APPENDICES

SURAT TUGAS
Nomor   090/1005/SMA

Yang bertanda tangan di bawah ini :

    Nama   : **I Wayan Gabra, S.Pd., M.Pd**

    NIP   : **19631231 198403 1 107**

    Jabatan   : **Kepala SMA Negeri 1 Ubud**

Menugasi Guru di bawah ini :

    Nama   : **I Putu Eka Putra, S.Pd**

    NIP   : **19840307 201001 1 025**

    Bidang Studi   : **Bahasa Inggris**

Untuk menadi pembimbing mahasiswa Universitas Pendidikan Ganesha di baah ini :

    Nama   : **Ni Kadek Ayu Astutiari**

    Jabatan/Pekerjaan : **Mahasiswa**

    Program Studi/Jurusan : **Pendidikan Bahasa Inggris/Bahasa dan Seni**

Dalam melaksanakan kegiatan Penelitian/ survey/ study perbandingan/ KKL/ KKN/Kersos/PKL/Studi Wisata/ Pengabdian Masyarata/Magang.

Demikian Surat Tugas ini dibuat untuk dilaksanakan.

Ubud, 30 Juli 2021
Kepala SMA Negeri 1 Ubud

I Wayan Gabra, S.Pd, M.Pd
Pembina Tk. I
NIP. 19631231 198403 1 107

Appendix 01 : Students' Latest Writing Score

No	Code of Students	A (X IPS 1)	A (XIPS 2)
1	Student 1	77	80
2	Student 2	65	89
3	Student 3	70	85
4	Student 4	80	90
5	Student 5	85	85
6	Student 6	70	75
7	Student 7	75	80
8	Student 8	80	79
9	Student 9	75	80
10	Student 10	65	85
11	Student 11	70	89
12	Student 12	75	80
13	Student 13	80	75
14	Student 14	70	80
15	Student 15	85	89
16	Student 16	80	85
17	Student 17	70	80
18	Student 18	75	85
19	Student 19	80	89
20	Student 20	65	81
21	Student 21	70	84
22	Student 22	65	80
23	Student 23	75	79
24	Student 24	70	85
25	Student 25	65	83
26	Student 26	75	79
27	Student 27	80	89
28	Student 28	75	85
29	Student 29	80	80
30	Student 30	70	79
31	Student 31	75	80
32	Student 32	80	78
33	Student 33	75	81
34	Student 34	80	83
35	Student 35	85	82
36	Student 36	70	89

Appendix 02: The Result of Equality Test

Equality Test

Equality Test aims at knowing whether or not all population groups have quall ability so it can be ensured that the difference in hypothesis testing in caused by treatment. The data for normality test was presented as follows.

A	B
77	80
65	89
70	85
80	90
85	85
70	75
75	80
80	79
75	80
65	85
70	89
75	80
80	75
70	80
85	89
90	85
70	80
75	85
80	89
65	81
70	84
65	80
75	79
70	85
65	83
75	79
80	89
75	85
80	80

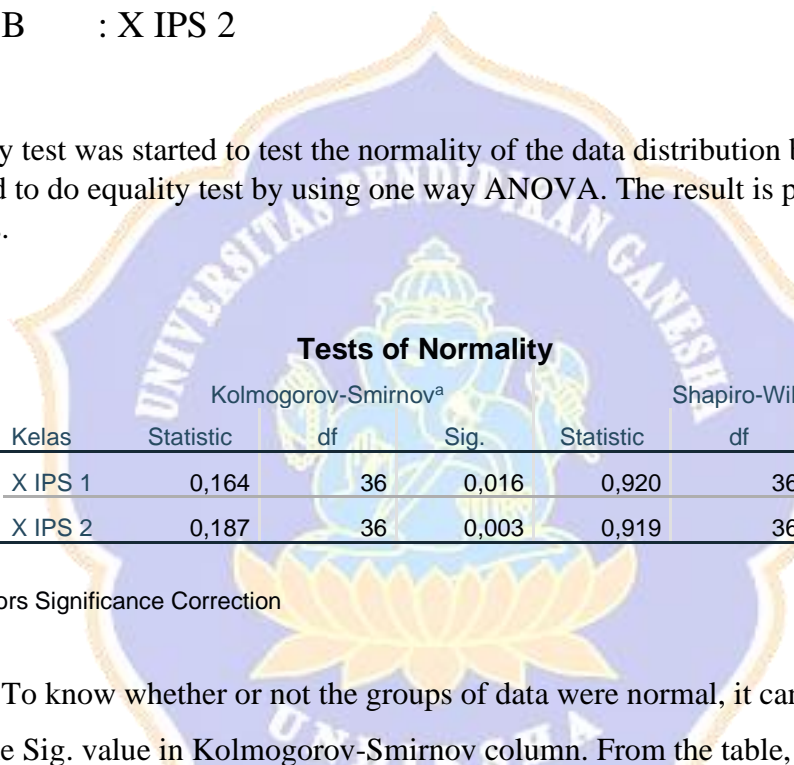| 70	79
75	80
80	78
75	81
80	83
85	82
70	89

Note:

A   : X IPS 1

B   : X IPS 2

Equality test was started to test the normality of the data distribution because it is planned to do equality test by using one way ANOVA. The result is presented as follows.

Tests of Normality

	Kelas	Kolmogorov-Smirnovᵃ			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai	X IPS 1	0,164	36	0,016	0,920	36	0,013
	X IPS 2	0,187	36	0,003	0,919	36	0,012

a. Lilliefors Significance Correction

To know whether or not the groups of data were normal, it can be seen from the Sig. value in Kolmogorov-Smirnov column. From the table, it was known that X IPS 1 and X IPS 2 have Sig, value lower than 0,05 It means that they are not normal in distribution and one way ANOVA test useful for test the difference in the average data more than 2 group. It means that one way ANOVA test cannot be done.

As the solution, here equality test was calculated by using Kruskal-Wallis Formula. To do Kruskal-Wallis test, SPSS was used and the result was presented as follows.

