

CHAPTER I

INTRODUCTION

A. Background of the Problem

English has been recognized as one of the languages used by many people to be able to communicate with other people from various countries in the world. English is the most important foreign language that needs to be communicated by the people of Indonesia in this era (Asilestari, 2018). English has four basic skills; speaking, listening, writing and reading which must be mastered by Indonesian students as a basis for communicating using this language. One of the skills that should be mastered by the students is writing skill.

Writing is one of the important language skills in learning a language. It is a tool for communication. According to (Masrul, 2015) Writing is one of the four basic skills. The students start learning to communicate through written form as they begin to interact with others at collage level. The writing skill is more complicated than that of other language skills. Even sometimes a native speaker of the English language may experience complication in a tricky situation.

According to Imani and Marleni (2019) Writing is one of the productive skills that need some rules like content, grammar, language use, vocabulary and mechanics. Those rules need to be understood in each component to make the reader understand the explanation as the written as

known writing is one of many ways of communication. Writer must consider many things before talking their arguments in their writing. That is why writer must know to what they write and to whom they write. It means than understanding writing is important, and also it shows that writing is not an easy skill to be mastered.

Some problems in writing skill are found by researcher when conducting interviews with a teacher at SMAN 2 Kuok. The teacher said there are many problem faced by students. Firstly, the problem of the students' could not decide the topic to be written. Secondly, the students lack grammar. Thirdly, the students lack vocabulary.

Based on the data, students writing skills are very low at class XI IIS and XI MIPA students. In class XI IIS 17 students and In class XI MIPA 17 students. In class XI IIS there are 12 students who are at a weak level, the average score of these students is 50-59. 3 students who were at the level of fairly good, the average score of the students was 60-69. 2 students were in a good, the average score of the students was 70-79. In class XI MIPA there are 10 students who are at a weak level, 4 students are at a fairly good. 2 students are at a good level. Students have difficulty writing in English, because students have difficulty getting vocabulary and have difficulty writing English correctly.

Based on interviews with teachers at SMAN 2 Kuok. Some problems are found by research in using Google Classroom applications. Firstly, the students don't understand using Google Classroom. Secondly, the students have difficulty getting a good network, because of the data package they are using. Thirdly, the teacher has difficulty checking student assignments, if students are late sending assignments, and the teacher must repeatedly open Google Classroom.

The English value that students get very low. This is evidenced by the value of the first semester students exam grade of class XI IIS and XI MIPA at SMAN 2 Kuok. Based on data from 17 students of class XI IIS, only 5 students reached the KKM with a score of 70-79, while 12 students did not reach the KKM with a score of 50-59. In Class XI MIPA, there are 17 students, only 7 students reach KKM with a score of 70-79, while 10 students do not reach the KKM with a score of 50-59. Based on the results of the first semester examinations that have been obtained, it can be concluded that some students scored still below the KKM average.

Now, world was shocked by an epidemic caused by a virus called corona or known as COVID 19 which affected the teaching and learning process, especially at SMAN 2 Kuok. Teaching and learning process in SMAN 2 Kuok in this time only give the assignment to the students by using internet media. The teacher using Google Classroom application as a media in teaching process. The teacher gives the assignment and then the

students completed the assignment and send using Google Classroom application.

Online learning can help students in many ways (Marleni & Asilestari, 2019). One of them is using Google Classroom as an English learning media aimed at facilitating students' learning. In this case Google Classroom is also a learning resource that supports learning including support systems, materials, and learning environments. This application can be an alternative as a source of learning English because every material that will be presented by a group is uploaded via google classroom.

Before starting the lesson, students download the material to be learned. Google Classroom is a feature that is owned by Google. This application offers teaching and learning activities like in the classroom. By using the Google Classroom application students can write well and can also communicate with the teacher.

According to the explanation above, it is important to conduct research with title “AN ANALYSIS ON THE STUDENTS' WRITING SKILLS IN ONLINE CLASS”.

B. The Identification of The Problem

Based on the background of the problems above, the writer identify the problem as follow:

1. The students have difficulties in learning process because of the condition caused by the COVID 19.
2. The students' writing skill could not decide on the topic to be written.
3. The students lack grammar.
4. The students lack vocabulary.
5. The students have difficulty getting a good network, because of the data package they are using.

C. Focus of The Research

Based on the identification of the problem above, the focus of this research is to analyze how students use Google classroom application in writing skills. Specifically, Analyzing Students' writing grades in online class using the google classroom application at SMAN 2 Kuok.

D. Research Question

Based on the identification of the problem, the researcher formulated the research questions as follows:

1. How is the students' in writing skill in learning English in eleventh by Using Google Classroom at SMAN 2 Kuok?
2. What are some problems in online English class by using google classroom at SMAN 2 Kuok?

