score, we can use this formula:

$$t_0 = \frac{SEMD}{MD}$$

Notes:

t_o : t-test

MD : the mean score of deviation

SEMD : Standard error of the mean deviation.

F. Hypothesis of the study

"Hypothesis is a tentative answer to a problem that is made through a research and formulated based on existing knowledge and logic, and whose validity is tasted through a research" (Mahsun, 2005). As a tentative answer to the problem stated in research question, the hypothesis for this study are :

Ho: The application of assignment and feedback method can not improve students' achievement in learning English.

Ha: The application of assignment and feedback method improve students' achievement in learning English.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter presents and discusses the description and analysis of the data which onsisting of the description of the data, the analysis of tests. Grades of achievement together with the analysis of hypothesis, and discussion are also presented.

A. The Description of the Data

The research had been conducted since January 6th of 2018 to January 16th of 2018. This research had been carried out through three steps. They involved pre-test, three times treatment, and post-test. The data were collected from students' pre-test and post-test.

The tests were given in multiple choice items divided into 10 questions. First step of calculating data is ranging score from the pre-test and the post-test. The data is described into table 4.1 which is presented the students' achievement before and after the treatment. The data of both test could be seen in the table below :

Table 4.1
The Scores of Pre-test and Post-test

No	Name	Score	
		Pre-test (Y)	Post-test (X)
1	AH	60	75
2	AI	40	70
3	ATN	70	80
4	AY	30	75
5	CDA	60	85
6	CDN	30	90
7	CHJ	40	85
8	CLS	40	75
9	CPA	40	40
10	FA	70	75

Continue			
11	FR	40	65
12	HA	50	90
13	LF	60	70
14	M	50	85
15	MP	30	55
16	NA	40	75
17	NH	50	80
18	NI	70	75
19	NM	50	70
20	NNI	60	75
21	NZ	40	75
22	RA	50	40
23	RN	40	50
24	RR	50	75
25	RZ	30	80
26	SF	60	95
27	SK	40	90
28	SM	30	55
29	SMD	30	85
30	U	50	85
	Mean	50	75.5

B. The Analysis of Tests

Table 4.1 is pre-test and post-test score from 30 student's. The table show that the lowest score of pre-test is 30 and the highest score is 70. Therefore, the range is 40 and the interval is 7. In post-test, the lowest score is 40 and the highest score is 95. As a result, the range is 55 and the interval is 9. (see appendix 7)

According to the calculation, the average score of pre-test is 50. Meanwhile, the average score of the post-test is 75. Thus, the post-test mean was improved from pre-test mean, and the result shows that there is the improvement of applying assignment and feedback method on the students at MAN 4 Aceh Besar. The students' achievement improved after getting the treatment. Therefore, it can be concluded that giving assignment and feedback method can improve students achievement in learning English.

In analyzed hypothesis, the researcher used "t" test (t_0) to determine the significant difference in examining the student's pre-test and post-test scores. After finding the difference score of pre-test and post-test, the researcher has to find Standard Deviation of two variables, X and Y. The result of Standard Deviation was 13.4. Then, the researcher calculated the Standard Error of Mean difference (SEM_D) between two variables (see appendix 8). The last step was to examine the t_0 by determining degree of freedom (df) by using the following formula: $Df = N-1 = 30-1 = 29$

Table 4.2 The Different Scores of Pre-test and Post-test

No	Name	Score Pre-test (Y)	Score Post-test (X)	X-Y (D)	D^2
1	AH	60	75	15	225
2	AI	40	70	30	900
3	ATN	70	80	10	100
4	AY	30	75	25	625
5	CDA	60	85	25	625
6	CDN	30	90	60	3600
7	CHJ	40	85	45	2025
8	CLS	40	75	35	1225
9	CPA	40	40	0	0
10	FA	70	75	5	25
11	FR	40	65	25	625
12	HA	50	90	60	3600
13	LF	60	70	10	100
14	M	50	85	35	1225
15	MP	30	55	25	625
16	NA	40	75	35	1225
17	NH	50	80	30	900
18	NI	70	75	5	25
19	NM	50	70	20	400
20	NNI	60	75	15	225
21	NZ	40	75	35	1225
22	RA	50	40	-10	100
23	RN	40	50	10	100
24	RR	50	75	25	625
25	RZ	30	80	50	2500
26	SF	60	95	35	1225
27	SK	40	90	50	2500
28	SM	30	55	25	625
29	SMD	30	85	55	3025
30	U	50	85	35	1225
Standar Deviation (SD)			13.4		
Mean of Difference (M_D)			27.3		
Standar Error (SEM_D)			2.49		
T_{score}			10.9		
Degree of Freedom (Df)			29		

Hypothesis of this study used T_{table} at significant level of α = 0.05 (see appendix 9). In this study, there are alternative hypothesis (Ha) and null hypothesis (Ho) determined as:

Ho: The application of assignment and feedback method can not improve students' achievement in learning English.