Kruskal-Wallis Test

Ranks

|	Kelas	N	Mean Rank
Nilai	X IPS 1	36	23,81
	X IPS 2	36	49,19
	Total	72	

Test Statistics[a,b]

	Nilai
Kruskal-Wallis H	27,163
Df	1
Asymp. Sig.	0,000

a. Kruskal Wallis Test

b. Grouping Variable: Kelas

Based on the output, the probability value (Asymp,Sig) was 0,000 which is the significance level of 0,05. It means that there was significant difference in ability among the two groups, H0 rejected and Ha accept. In other words, all groups have equal ability.
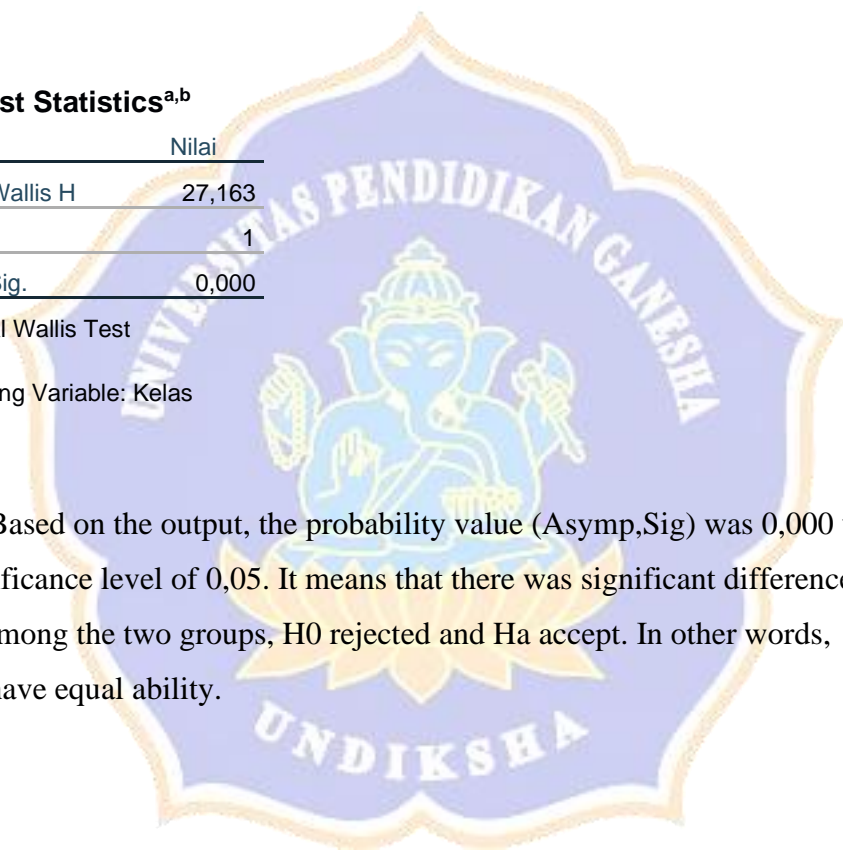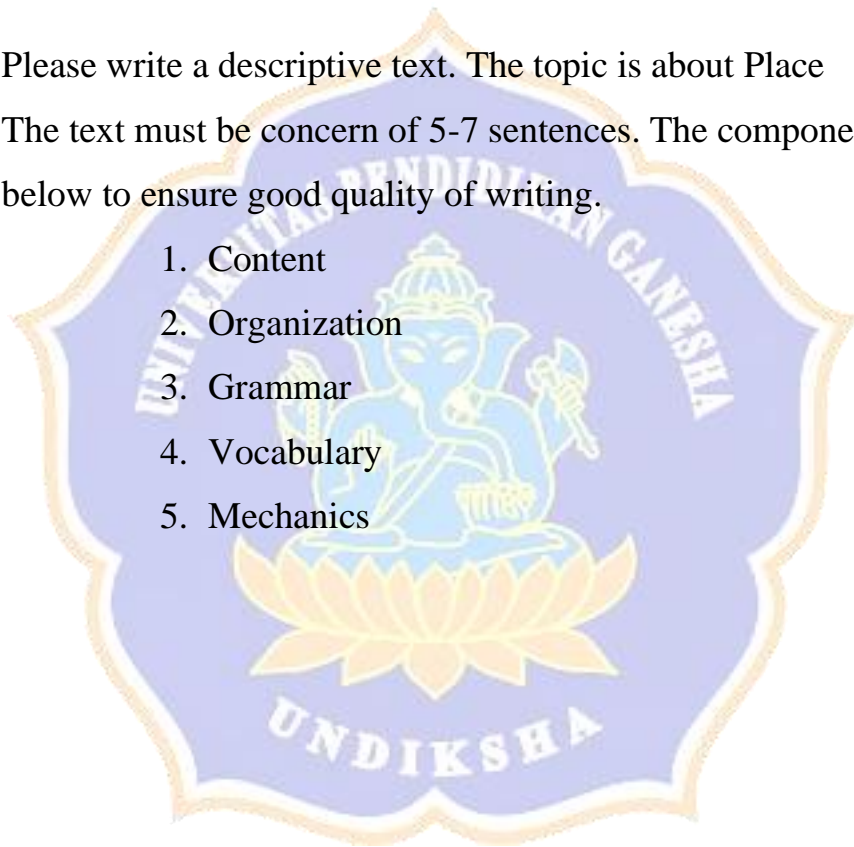
Appendix 03: Writing Achievement Test

Writing Achievement Test

Time Allotment   : 120 minutes

Intructions:

1. Please write a descriptive text. The topic is about Place
2. The text must be concern of 5-7 sentences. The components below to ensure good quality of writing.
    1. Content
    2. Organization
    3. Grammar
    4. Vocabulary
    5. Mechanics

Appendix 04: Analytical Scoring Rubric

Analytical Scoring Rubric

Dimension	Weight	Score	Descriptors
Content	3	4	• Topic is relevant with the substance of the assignment • Topic sentence is developed by accurate and adequate details • Maximal use of significant details • The ideas are original and no cheating from other source
		3	• The topic is relevant with the substance of the assignment • The topic sentence is less supported by accurate and adequate details • Several use of significant details • The ideas are original and there are 1 or 2 cheated ideas
		2	• The topic is less relevant with the substance of the assignment • Topic sentence is less supported by accurate and adequate details • Minimal use of significant details • There are several cheated ideas
		1	• The relevance between the topic and the substance of the assignment is very low • The topic sentence is not supported by accurate and adequate details • No use of significant details • Almost all ideas are created from existed source
Organization	3	4	• Ideas are arranged logically and cohesively • Ideas are conveyed clearly, smoothly, and effectively
		3	• Ideas are less logically and cohesively arranged • Ideas are conveyed in choppy way but the main idea still

			clearly observed so that the meaning is remain interrupted
		2	• Jumping arrangement of ideas • Ideas are conveyed unclearly, unsmooth, and ineffectively • Main idea cannot be traced
		1	• Ideas are unclear • No visible planning in writing ideas • Insufficient writing to show criteria are not
Structure	2	4	• Using complex and effective sentences • Inconsiderable mistakes in *agreement, tense, words order, article, pronouns, prepositions.*
		3	• Using complex sentences with some mistakes in the sentences with some mistakes in the sentences arrangement but still effective in conveying meaning • Some mistakes in *agreement, tense, words order, article, pronouns, prepositions.*
		2	• Using simple sentences and ineffectively convey meaning • Considerable mistakes in *agreement, tense, words order, article, pronouns, prepositions.*
		1	• A large number of structure mistakes as an indicator of the low mastery in structure rules/conventions • Insufficient writing to show criteria are met
Vocabulary	2	4	• Rich with vocabulary • The selection and the usage of words and idioms are accurate and appropriate with register • Good mastery of words formation
		3	• Vocabulary are quite rich • The selection of the usage of idioms are quite good, even though some are less accurate and less appropriate with register