E. The Purpose of The Research

Based on the research question above, there are two the purpose this study.

1. To know students' writing skill by using the Google Classroom at SMAN 2 Kuok.
2. To find out the problem in the online class by using Google Classroom at SMAN 2 Kuok.

F. The Significance of The Research.

1. Teacher

For teachers, this will be an opportunity to improve the quality of teaching writing skills and can facilitate teachers by using the Google classroom application as a medium that can be used to improve the quality of student grades at SMAN 2 Kuok.

2. Students

For students, this will be an interesting way to improve their writing skills and help students to be more creative in writing. Then, can ask each other questions to friends and teachers by using the Google classroom application as a media.

G. The Definition of Key Terms

1. Online Class

Online class is a model of computer based learning through the internet using devices. The applications that are often used for online classes today are WA, Zoom, and Google classroom, etc. online

classes do not require face to face meetings like studying in class as usual because only through the internet.

2. Google Classroom

Google Classroom is a tool that facilitates students and teachers collaboration, teachers can also create and distribute assignments for students in online classrooms. Teachers can build task sharing groups and announcements. Google Classroom can be a tool that makes students active participants because it provide easy to use learning features with students working together.

3. Writing Skill

Writing skill is a complex activity in a qualified writing. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

4. Expressing Opinion

Expressing Opinion is an expression in English which is used to express or express an opinion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Nature of Writing

Writing is one of important skills that language learners need to learn. Writing is one of the four language skills besides listening, speaking, and reading. Writing is an activity in arranging words, sentences, and phrases that to make a good writing (Asilestari, 2018).

According to Kay in Westwood (2004:100) In (Ersida, 2017) writing is a highly complex process involving multiple brain mechanisms and specific abilities. The act of writing requires the writer to formulate ideas, organize, and sequence points in logical order, select vocabulary, check for grammatical correctness, spell words correctly, punctuate, and write legibly.

According to Nunan (2003:88) In (Ersida, 2017) Writing is defined as the mental work of inventing ideas, thinking about the way how to express them, and organizing them into statements and paragraphs that will be clear to the readers. The writer will collect the ideas and organize them through sentences to be written. In short, writing is a way to express ideas and thought into statements and paragraph.

Another definition of writing is proposed by Harmer (2004:31) In (Asilestari, 2018) Who state that writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the

syllabus in the teaching of English. According to Nation (2009:112) Writing is an activity that can usefully be prepared for by work in other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use.

Based on explanation above, it can be concluded that writing is process of generating ideas, person's ability to communicate information to someone or others. Writing is not only an activity of arranging words into forms and sentences, but also thinking about how to express and organize them into statements and paragraphs.

2. Writing Assessment

The following is about the writing. It comes from Mastropieri and Scruggs in Westwood (2004:109) In (Ersida, 2017). Cohen separates the writing rubrics into five component of writing skill that can be defined as follow:

- a. Content : content that relates to the ideas of the students in writing
- b. Organization : that concerns in how the students manage the ideas in writing.
- c. Vocabulary : asserted, it focuses on how students elect the exact words in writing.
- d. Grammar : that relates to the sentences arrangement.
- e. Mechanisms : that intended in spelling and punctuation.

This is considered appropriate to assess the students writing. It is driven by the completeness of the rubrics that asserted by Cohen. In writing also needs some points that should be seriously noticed by the teacher such as content, organization, vocabulary, grammar, and mechanisms. The rubric below According to (Ramadhani, 2018) :

Table 2.1

INDICATORS	SCORING	EXPLANATION
Content	5 = excellent (80-100)	Main idea stated clearly and accurately, change of opinion very clear
	4 = good (70-79)	Main idea state fairly and accurately, change of opinion relatively clear.
	3 = fairly good (60-69)	Main idea some unclear or inaccurate, change of opinion statement some weak.
	2 = weak (50-59)	Main idea not clear or accurate, change of opinion statement weak.
	1 = poor (0-49)	Main idea not all clear or accurate, change of opinion statement very weak.
Organization	5 = excellent (80-100)	Wall organized and perfectly coherent.
	4 = good (70-79)	Fairly wail organized and generally coherent.
	3 = fairly good (60-69)	Loosely organized but main idea clear, logical but incomplete sequence.
	2 = weak (50-59)	Ideas disconnected, lacks logical sequencing.
	1 = poor (0-49)	No organization, incoherent.
Vocabulary	5 = excellent (80-100)	Very effective choice of word and use of idioms and word forms.
	4 = good (70-79)	Effective choice of word and use of idioms and word forms.
	3 = fairly good (60-69)	Adequate choice of word but some misuse of word, idioms, and word forms.