Ha: The application of assignment and feedback method improve students' achievement in learning English.

If significant value (T_{score}) > 0.05, the application of assignment and feedback method improve students' achievement in learning English. If significant value (T_{score}) < 0.05, the application of assignment and feedback method will not improve students' achievement in learning English. After finding the different scores of pre-test and post-test of students' achievement, the researcher has to find Standard Deviation of two variables.

Based on the result of calculation, t score value of tests were 10.9. According to T_{table} list (see appendix 9), the value of distribution table at 29 as degree of freedom and α = 0.05 were 1.699. Therefore, the study has T_{score}> T_{table}; 10.9 >1.699. The result means that significant value > 0.05 (10.9 > 0.05). The study can be concluded that H_a was accepted and H_0 was rejected. It indicates that the method has an effect for students achievement.

C. Grades of Achievement

The researcher conducted this analysis to present the result of the discussion. Theory of Harris (1969) was used to classify the students' attainment of the course, using the grade from poor to excellent grade. Below is the list of the level mastery that show the percentage and the degree of the students.

Table 4.4
Criteria of mastery

Criteria of mastery		Grade
91-100	A	Excellent
81-90	B	Very good
71-80	C	Good
61-70	D	Fair
51-60	E	Poor
Less than 50		Very poor

Table 4.5
The list of students' achievement grade

Criteria of mastery	Frequency of students				Grade
	Pre-test	Percentage	Post-test	Percentage	
91-100	0	-	1	3%	Excellent
81-90	0	-	8	27%	Very good
71-80	0	-	12	40%	Good
61-70	3	10%	4	13%	Fair
51-60	5	17%	2	7%	Poor
Less than 50	22	73%	3	10%	Very poor

From the table 4.5 it can be seen the different percentage from pre-test score and post-test score. The students achievement is impove from fair to excellent after the treatment.

D. Discussion

Based on previous data analysis, the researcher would like to prove the research question in this study. The research question is "To what extent the application of giving assignment and feedback method can improve the first grade students' achievement in learning English at MAN 4 Aceh Besar?". To answer this question the researcher conducted tests to the students and taught recount text in four meetings. The researcher used statistical calculation to find t-score which will be compared to statistic t-table.

The researcher found that t-score of analyzed data was 10.9 and t-table was 1.699, it means t-score > t-table, so, the alternative hypothesis (ha) is accepted and the null hypothesis was rejected. Therefore, the researcher conclude that the implementation of assignment and feedback method improve students achievement in learning English.

Based on the calculation, the mean score of pre-test was 50, and the post-test was 75. The result of the test showed that students' achievement improved after implementing the method. It was proved by the mean scores of post-tests were higher than pre-tests. Furthermore, the result of the data showed that alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected.

In addition, in experimental teaching, the research used structured assignment. This kind of assignment was good to improve students achievement because it has many advantages, such as, students became more active, they were trying to find a solution of assignment that will make students became a hardworking person, got used to thinking, and develop student initiatives and responsibilities. The assignment also became better when it was supported by feedback method. In this research, the researcher used oral and written feedback. oral and written feedback gave a significant effect for the sudents. In other words, oral and written feedback could encourage students to keep practicing, through feedback process it will indirectly tell students that the practice is always on seen and cared for by their teacher. The feedback function is to provide motivation, reinforcemen and helped students to assess the appearance (ability) that can not be seen and felt by themselve. These kind of feedback can be used in making decisions, whether the subjects that have been implemented need to be improved or continued (Cooper, 1982) and for students will improve the learning achievement consistently.