			• Small number of mistakes in words formations but the meaning remain uninterrupted
		2	• Lack of vocabulary • Large number of inappropriate register • Some mistakes in word formation • Meaning is blur
		1	• Considerably lack of vocabulary • Translating words lexically • Meaning is difficult to grasp • Insufficient writing show criteria are met
Mechanic	1	4	• Showing good mastery in writing convention • Showing good ability in using punctuation and capital letters accurately • Inconsiderable spelling mistake
		3	• Using good writing conventions even though small mistakes still exist • Few small mistakes in using punctuations and spelling but the meaning remain clear
		2	• Large number of mistake in the application of writing conventions • Large number of spelling mistakes that interrupt meaning
		1	• Considerable mistakes in using mechanics • Lack of mastery in writing rules/conventions • Insufficient writing to show criteria are met

Appendix 05: Handout and Project Based Worksheet

Yogyakarta

Yogyakarta is one of the leading cultural centers in Java, the center of the mighty Javanese Mataram kingdom, which today has the best heritage of traditions. The town itself has a special charm, which rarely fails to captivate visitors. Gamelan, classical and contemporary Javanese dances, wayang kulit, theater and other traditional artistic expressions will fascinate visitors. Local craftsmen excel in arts such as batik, silver and leather works. Besides traditional art, contemporary art has found fertile ground in Yogya's culturally oriented society.

Yogyakarta is often referred to as the main gateway to Central Java because of its geographical location. It stretches from Mount Merapi to the Indian Ocean. There are daily air services to Yogya from Jakarta, Surabaya and Bali as well as regular rail services and easy accessibility by road. Yogyakarta is generally considered to be the modern culture of Central Java. It is a very lively city and a shopper delight. The main street, Jalan Malioboro, is always busy and famous for its night hawker culture and street vendors. Many tourist shops and cheap hotels are concentrated along this road or in adjacent tourist areas such as Jalan Sosrowijayan.

Yogyakarta's main attractions are the 'Kraton' (Sultan's Palace), the center of Yogya's traditional life and apart from the advancement of modernity; it still exudes the spirit of refinement, which has been a hallmark of Yogya art for centuries. This sprawling complex of decaying buildings was built in the 18th century, and is actually a walled city within a city with lavish pavilions and where the current Sultan still resides.

(Adopted From : https://www.ilmubahasainggris.com/contoh-descriptive-text-keindahan-jogjakarta-dalam-bahasa-inggris.

Answer the questions below!

1. What is the purpose of the text?

2. We know from the second paragraph that ……..

3. What is the function of the place?

4. What are the characteristics of the place?

5. In the third paragraph the author explains about?

LESSON PLAN

(Experimental Group)

School	: SMA Negeri 1 UBUD
Subject	: English
Skill	: Writing
Class/Semester	: X IPS 2/ I
Genre	: Descriptive Text
Theme	: Describing Place
Time Allotment	: 2 x 45 Minutes

Standard Competency : mengungkapkan makna dalam teks tulis fungsional dan esai sederhana berbentuk descriptive untuk berinteraksi dalam konteks kehidupan sehari-hari

Basic Competency : mengungkapkan makna dalam esai sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan bisa berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk descriptive

Indicators :

- Demonstrating the use of correct grammar, punctuation, and spelling
- Demonstrating the Achievement in writing main idea
- Demonstrating Achievement in producing draft, revised, and editing

- Producing descriptive text with correct generic structure

Instructional Method

- Method : Project-Based Learning
- Technique : *Discussion, Question-Answer Technique and Making Project*

Sources and Instructional Media

- https://en.wikipedia.org/wiki/Ubud_Monkey_Forest

Media

- PPT , Handphone, Leptop

Instructional Activities

Stage	Activities	Time
Pre-Activities	- The teacher greets the students - The teacher checks the students attendance - Apperception: The teacher gives questions about the previous lesson as warming up, and gives some questions that are related with the up-coming materials. - Can you mention which places we can describe in Ubud?	
Whilst Activities	**(Stage 1 : start with essential questions)** The teacher leads the students to ask questions. "If we want to give an idea of a place, how do you think we describe it?" "What information can we provide?" **(Stage 2: design a plan for project)** - The teacher and students discuss about the social function, text structure, and elements of descriptive text - The teacher give an example of descriptive text - The teacher assigns a writing project to the students. The teacher asks students to make descriptive text about place. The text must	

	be concern of 5-7 sentences. The components below to ensure good quality of writing. • **(Stage 3: create a schedule)** • The teacher and students discuss about the schedule of the project. It includes when they start to work, how long they should make the project, and when they should submit the project. • The teacher asks the students to start doing their project. The students start the project by making the draft of their book in a piece of paper. • **(Stage 4: monitor students and project progress)** • The teacher monitors students in the progress of the projects they make • The teacher asks students to draft the project first • the teacher discusses the draft made by the students • The teacher asks the students to submit their work.	
Post-Activities	• The teacher asks some students to give conclusion about material that has been discussed. • The students make their own reflection of the activities that they have been carrying out.	

Example Descriptive text:

Ubud Monkey Forest

Ubud Monkey Forest, is a sanctuary and natural habitat for Bali's long-tailed macaques. Located in Padangtegal Ubud, Bali. About 1049 monkeys live in this nature reserve. They are divided into 6 groups, namely the front of the main temple group, the forest conservation group, the midpoint group, the eastern group, the Michelin group, and the graveyard group. there is a division of monkeys by age: 63 adult males, 34 Sub-adult males, 219 adult females, 29 adult females, 167 juveniles 1 (2-3 years), 118 juveniles 2 (1-2 years), 63 Babies aged (5-12 months) and 56 infants. Ubud Sacred Monkey Forest is a famous tourist attraction in Ubud. Every month around 10,000–15,000 visitors come to Monkey Forest Ubud. Monkey

Forest Ubud has 186 species of plants and trees in 12.5 hectares of forest. Monkey Forest Ubud has 3 temples, namely the Dalem Agung Padangtegal Temple, the Holy Spring Temple and the Prajapati Temple. The forest is owned by the Padangtegal community and managed by the Mandala Suci Wenara Wana Management. The purpose of the management is to maintain the sanctity of the place and promote Ubud Monkey Forest as an international tourist destination.