In conclusion, the students achievement in learning English was improve after the researcher apllied the treatment. So, the application of assignment and feedback method is highly recommended for teacher to use in teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

The previous chapters have already introduced the general introduction, provided the theoritical background, justified the methods, analyzed and discussed the finding of the study. This chapter, serving as the conclusion of the whole research, will cover summaries of the findings, and suggestion for better feedback and assignment in the class of English.

A. Conclusion

Based on the description of data in the previous chapter that has been described, the conclusions of the study could be stated that giving assignment and feedback method to the students can improve their achievement. It can be seen by the mean scores of post-tests and pre-tests. The improvement was 66%.. It also can be concluded that alternative hypothesis is accepted while null hypothesis is rejected. This research also supported by previous study conducted by Bellon and Blank (as cited in Jamalinesari et al, 2015) show that compared with various other teaching behaviors, the provision of academic feedback was more correlated with student achievement. When feedback and corrective procedures are used appropriately, most students can improve their learning achievement by more than 20%.

To sum up, with applying assignment and feedback method, the students increase in their score, becoming stimulus and more confidence to share their ideas.

B. Suggestion

After conducting this research, the researcher offers several recommendations for the English teacher and the future researchers. The researcher suggests to the teachers for applying assignment and feedback method to improve students' achievement. Using this method will motivate students to do their task better and build their confidence. Feedback and assignment should be given together. Teachers should use oral and written feedback. It is realized that this study give significance improvement to the students' achievement. Therefore, the other researches may conduct research on the use of feedback to improve the students' writing skill and also the students' motivation to study English.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/389/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

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		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
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		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 6 Januari 2017

MEMUTUSKAN

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Untuk membimbing Skripsi :

Nama	:	**Miftahul Jannah**
NIM	:	**231324343**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Application of Giving Assignment and Feedback Method to Improve Students' Achievement in Learning English**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
KEEMPAT	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 Januari 2017
a.n Rektor
Dekan,

Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor : B-47/Un.08/TU-FTK/ TL.00/01/2018   03 Januari 2018
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
        Menyusun Skripsi

Kepada Yth.

Di -
    Tempat

Dekan   Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a   : Miftahul Jannah
N I M   : 231 324 343
Prodi / Jurusan   : Pendidikan Bahasa Inggris
Semester   : IX
Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t   : Jl.Mireuk Taman Lr.Seroja No.10 Gampong Lampeudaya Aceh Besar

Untuk mengumpulkan data pada:

Madrasah Aliyah Negeri (MAN) 4 Aceh Besar

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Application of Giving Assignment and Feedback Method to Improve Students' achievement in Learning English

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG.UMUM   BAG. UMUM

Kode 7068

SURAT KETERANGAN

Nomor 069 /Ma.01.37/PP.00.09/1/2018

Yang bertanda tangan di bawah ini,

Nama	:	Drs. Hamdan
NIP	:	19620206 199905 1 001
Jabatan	:	Kepala Madrasah

dengan ini menerangkan bahwa

Nama	:	Miftahul Jannah
NIM	:	231324343
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Fakultas / Sekolah	:	Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh

benar yang namanya tersebut di atas telah melakukan penelitian / pengumpulan data tanggal 6 - 16 Januari 2018   dalam rangka menyusun Karya Tulis Ilmiah untuk menyelesaikan studinya pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh   dengan judul skripsi :
"THE APPLICATION OF ASSIGNMENT AND FEEDBACK METHOD TO IMPROVE STUDENTS' ACHIEVEMENT IN LEARNING ENGLISH"

sesuai surat Kepala Kantor Kementerian Agama Kabupaten Aceh Besar nomor B-009/KK.01.04/1/PP.00.01/01/2018 tanggal 08 Januari 2018.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Tungkob,   25 Januari 2018

Kepala

HAMDAN

APPENDIX 4

<div align="center">

LESSON PLAN I

</div>

School : MAN 4 Aceh Besar

Lesson/Meeting : English/ 1

Class/Semester : X/II

Time Allocation : 90 minutes

1. Topic of material : pre-test

2. The aim of meeting : to know student's achievement in learning recount text before teaching process

3. Method of teaching : giving assignment and feedback method
4. Procedure of teaching

Introduction (25 minutes)

- Greeting and check students attendance list (5 minutes)
- Introducing myself and the purpose of my coming (10 minutes)
- Introducing recount text based on their experience (10 minutes)

Main Activity (40 minutes)

- Giving Pre-test (40 minutes)
  - ✓ Distribute the test and give the instruction about the test to the students. (10 minutes)
  - ✓ Students answer written test (30 minutes)

Conclusion (25 minutes)

- Concluding the materials (5 minute)
- Planing for the next meeting (15 minute)
- End up the class and saying thanks (5 minute)

5. Assessment   : reading test
6. Evaluation

Indicator	Evaluation	
	Technique of Evaluation	Instrument
to know student's achievement before teaching process	Reading test	Students answer ten pre-test questions.