(Adopted From : https://en.wikipedia.org/wiki/Ubud_Monkey_Forest)

LESSON PLAN

(Control Group)

School : SMA Negeri 1 UBUD

Subject : English

Skill : Writing

Class/Semester : X IPS 1/ I

Genre : Descriptive Text

Theme : Describing Place

Time Allotment : 2 x 45 Minutes

Standard Competency **:** mengungkapkan makna dalam teks tulis fungsional dan esai sederhana berbentuk descriptive untuk berinteraksi dalam konteks kehidupan sehari-hari

Basic Competency **:** mengungkapkan makna dalam esai sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan bisa berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk descriptive

Indicators **:**

- Demonstrating the use of correct grammar, punctuation, and spelling
- Demonstrating the Achievement in writing main idea
- Demonstrating Achievement in producing draft, revised, and editing
- Producing descriptive text with correct generic structure

Instructional Method

- Method : Conventional Learning
- Technique : *Discussion, and Question-Answer Technique*

Sources and Instructional Media

- https://en.wikipedia.org/wiki/Ubud_Monkey_Forest

Media

- PPT , Handphone, Leptop

Instructional Activities

Stage	Activities	Time
Pre-Activities	• The teacher greets the students • The teacher checks the students attendance • Apperception: The teacher gives questions about the previous lesson as warming up, and gives some questions that are related with the up-coming materials. • Can you mention which places we can describe in Ubud? • If we want to give an idea of a place, how do we do it? What information can we provide?	
Whilst Activities	• Students observe material about descriptive texts related to social functions, text structures, and linguistic elements (literacy) that have been provided by the teacher. • The teacher gives an example of descriptive text (describe place) to the students. • The teacher asks the students to read and identify the text. The identification language features of the text, and difficult words. • The teacher assigns a writing project to the students. The teacher asks students to make descriptive text about place. The text must be concern of 5-7 sentences. The components below to ensure good quality of writing. • The teacher asks the progress of their project. • The teacher asks students to collect their work.	
Post-Activities	• The teacher asks some students to give conclusion about material that has been discussed. • The students make their own reflection of the activities that they have been carrying out.	

Example Descriptive text:

Ubud Monkey Forest

Ubud Monkey Forest, is a sanctuary and natural habitat for Bali's long-tailed macaques. Located in Padangtegal Ubud, Bali. About 1049 monkeys live in this nature reserve. They are divided into 6 groups, namely the front of the main temple group, the forest conservation group, the midpoint group, the eastern group, the Michelin group, and the graveyard group. there is a division of monkeys by age: 63 adult males, 34 Sub-adult males, 219 adult females, 29 adult females, 167 juveniles 1 (2-3 years), 118 juveniles 2 (1-2 years), 63 Babies aged (5-12 months) and 56 infants. Ubud Sacred Monkey Forest is a famous tourist attraction in Ubud. Every month around 10,000–15,000 visitors come to Monkey Forest Ubud. Monkey Forest Ubud has 186 species of plants and trees in 12.5 hectares of forest. Monkey Forest Ubud has 3 temples, namely the Dalem Agung Padangtegal Temple, the Holy Spring Temple and the Prajapati Temple. The forest is owned by the Padangtegal community and managed by the Mandala Suci Wenara Wana Management. The purpose of the management is to maintain the sanctity of the place and promote Ubud Monkey Forest as an international tourist destination.

(Adopted From : https://en.wikipedia.org/wiki/Ubud_Monkey_Forest)

Appendix 07: Scheduling The Project

Time	Activities	Target
First meeting	Finding another descriptive and its analysis	Understand analysis descriptive text
Second meeting	Showing the result of analysis including: criteria of descriptive text and writing	Understand analysis descriptive text and criteria writing
Third meeting	Showing example of project and Brainstorming the writing	Understand descriptive text
Fourth meeting	Draft of writing	Pre-writing and draft of writing
Fifth meeting	Showing the project	Revising and Editing
Sixth meeting	Collecting the project	Finish the project
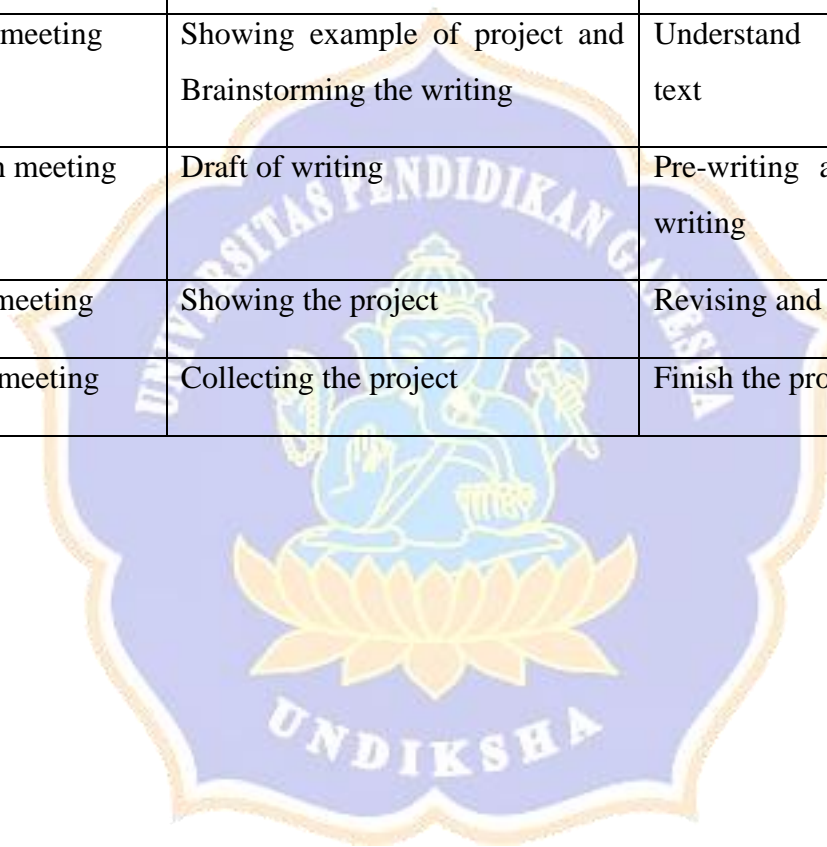
Appendix 08: Data Analysis

Data Tabulation

No	Students Code	PjBL	CM
1	Student 1	64.00	50.00
2	Student 2	60.00	50.00
3	Student 3	66.00	52.00
4	Student 4	80.00	56.00
5	Student 5	60.00	60.00
6	Student 6	64.00	61.00
7	Student 7	66.00	56.00
8	Student 8	60.00	59.00
9	Student 9	59.00	59.00
10	Student 10	60.00	54.00
11	Student 11	66.00	54.00
12	Student 12	60.00	56.00
13	Student 13	64.00	52.00
14	Student 14	72.00	58.00
15	Student 15	61.00	54.00
16	Student 16	60.00	56.00
17	Student 17	68.00	67.00
18	Student 18	60.00	57.00
19	Student 19	64.00	58.00
20	Student 20	72.00	50.00

21	Student 21	64.00	57.00
22	Student 22	64.00	60.00
23	Student 23	72.00	55.00
24	Student 24	61.00	57.00
25	Student 25	60.00	58.00
26	Student 26	68.00	52.00
27	Student 27	60.00	62.00
28	Student 28	68.00	57.00
29	Student 29	60.00	55.00
30	Student 30	62.00	55.00
31	Student 31	68.00	55.00
32	Student 32	65.00	63.00
33	Student 33	61.00	58.00
34	Student 34	64.00	55.00
35	Student 35	62.00	52.00
36	Student 36	70.00	52.00

Reliability Calculation for Descriptive Text

Respondent	A	B	A^2	B^2	$\sum Xb$	$(\sum Xb)^2$
A1	32	32	1024	1024	64	4096
A2	31	29	961	841	60	3600
A3	33	33	1089	1089	66	4356
A4	40	40	1600	1600	80	6400
A5	30	30	900	900	60	3600
A6	32	32	1024	1024	64	4096
A7	33	33	1089	1089	66	4356
A8	29	31	841	961	60	3600
A9	28	31	784	961	59	3481
A10	30	30	900	900	60	3600
A11	34	32	1156	1024	66	4356
A12	30	30	900	900	60	3600
A13	32	32	1024	1024	64	4096
A14	36	36	1296	1296	72	5184
A15	29	32	841	1024	61	3721
A16	30	30	900	900	60	3600
A17	34	34	1156	1156	68	4624
A18	30	30	900	900	60	3600
A19	32	32	1024	1024	64	4096
A20	36	36	1296	1296	72	5184
A21	32	32	1024	1024	64	4096
A22	32	32	1024	1024	64	4096
A23	36	36	1296	1296	72	5184
A24	29	32	841	1024	61	3721
A25	30	30	900	900	60	3600
A26	34	34	1156	1156	68	4624
A27	30	30	900	900	60	3600
A28	34	34	1156	1156	68	4624
A29	30	30	900	900	60	3600
A30	32	30	1024	900	62	3844
A31	36	32	1296	1024	68	4624
A32	32	33	1024	1089	65	4225
A33	33	28	1089	784	61	3721
A34	31	33	961	1089	64	4096
A35	30	32	900	1024	62	3844

A36	38	32	1444	1024	70	4900
A37	25	25	625	625	50	2500
A38	25	25	625	625	50	2500
A39	26	26	676	676	52	2704
A40	28	28	784	784	56	3136
A41	30	30	900	900	60	3600
A42	29	32	841	1024	61	3721
A43	26	30	676	900	56	3136
A44	31	28	961	784	59	3481
A45	30	29	900	841	59	3481
A46	28	26	784	676	54	2916
A47	29	25	841	625	54	2916
A48	26	30	676	900	56	3136
A49	25	27	625	729	52	2704
A50	30	28	900	784	58	3364
A51	27	27	729	729	54	2916
A52	28	28	784	784	56	3136
A53	32	35	1024	1225	67	4489
A54	27	30	729	900	57	3249
A55	32	26	1024	676	58	3364
A56	24	26	576	676	50	2500
A57	32	25	1024	625	57	3249
A58	30	30	900	900	60	3600
A59	28	27	784	729	55	3025
A60	29	28	841	784	57	3249
A61	26	32	676	1024	58	3364
A62	25	27	625	729	52	2704
A63	30	32	900	1024	62	3844
A64	27	30	729	900	57	3249
A65	28	27	784	729	55	3025
A66	27	28	729	784	55	3025
A67	28	27	784	729	55	3025
A68	35	28	1225	784	63	3969
A69	30	28	900	784	58	3364
A70	26	29	676	841	55	3025
A71	26	26	676	676	52	2704
A72	25	27	625	729	52	2704
$\sum Xk$	2170	2167	66198	65881	4337	18809569

$\sum X$	4337					
$(\sum Xk)^2$	4708900	4695889	$\sum X^2$	132079	$\sum(\sum Xb)^2$	18809569
$\sum(\sum Xk)^2$	9404789					

$$JK_b = \frac{\sum(\sum X_b)^2}{n} - \frac{(\sum X)^2}{nN} = \frac{18809569}{2} - \frac{(4337)^2}{2 \text{ x } 36}$$
$$= \frac{18.809.569 x 36}{2x36} - \frac{18.809.569}{72} = \frac{677.144.484 - 18.809.569}{72}$$
$$= \frac{658.334.915}{72} = 9.143.540,5$$

$$JK_k = \frac{\sum(\sum X_k)^2}{n} - \frac{(\sum X)^2}{nN} = \frac{9404789}{2} - \frac{(4337)^2}{2 \text{ x } 36}$$
$$= \frac{9404789 x 36}{2x36} - \frac{18.809.569}{72} = \frac{338.572.404 - 18.809.569}{72}$$
$$= \frac{319.762.835}{72} = 4.441.150,5$$

$$JK_t = \sum X^2 - \frac{(\sum X)^2}{nN} = 132079 - \frac{(4337)^2}{2x36} = 132079 - 261244,01$$
$$= -129.165,01$$

JK$_s$ = JK$_t$ – JK$_b$ – JK$_k$ = - 129.165,01 – 9.143.540,5 – 4.441.150,5 = - 13.713.856,01

Based on the calculation, the summary can be presented as follows.

Source	Sum Square	Degree of Freedom	Variance
Row	9.143.540,5	71	128.782,260
Column	4.441.150,5	1	4.441.150,5
Residual	-13.713.856,01	71	-193.152,9
Total	-129.165,01	143	-903,251

Based on summary of in the table, the calculation can be continued as follows:

$$r_{kk} = \frac{V_b - V_s}{V_b} = \frac{128.782,260 - (-193.152,9)}{128.782,260} = \frac{321.935,160}{128.782,260} = 2,49$$

Based on the calculation, it is acquired coefficient of reliability of 2, 49.

Based on Guilford (1951) classification, the reliability is categorized into very high reliability.