7. Final Score

Each question worth 10 points   : 10 x10 = 100

Aceh Besar, January 2nd, 2017

Researcher

Miftahul Jannah

Nim. 231324343

LESSON PLAN II

School   : MAN 4 Aceh Besar

Lesson/Meeting   : English/ 1

Class/Semester   : X/II

Time Allocation   : 90 minutes

    1. Topic of material   : best experience

    2. Method of teaching :giving assignment and feedback method

    3. Procedure of teaching

Introduction (20 minutes)

- Greeting and check students attendance list (5 minutes)
- Asking about students' holiday experience (10 minutes)
- Talking about the aim and procedure of today's meeting (5 minutes)

Main Activity (55 minutes)

- Distribute a recount text to the students (5 minutes)
- Teacher asks two students to read the text infront of their friend (10 minutes)
- Discussing about the meaning of the story (10 minutes)
- Teacher explain generic structure and past tense form (15 minutes)
- Students are asked to make ten sentences in past tense form (15 minutes)

Conclusion (10 minutes)

- Discussing the difficulties faced by students during the teaching learning process (5 minutes)
- Concluding the materials (5 minute)
- End up the class and saying thanks

8. Media   : Recount text.

  Assessment   : Written test

9. Evaluation

Indicator	Evaluation	
	Technique of Evaluation	Instrument
Identify social functions, text structures, and linguistic elements of recount text	Written test	Recoun text, past tense

10. Final Score

 Each sentences worth 20 points   : 20 x 5 = 100

Aceh Besar, January 2nd, 2017

Researcher

Miftahul Jannah

Nim. 231324343

LESSON PLAN III

School : MAN 4 Aceh Besar

Lesson/Meeting : English/ 1

Class/Semester : X/II

Time Allocation : 90 minutes

1. Topic of material :Holiday experience
2. Method of teaching :giving assignment and feedback method
3. Procedure of teaching

Introduction (20 minutes)

- Greeting and check students attendance list (5 minutes)
- Review the last meeting material (5 minutes)
- Talking about the aim and procedure of today's meeting (10 minutes)

Main Activity (60 minutes)

- Students are gave an assignment to arrange the sentences to be a good recount text (10 minutes)
- Distribute a handout about the recount text to the students (5 minutes)
- Teacher explain the points of the handout (15 minutes)
- Teacher ask and write the students difficulties in understanding the points (10 minutes)

- Students are asked to make a recount text best on their experiences. (20 minute)

Conclusion (10 minutes)

- Discussing the difficulties faced by students during the teaching learning process (5 minutes)
- Concluding the materials (5 minute)
- End up the class and saying thanks

4. Media   : Story text, paper work sheet.

  Assessment   : Written test

Aceh Besar, January 2nd, 2017

Researcher

Miftahul Jannah

Nim. 231324343

LESSON PLAN IV

School   : MAN 4 Aceh Besar

Lesson/Meeting   : English/ 1

Class/Semester   : X/II

Time Allocation   : 90 minutes

5. Topic of material   : post-test

6. The aim of meeting   : to know student's achievement in learning recount text after teaching process

7. Method of teaching   : giving assignment and feedback method

8. Procedure of teaching

Introduction (20 minutes)

- Greeting and check students attendance list (5 minutes)
- Review the last meeting material (10 minutes)
- Talking about the aim and procedure of today's meeting (5 minutes)

Main Activity (55 minutes)

- Review all material since first meeting (15 minutes)
- Question and answer about the material (10 minute)
- Giving Post-test (30 minutes)
  - ✓ Distribute the test and give the instruction about the test to the students. (5 minutes)
  - ✓ Students answer written test (25 minutes)

Conclusion (15 minutes)

- Discussing the difficulties faced by students during the teaching learning process (5 minutes)
- End up the class and saying thanks (10 minute)

9. Assessment   : reading test
10. Evaluation

Indicator	Evaluation	
	Technique of Evaluation	Instrument
to know student's achievement after teaching process	Reading test	Students answer ten post-test questions.