Appendix 09: Raters' Score

Nama Siswa	Content (3)	Organization (3)	Structure (2)	Vocabulary (2)	Mechanic (1)	Total
Kelas IPS 1 (Control group) Rater 1						
A. A. Gde Putra Wahyudi	6	6	6	4	3	25
Abidzar Ghifari Dwinanda Al-Kautsar	6	6	4	6	3	25
Anak Agung Istri Ratih Saptarini	6	9	6	4	1	26
Cokorda Gde Wisnu Putra Janardhana	9	6	4	6	3	28
Desak Putu Cahya Wulandari	9	9	4	6	2	30
Dewa Gede Krisna Sanubari	9	9	4	4	3	29
Gusti Ayu Crystalina Pradia Putri	9	6	6	4	1	26
I Dewa Gede Andika Dharma Maheswara	9	9	4	6	3	31
I Gusti Agung Wahyu Adi Sanjaya	9	9	4	6	2	30
I Kadek Adi Sastrawan	6	9	4	6	3	28
I Kadek Satriya Mahendra	9	9	4	4	3	29
I Ketut Putra Darmawan	9	6	6	4	1	26
I Komang Gunadi	6	6	4	6	3	25
I Made Krisna Adi Putra	9	9	4	6	2	30
I Putu Abby Bagas Nathan	6	6	6	6	3	27
I Putu Trisna Prasetya	9	6	4	6	3	28
Ida Ayu Kinanti Trigayanti	9	9	6	6	2	32
Ida Ayu Yudhia Pradnyandari	6	6	6	6	3	27
Ida Bagus Ketut Werdi Putra	6	9	6	9	2	32
Kadek Mirah Maharani	6	6	4	6	2	24
Komang Reza Ferdian	9	9	6	6	2	32
Ni kadek Aris Setiahati	9	9	4	6	2	30
Ni Kadek Dwi Cahyani	6	9	4	6	3	28
Ni Kadek Febi Suasti	9	9	4	4	3	29
Ni Kadek Piolina Tasya Putri	9	6	6	4	1	26
Ni Kadek Tisa Setiawati	6	6	4	6	3	25
Ni Komang Nirmalla Santi	9	9	4	6	2	30
Ni Luh Ayu Citra Dewi	6	6	6	6	3	27
Ni Made Adelia Indah Pratiwi	9	6	4	6	3	28
Ni Nyoman Trisna Juniari	6	6	6	6	3	27
Ni Putu Gita Anggarawati Witama	9	6	4	6	3	28
Ni Wayan Anggita Mayolly	9	9	6	8	3	35
Ni Wayan Anika Cauduri	9	9	4	6	2	30
Putu Satwiki Kurnia Dewi	6	9	6	4	1	26
Putu Titi Aura Putri Astawa	9	6	6	4	1	26
Rama Yuwan Wicaksono	6	6	4	6	3	25

Kelas IPS 1 (Control group) 2					
Nama Siswa	Content (3)	Organization (3)	Structure (2)	Vocabulary (2)	Mechanic (1)	Total
A. A. Gde Putra Wahyudi	6	6	6	4	3	25
Abidzar Ghifari Dwinanda Al-Kautsar	6	6	4	6	3	25
Anak Agung Istri Ratih Saptarini	6	9	6	4	1	26
Cokorda Gde Wisnu Putra Janardhana	9	6	4	6	3	28
Desak Putu Cahya Wulandari	9	9	4	6	2	30
Dewa Gede Krisna Sanubari	9	9	6	6	2	32
Gusti Ayu Crystalina Pradia Putri	9	9	4	6	2	30
I Dewa Gede Andika Dharma Maheswara	6	9	4	6	3	28
I Gusti Agung Wahyu Adi Sanjaya	9	9	4	4	3	29
I Kadek Adi Sastrawan	9	6	6	4	1	26
I Kadek Satriya Mahendra	6	6	4	6	3	25
I Ketut Putra Darmawan	9	9	4	6	2	30
I Komang Gunadi	6	6	6	6	3	27
I Made Krisna Adi Putra	9	6	4	6	3	28
I Putu Abby Bagas Nathan	6	6	6	6	3	27
I Putu Trisna Prasetya	9	6	4	6	3	28
Ida Ayu Kinanti Trigayanti	9	9	6	8	3	35
Ida Ayu Yudhia Pradnyandari	9	9	4	6	2	30
Ida Bagus Ketut Werdi Putra	6	9	6	4	1	26
Kadek Mirah Maharani	9	6	6	4	1	26
Komang Reza Ferdian	6	6	4	6	3	25
Ni kadek Aris Setiahati	9	9	4	6	2	30
Ni Kadek Dwi Cahyani	6	6	6	6	3	27
Ni Kadek Febi Suasti	9	6	4	6	3	28
Ni Kadek Piolina Tasya Putri	9	9	6	6	2	32
Ni Kadek Tisa Setiawati	6	6	6	6	3	27
Ni Komang Nirmalla Santi	6	9	6	9	2	32
Ni Luh Ayu Citra Dewi	9	9	4	6	2	30
Ni Made Adelia Indah Pratiwi	6	6	6	6	3	27
Ni Nyoman Trisna Juniari	9	6	4	6	3	28
Ni Putu Gita Anggarawati Witama	6	6	6	6	3	27
Ni Wayan Anggita Mayolly	9	6	4	6	3	28
Ni Wayan Anika Cauduri	6	9	4	6	3	28
Putu Satwiki Kurnia Dewi	9	9	4	4	3	29
Putu Titi Aura Putri Astawa	9	6	6	4	1	26
Rama Yuwan Wicaksono	6	6	6	6	3	27

Kelas IPS 2 (Experimental Group) rater 1						
Nama Siswa	Content (3)	Organization (3)	Structure (2)	Vocabulary (2)	Mechanic (1)	Total
A.A Gde Agung Dinanjaya	9	9	6	4	4	32
Anak Agung Gde Dalem Soma Paramartha	9	9	6	4	3	31
Anak Agung Istri Indira Maha Putri	12	8	6	6	1	33
Anak Agung Putri Yurika Dewi	12	12	6	6	4	40
Cokorda Gede Budi Mulyana	9	6	8	4	3	30
Desita Ariny Hidayat	9	12	4	4	3	32
Gusti Ayu Sri Adnyani	12	6	6	8	1	33
Gusti Ngurah Ditya Krisdaputra	9	9	4	6	4	32
I Gede Ari Gunawan	6	9	4	6	3	28
I Gusti Ngurah Indra Divayana	9	6	8	4	3	30
I Kadek Dwi Andika Putra	9	12	6	4	3	34
I Kadek Sudana	9	6	8	4	3	30
I Km Wikananda Rama satria Ms	9	9	6	4	4	32
I Komang Purwadana	12	12	6	4	2	36
I Made Satya Restu Wiratama	6	9	4	4	3	29
I Putu Andika Swadharmayasa	9	6	8	4	3	30
I Wayan Eka Permana Putra	9	12	6	4	3	34
Ida Ayu Kirana Eka Putri	9	6	8	4	3	30
Kadek Aditya wigraha	9	9	6	4	4	32
Kadek Dwi Darmayanti	12	12	6	4	2	36
Made Arya Pramana Putra	9	12	4	4	3	32
Md Dwi Arya Santika P.	9	9	6	4	4	32
Ni Gusti Ayu Made Sumiantari	12	12	6	4	2	36
Ni Kadek Despita Dwi Mahayani	6	9	4	4	3	29
Ni Kadek Dwi Kaori	9	6	8	4	3	30
Ni Kadek Indri Pratiwi	9	12	6	4	3	34
Ni Kadek Santika Pratiwi	9	6	8	4	3	30
Ni Komang Diana Tasya Putri	9	12	6	4	3	34
Ni Komang Rika Sundari	9	6	8	4	3	30
Ni Luh Eka Wahyuni	9	9	6	4	4	32
Ni Made Anggun Cantika Putri	12	12	6	4	2	36
Ni Putu Dita Aprilia Deviyanti	9	12	4	4	3	32
Ni Putu Gita Widhiani	6	12	6	8	1	33
Ni Putu Sri Kumalaniti	12	9	4	4	2	31
Ni Wayan Regina Darmawati	9	6	8	4	3	30
Putu Aprilia Dewi Sawitri	12	12	4	6	4	38