11. Final Score

Each question worth 10 points   : 10 x10 = 100

Aceh Besar, January 2nd, 2017

Researcher

Miftahul Jannah

Nim. 231324343

| Name | : | Time allocation : 20 minutes |
| Class | : | Date | : |

BYE-BYE TRANSKUTARAJA

Well, listen to my experience. Last week, my friends and I **decide/decided** to take a bus to Baiturrahman Grand Mosque. After buying the tickets, we had to wait at the bus shelter. We waited and waited, but the bus didn't show up. My friends surely had more patience and discipline than I **did/do**.

At the head of two neat lines, people **stood/stand** right before the sliding doors, ready to get on the bus as soon as it arrived. I sat on one of the benches in the shelter, absorbed in reading a newspaper. More and more passengers came, but the bus was nowhere to be seen. I **was/were** so engrossed in the newspaper that I didn't pay attention to my surroundings.

The bus came and the queuing passengers had begun entering the vehicle. As my friends and the other passengers jostled each other to get on the bus, my friends **keep/kept** shouting my name. I made a dash for the bus, but it was too late. The bus had closed its doors. I could only smile meekly and my friends were still shouting with sympathetic faces looking at me from inside the bus.

I had to catch the next bus alone to get to Baiturrahman Grand Mosque. What a journey!

Questions

Number 1-5 : Please circle the correct verb on the text above!

6. The text above mainly discusses about...

- A. The writer's first time visit Baiturrahman
- B. The writer's journey to Baiturrahman
- C. The writer's impression about Baiturrahman
- D. The history of the bus

7. The text is written in the form of a/an...

    A. Recount text

    B. Narrative text

    C. Report text

    D. Anecdote text

8. What is the purpose of the text?

    A. To tell past events

    B. To entertain readers

    C. To describe the bus

    D. To inform readers about events of the day

9. When did they go to Baiturrahman Grand Mosque?

    A. Last week

    B. Next week

    C. Last month

    D. Yesterday

10. Where is the text talk about the main event?

    A. On the first paragraph

    B. On the second paragraph

    C. On the third paragraph

    D. On the fourth paragraph

Name :   Class   :

Time Allocation :   **Post-test**

Bye-bye Transkutaraja

A. At the head of two neat lines, people stood right before the sliding doors, ready to get on the bus as soon as it **arrive/arrived**. And what did I do? I sat on one of the benches in the shelter, absorbed in reading a newspaper. More and more passengers **came/come** and stood behind my buddies, but the bus was nowhere to be seen. I was so engrossed in the newspaper that I didn't pay attention to my surroundings.

B. I made a dash for the bus, but it was too late. The bus had closed its doors. I could only smilemeekly and my friends **was/were** still shouting with sympathetic faces looking at me from inside the bus. I had to catch the next bus alone to get to Baiturrahman Grand Mosque. What a journey!

C. Well, listen to my experience. One day, my friends and I **decide/decided** to take a bus to Baiturrahman Grand Mosque. After buying the tickets, we had to wait at the bus shelter. We waited and waited, but the bus didn't show up. My friends surely had more patience and discipline than I did.

D. The bus came and the queuing passengers had begun entering the vehicle. As my friends and the other passengers jostled each other to get on the bus, my friends **kept/keep** shouting my name.

Questions

Number 1-5 : Please circle the correct verb on the text above!

6) Arrange the following sentences into a good paragraph!

=

7) From the story above, specify which is :

Orientation   =

Event   =

Re-orientation =

8) The text above mainly discusses about...

A. The writer's first time visit Baiturrahman

B. The writer's journey to Baiturrahman

C. The writer's impression about BaiturrahmaN

D. The history of the bus

9) The text is written in the form of a/an...

A. Recount text

B. Narrative text

C. Report text

D. Anecdote text

10) What is the purpose of the text?

A. To tell past events

B. To entertain readers

C. To describe the bus

D. To inform readers about events of the day

Name : CUT DELLA NARISA   Time allocation : 20 minutes

Class : X mia 2   Date : Sabtu, 6-01-2017

BYE-BYE TRANSKUTARAJA

Well, listen to my experience. Last week, my friends and I decide/decided to take a bus to Baiturrahman Grand Mosque. After buying the tickets, we had to wait at the bus shelter. We waited and waited, but the bus didn't show up. My friends surely had more patience and discipline than I did/do.