Kelas IPS 2 (Experimental Group) rater 1						
Nama Siswa	Content (3)	Organization (3)	Structure (2)	Vocabulary (2)	Mechanic (1)	Total
A.A Gde Agung Dinanjaya	9	9	6	4	4	32
Anak Agung Gde Dalem Soma Paramartha	9	9	6	4	3	31
Anak Agung Istri Indira Maha Putri	12	8	6	6	1	33
Anak Agung Putri Yurika Dewi	12	12	6	6	4	40
Cokorda Gede Budi Mulyana	9	6	8	4	3	30
Desita Ariny Hidayat	9	12	4	4	3	32
Gusti Ayu Sri Adnyani	12	6	6	8	1	33
Gusti Ngurah Ditya Krisdaputra	9	9	4	6	4	32
I Gede Ari Gunawan	6	9	4	6	3	28
I Gusti Ngurah Indra Divayana	9	6	8	4	3	30
I Kadek Dwi Andika Putra	9	12	6	4	3	34
I Kadek Sudana	9	6	8	4	3	30
I Km Wikananda Rama satria Ms	9	9	6	4	4	32
I Komang Purwadana	12	12	6	4	2	36
I Made Satya Restu Wiratama	6	9	4	4	3	29
I Putu Andika Swadharmayasa	9	6	8	4	3	30
I Wayan Eka Permana Putra	9	12	6	4	3	34
Ida Ayu Kirana Eka Putri	9	6	8	4	3	30
Kadek Aditya wigraha	9	9	6	4	4	32
Kadek Dwi Darmayanti	12	12	6	4	2	36
Made Arya Pramana Putra	9	12	4	4	3	32
Md Dwi Arya Santika P.	9	9	6	4	4	32
Ni Gusti Ayu Made Sumiantari	12	12	6	4	2	36
Ni Kadek Despita Dwi Mahayani	6	9	4	4	3	29
Ni Kadek Dwi Kaori	9	6	8	4	3	30
Ni Kadek Indri Pratiwi	9	12	6	4	3	34
Ni Kadek Santika Pratiwi	9	6	8	4	3	30
Ni Komang Diana Tasya Putri	9	12	6	4	3	34
Ni Komang Rika Sundari	9	6	8	4	3	30
Ni Luh Eka Wahyuni	9	9	6	4	4	32
Ni Made Anggun Cantika Putri	12	12	6	4	2	36
Ni Putu Dita Aprilia Deviyanti	9	12	4	4	3	32
Ni Putu Gita Widhiani	6	12	6	8	1	33
Ni Putu Sri Kumalaniti	12	9	4	4	2	31
Ni Wayan Regina Darmawati	9	6	8	4	3	30
Putu Aprilia Dewi Sawitri	12	12	4	6	4	38

Appendix 10: Independent sample t-Test

T-Test

Notes

Output Created		23-FEB-2022 04:47:57
Comments		
Input	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	72
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
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		/MISSING=ANALYSIS
		/VARIABLES=Y
		/CRITERIA=CI(.95).

Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,02

Group Statistics

	Perlakuan	N	Mean	Std. Deviation	Std. Error Mean
Nilai	PjBL	36	64,31	4,714	,786
	Conv	36	56,17	3,798	,633

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	Df
Nilai	Equal variances assumed	1,232	,271	8,067	70
	Equal variances not assumed			8,067	66,974

Independent Samples Test

t-test for Equality of Means

|		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower
Nilai	Equal variances assumed	,000	8,139	1,009	6,127
	Equal variances not assumed	,000	8,139	1,009	6,125
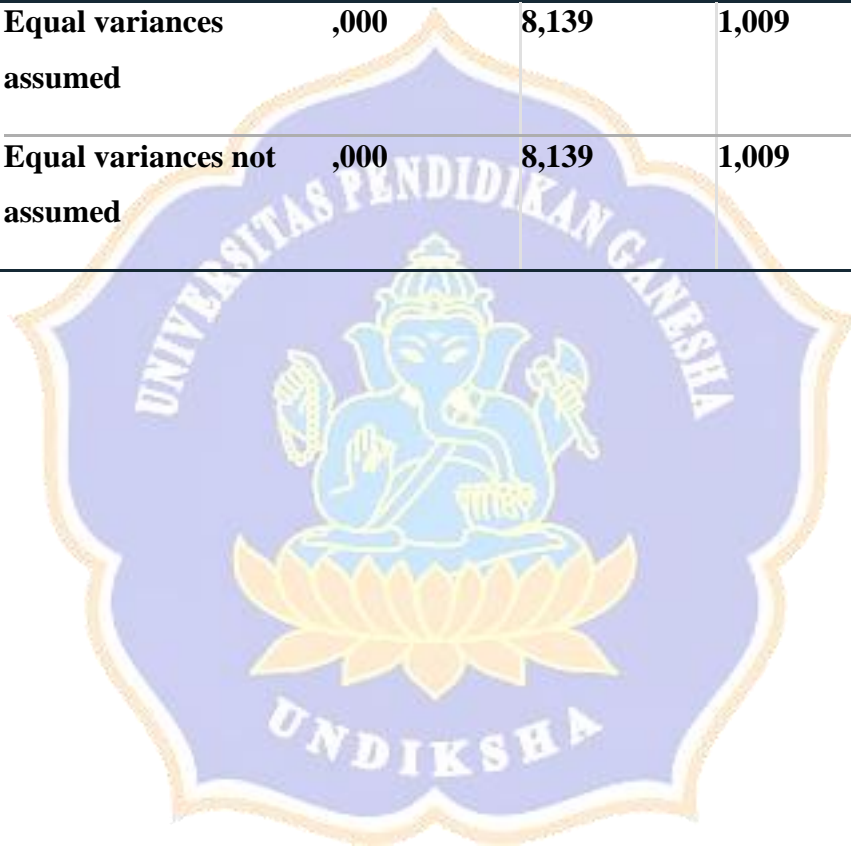
Appendix 11: Documentations