At the head of two neat lines, people stood/stand right before the sliding doors, ready to get on the bus as soon as it arrived. I sat on one of the benches in the shelter, absorbed in reading a newspaper. More and more passengers came, but the bus was nowhere to be seen. I was/were so engrossed in the newspaper that I didn't pay attention to my surroundings.

The bus came and the queuing passengers had begun entering the vehicle. As my friends and the other passengers jostled each other to get on the bus, my friends keep/kept shouting my name. I made a dash for the bus, but it was too late. The bus had closed its doors. I could only smile meekly and my friends were still shouting with sympathetic faces looking at me from inside the bus.

I had to catch the next bus alone to get to Baiturrahman Grand Mosque. What a journey!

Questions

Number 1-5 : Please circle the correct verb on the text above!

6. The text above mainly discusses about...

   A. The writer's first time visit Baiturrahman

   B. The writer's journey to Baiturrahman

   C. The writer's impression about Baiturrahman

   D. The history of the bus

7. The text is written in the form of a/an...

   A. Recount text

   B. Narrative text

   C. Report text

   D. Anecdote text

8. What is the purpose of the text?

   A. To tell past events

   B. To entertain readers

   C. To describe the bus

   D. To inform readers about events of the day

9. When did they go to Baiturrahman Grand Mosque?

   A. Last week

   B. Next week

   C. Last month

   D. Yesterday

10. Where is the text talk about the main event?

   A. On the first paragraph

   B. On the second paragraph

   C. On the third paragraph

   D. On the fourth paragraph

Name : CUT DELLA NARISA   Class : X-mia²
Time Allocation :   Post-test

Bye-bye Transkutaraja

A. At the head of two neat lines, people stood right before the sliding doors, ready to get on the bus as soon as it arrive/arrived. And what did I do? I sat on one of the benches in the shelter, absorbed in reading a newspaper. More and more passengers came/come and stood behind my buddies, but the bus was nowhere to be seen. I was so engrossed in the newspaper that I didn't pay attention to my surroundings.

B. I made a dash for the bus, but it was too late. The bus had closed its doors. I could only smilemeekly and my friends was/were still shouting with sympathetic faces looking at me from inside the bus. I had to catch the next bus alone to get to Baiturrahman Grand Mosque. What a journey!

C. Well, listen to my experience. One day, my friends and I decide/decided to take a bus to Baiturrahman Grand Mosque. After buying the tickets, we had to wait at the bus shelter. We waited and waited, but the bus didn't show up. My friends surely had more patience and discipline than I did.

D. The bus came and the queuing passengers had begun entering the vehicle. As my friends and the other passengers jostled each other to get on the bus, my friends kept/keep shouting my name.

Questions

Number 1-5 : Please circle the correct verb on the text above!

6) Arrange the following sentences into a good paragraph!

= C - D - B - A

7) From the story above, specify which is :

Orientation   = C
Event   = B - D - A
Re-orientation = B

8) The text above mainly discusses about...

A. The writer's first time visit Baiturrahman
B. The writer's journey to Baiturrahman
C. The writer's impression about Baiturrahman
D. The history of the bus

9) The text is written in the form of a/an...

A. Recount text
B. Narrative text
C. Report text
D. Anecdote text

10) What is the purpose of the text?

A. To tell past events
B. To entertain readers
C. To describe the bus
D. To inform the readers

Name : Nidrul Iman   **Time allocation : 15 minutes**

Class: X - MIA 2

Arrange the sentences listed below into a good story by following the recount text structure!

1. Orientation:

A. I went to the zoo, a place with lots of animals.

B. I went there with my friends and my teacher, Mr. James.

C. Yesterday was a bright sunny day.

D. I saw a lot of animals there at the zoo.

2. Event:

A. It was the tallest animal at the zoo, even taller than me!

B. When I got there, the first animal I saw was giraffe.

C. The fun part was when I get to have a picture with an animal.

D. Then I went to see the lion's den.

E. The animal I took a picture with was an orangutan.

F. The lion was sleeping, so I was upset I couldn't get to hear it roar.

G. The orangutan kept hugging me that the zookeeper had to do extra effort to take the orangutan back.

3. Reorientation:

A. Especially when I took a picture with the orangutan.

B. I wish I spent my time at the zoo longer.

C. That was the most fun part of the whole trip.

D. It was really fun day at the zoo.

E. I can't wait to go there again!

Write down your answer here!

1. C - A - B - D ✓

2. B - A - D - F - G - E - G - C ✓

3. D - A - C - B - E ✓

100

excellent

Last Year's holiday in meulaboh city.

The last school holiday, I spent the time with my family on vacation to a relative's house in Meulaboh. A approximately 5 hour trip by private car from our home in Banda Aceh.

On the way there, we saw many beautiful views such as rice fields, mountains, etc. Having arrived at the uncle's house, we where greeted by our relatives who had not met us for a long time. The next day, we walked around the town of meulaboh until the sky got dark. Finaly, we decided to go home at at 6.00 p.m on that day.

On next day, we went to the beach and other historical places. After a few days there my family and I returned to Banda Aceh. suddenly, the holiday passed quicky. The last year's holiday experience in meulaboh city was so impressive for me.

Use Capital
use to be = were
put coma
Quickly

Perbaiki : - coma
- huruf
excellent. - verb
Good experience - kata

90

My First time in Sabang

My family and I went to ~~sabang~~ my uncle house in sabang last year. it was my first trip the city. we arrived ~~at sabang~~ *there* at night. we spent a week ~~stayin~~ *staying* in my uncle house

In *the* first ~~time~~ morning, we were still too tired after a long trip from Aceh to sabang. so we decided to stay at home to recharge our ~~energi~~ *energy*. I walk arround the neighborhood with my cousin. *V2 = walked*

capital = Gapang

On the second day, I went to gapang beach, ~~ingapang~~ *in*, sabang. ~~we~~ I went there with my family. we left for the beach from my uncle home in bakaran batu at 08.00 am. we went there by car. we arrived in the beach at 10.00 am.

In Gapang beach, I swam with my brother and my sisters. After swimming, we ~~play~~ *V2 = played* sand together. After being satisfied playing on the beach, we then took a bath and ate the roasted corn while ~~dringking~~ *drinking* coconut water. I really enjoyed the atmosphere in the beach. After having fun for about five hours, finally we returned home.

~~t~~ + It was a tiring day, but we were very happy, because we got a lot of fun together there.

* perhatikan tata kerja dalam recount tekt.

90

excellent. interesting experience

APPENDIX 7

Statistical Calculation

1. **Pre-Test**

   In analyzing the data of pre-test, the researcher calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula, which are:

   a. Range is the difference of the highest score with the lowest score. To find the result, the researcher used the following formula:

   $$R = H-L$$

   Notes:

   R : Range of the score

   H : Highest score

   L : Lowest score

   It can be seen that the highest score is 70 and the lowest score is 30. Thus, the range is:

   R $= 70\text{-}30$

   $\quad = 40$

   b. Class Number is the number of score that has been grouped based on the expected interval, and the formula is:

   $$CN = 1+3.3 \log n \text{ (total sample)}$$

   CN $= 1+ (3.3) \log 30$

   $\quad = 1+ (3.3) (1.477)$

   $\quad = 1+ 4.8741$

   $\quad = 5.8741 \text{ (it can be taken 6)}$

c. Interval is amount of class and to find the score, the researcher used the following formula:

$$I = \frac{R}{CN}$$

Remarks:

I= interval

R= range

CN= class number

$$I \quad = \frac{40}{6}$$

$$I \quad = 6.66 \ (7)$$

d. Table of frequency

The frequency distribution can be calculated as the following table:

Table 1
The frequency's table of pre-test descriptive text

Interval Class	Fi	Xi	FiXi
30-37	6	33.5	201
38-45	8	41.5	332
46-53	8	49.5	396
54-61	5	57.5	287.5
62-69	0	65.5	0
70-77	3	73.5	220.5
Total	**30**	**321**	**1437**

Note:

Xi = refers to the middle score of interval class

Fi = refers to frequency

FiXi = refers to the amount of multiplication between frequency and middle class

Based on the Table 1 above, the mean of pre-test is identified by using the formula below;

$$\text{Mean} = \frac{1437}{30}$$

$$= 47.9 = 50$$

2. Post-Test

In analyzing the data of post test, the researcher calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula, which are:

a. Range

It can be seen that the highest score is 95 and the lowest score is 70. Thus, the range is:

$$R = 95\text{-}40 = 55$$

b. Class Number

$$CN = 1 + (3.3) \log 30$$
$$= 1 + 4.8741$$
$$= 5.8741 \text{ (it can be taken 6)}$$

c. Interval

$$I = \frac{55}{6} = 9.1$$

d. Table of frequency

The frequency distribution can be calculated as the following table:

Table 2
The frequency's table of post-test descriptive text

Interval Class	Fi	Xi	FiXi
40-49	2	44.5	89
50-59	3	54.5	163.5
60-69	1	64.5	64.5
70-79	12	74.5	894
80-89	8	84.5	676
90-99	4	94.5	378
Total	30	417	2265

Based on the Table 2 above, the mean of post-test is identified by using the formula below;

$$\text{Mean} = \frac{2265}{30}$$
$$= 75.5$$

APPENDIX 8

Determining T- score (t_0)

The difference score between pre-test and post-test

Table 4
The difference score of pre-test and post-test

No	Name	Score		X-Y (D)	D^2
		Pre-test (Y)	Post-test (X)		
1	AH	60	75	15	225
2	AI	40	70	30	900
3	ATN	70	80	10	100
4	AY	30	75	25	625
5	CDA	60	85	25	625
6	CDN	30	90	60	3600
7	CHJ	40	85	45	2025
8	CLS	40	75	35	1225
9	CPA	40	40	0	0
10	FA	70	75	5	25
11	FR	40	65	25	625
12	HA	50	90	60	3600
13	LF	60	70	10	100
14	M	50	85	35	1225
15	MP	30	55	25	625
16	NA	40	75	35	1225
17	NH	50	80	30	900
18	NI	70	75	5	25
19	NM	50	70	20	400
20	NNI	60	75	15	225
21	NZ	40	75	35	1225
22	RA	50	40	-10	100
23	RN	40	50	10	100
24	RR	50	75	25	625
25	RZ	30	80	50	2500
26	SF	60	95	35	1225
27	SK	40	90	50	2500
28	SM	30	55	25	625
29	SMD	30	85	55	3025
30	U	50	85	35	1225
				$\sum D= 820$	$\sum D^2= 27755$

After finding the difference score of pre-test and post-test, the researcher has to find Standard Deviation of two variables, X and Y by using the following formula:

$$SD = \sqrt{\frac{\sum D2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{27755}{30} - \left(\frac{820}{30}\right)^2}$$

$$SD = \sqrt{925.16 - (27.3)^2}$$

$$SD = \sqrt{925.16 - 745.29}$$

$$= \sqrt{179.87}$$

$$= 13.4$$

Therefore, the Mean of Difference (M_D) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{820}{30}$$

$$M_D = 27.3$$

After getting the score of Standard Deviation Difference, the researcher calculated the Standard Error of Mean difference (SEM_D) between two variables: X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{13.4}{\sqrt{30-1}}$$

$$SEM_D = \frac{13.4}{\sqrt{29}}$$

$$SEM_D = \frac{13.4}{5.38}$$

$$SEM_D = 2.49$$

Then, the score of t_0 could be calculated with this formula:

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{27.3}{2.49}$$

$$t_0 = 10.96$$

The last step was to examine the t_0 by determining degree of freedom (df) by using the following formula: Df = N-1= 30-1= 29

APPENDIX 9

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%

Confidence Level

PHOTOGRAPHS

AUTOBIOGRAPHY

Personal Identity

Name	: Miftahul Jannah
Place and Date of Birth	: Lampeudaya, May 10th 1995
Sex	: Female
Religion	: Islam
Nationality	: Indonesian, Acehnese
Marital Status	: Single
Occupation	: Student
Address	: Jalan tanjong selamat, Gampong Lampeudaya, Aceh Besar
Email	: miftahyr10@gmail.com

Parent

Father's Name	: Nasruddin
Mother's Name	: Nurmadiah
Occupation	: Farmer
Address	: Lampeudaya, Darussalam, Aceh Besar

Educational Background

Primary School	: SDN Lampeudaya (2000- 2006)
Junior High School	: SMPN 8 Banda Aceh (2006-2009)
Senior High School	: SMAN 5 Banda Aceh (2009-2012)
University	: UIN Ar-Raniry (2013-2018)

Banda Aceh, 31 Januari 2018

Miftahul Jannah