Discussions with teachers regarding schedules and data collection systems, as well as submission of assignments
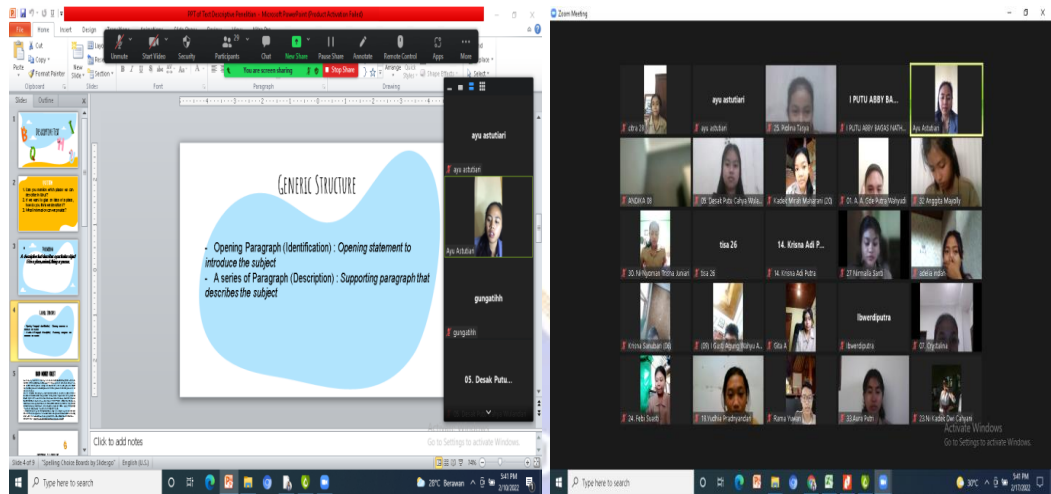
Student platform upload project and do Post-Test
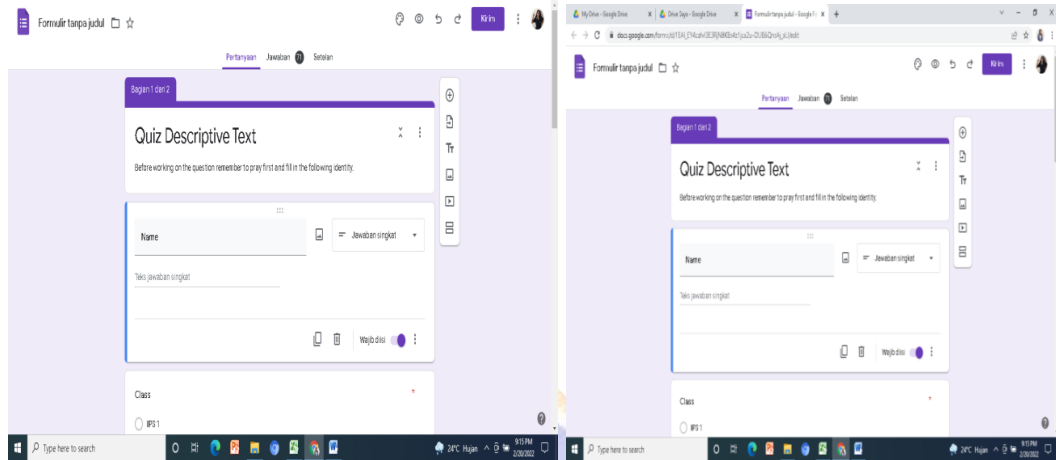
Experimental Group: The students analyzing and answering the questions
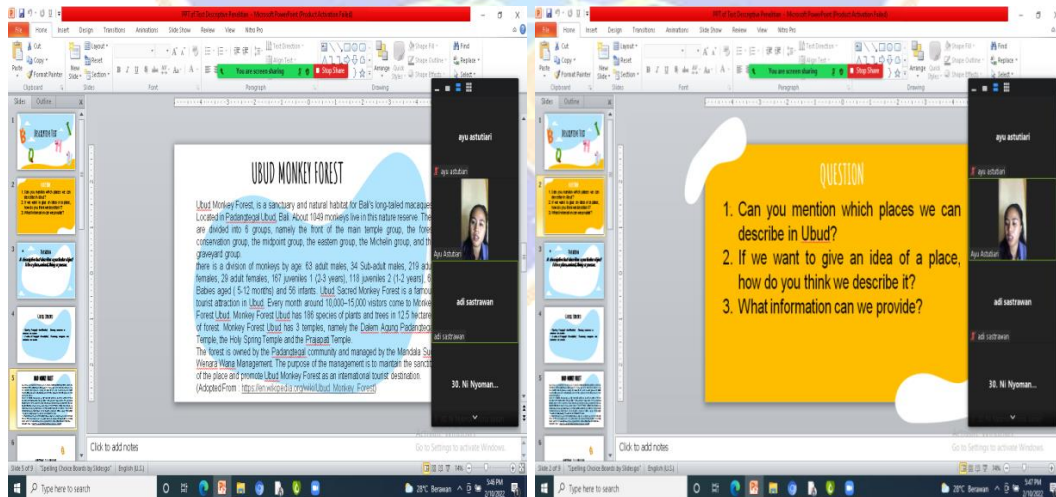
Control Group: The students listen to the teacher

DEDICATIONS

This thesis is heartily dedicated to

Ida Sang Hyang Widhi Wasa (The Universe)

My Parents

I Made Sujata and Ni Wayan Warti

My Siblings

Ni Wayan Yuni Ashari, Amd.Rad and I Komang Wiss Tapa Kusuma

My Lecturers

Prof. Dr. Ni Nyoman Padmadewi, M.A and Prof. Dr. Ni Nyoman Padmadewi, M.A and all ELE's lecturers

My Mates

Trio C Ngakak, Bacot Bergibah, Muncak group, Explode class, Mapala Loka Samgraha Undiksha and Gusti Putu Arnawa Yasa Family

My Dearest Friend

Gusti Made Suhartana, S.Pd.

Thank you for the suggestions, care, advices, supports,laugh, Togetherness, and Experiences along my years in English Language Education.

May God always bless and take care of you all

RIWAYAT HIDUP

Ni Kadek Ayu Astutiari lahir di Gianyar pada tanggal 15 Mei 2000. Anak kedua dari tiga bersaudara lahir dari pasangan suami istri Bapak I Made Sujata dan Ibu Ni Wayan Warti. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Br. Kelodan, Kecamatan Tampaksiring, Kabupaten Gianyar, Provinsi Bali. Penulis menyelesaikan pendidikan dasar di SD Negeri 4 Tampaksiring dan lulus pada tahun 2012. Kemudian penulis melanjutkan di SMP Negeri 1 Tampaksiring dan lulus pada tahun 2015. Pada tahun 2018, penulis lulus dari SMA Negeri 1 Tampaksiring jurusan Ilmu Pengetahuan Alam dan melanjutkan ke Program S1 Bahasa Asing, Program Studi Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada Semester akhir tahun 2022 penulis telah menyelesaikan Skripsi yang berjudul "THE EFFECT OF PROJECT-BASED LEARNING ON THE TENTH GRADE STUDENTS' WRITING ACHIEVEMENT AT SMA NEGERI 1 UBUD".