	2 = weak (50-59)	Limited range, confused use of word, idioms, word form.
	1 = poor (0-49)	Very limited range, very poor knowledge of word, idioms, and word forms.
Grammar	5 = excellent (80-100)	No errors, full control of complex structure.
	4 = good (70-79)	Almost no errors, good control of structure.
	3 = fairly good (60-69)	Some errors, fair control of structure.
	2 = weak (50-59)	Many error, poor control of structure.
	1 = poor (0-49)	Dominated by errors, no control of structure.
Mechanisms	5 = excellent (80-100)	Mastery of the spelling and punctuation.
	4 = good (70-79)	Few errors in spelling and punctuation.
	3 = fairly good (60-69)	Fair number of spelling and punctuation errors.
	2 = weak (50-59)	Frequent errors in spelling and punctuation.
	1 = poor (0-49)	No control over spelling and punctuation.

3. The writing process

Writing is a process that involves several steps. At least, there are three steps in the writing process mentioned by Karen Blanchard, and Christine Root (2003) in their book:

a. Prewriting

Prewriting is the thinking, talking, reading, and writing we do about our topic before we write a first draft. Prewriting is a way of warming up our brain before we write, just as we warm up our body before we exercise. There are several ways to warm up before start writing:

1) Brainstorming

Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many ideas as possible without worrying about how you will use them.

b. Writing

After we have spent some time thinking about our topic and doing the necessary prewriting, we are ready for the next step in the writing process : writing our paragraph. When we write the first draft of our paragraph, use the ideas we generated from prewriting as guide (W.Rianti , 2019). As you write, remember to :

- 1) Begin with a topic sentence that states the main idea.
- 2) Include several sentence that support the main idea.
- 3) Stick to the topic.
- 4) Arrange the sentence so that the order of ideas make sense.

c. Revising

The first try is called the first draft. After you complete the first draft, you must look for ways to improve it. In another source stated that writing is a process that involves the following steps :

- 1) Discovering a point-often through prewriting.
- 2) Developing solid support for the point-often through more prewriting.

3) Organizing the supporting material and writing it out in a first draft.

4) Revising and then editing carefully to ensure an effective, error-free paper.

4. Expressing Opinion

a. Definition Expressing Opinion

Expressing of opinion is an expression in English which is used to express or express an opinion (Wahyuni, 2011). In this topic there will be 2 things that you must learn:

1) Asking for Opinion: Asking about an idea, idea, opinion to others.

2) Giving an Opinion: Giving an idea, idea, opinion to others.

b. The purpose of expressing of opinion

The purpose is to express opinions, ideas or ideas from other people's point of view about a phenomenon (topic of discussion) that occurs (Mutiara, 2019).

c. Types of asking and giving opinion:

1) Asking for an opinion:

What is your opinion? (What do you think?)

What do you think about...? (What do you think?)

What are you feeling? (How do you feel?)

What is your comment? (What's your comment?)

How about this? (How about this?)

How do you like? (What do you think?)

How do you feel? (What do you feel?)

How do you think? (What do you think?)

Please give me your opinion? (Please give me your opinion?)

Give me your comment? (Give me your comment?)

2. Giving for an opinion:

In my opinion

I think.... (In my opinion)

I think that (I think that)

I think I like it (I think I like it)

In my opinion (According to my opinion)

I personally believe (I believe)

I tend to think that (I think that)

It is my comment

My comment is

5. Online Class by Using Google Classroom

a. Online Class

Online Class are those that use digital networks to interact, learn and discuss. Online classes do not require face-to-face meetings at physical locations. Online classes are also an interactive learning tool. According to (Mastoni & Rahmawati, 2019) E-learning is a learning system that is used as a means is as a teaching and learning process carried out without having to face to face with directly between educators and students.

Teachers and students can communicate using internet media (Marleni & Asilestari, 2018). The teacher can provide material that has been prepared previously, whether in the form of files, videos, or writing (text). With online classes, a teacher can also teach in several places simultaneously. Students can get the material given by the teacher in the form of files or readings from the teacher concerned, send questions to the teacher, send contacts to other students, see information from the teacher concerned, and conducts the examination at the appointed time.

Based on explanation above, Online Class is the teaching and learning processes carried out without the need for face-to-face meetings between the teacher and students. Teachers and students can communicate using internet media.

b. Google Classroom

Google Classroom is a tool which facilitates students and teacher collaboration; also teacher can create and distribute assignments for students in an online classroom for free (Beal, 2017) In (Annita Muslimah, 2018)

It makes teachers simply build groups to share assignments and announcements. Google Classroom can be a tool that makes learners become active participants(Nagele,2017) In (Annita Muslimah, 2018), teachers can create active lessons which are student-centered, collaborative, and unforgettable just through Google Classroom, because it provides easy-to-use learning features with students of all categories able to cooperate.

Google Classroom is helpful to all of learner categories and including adult learners. It also has some benefits such as paperless, can be accessed anywhere and everywhere as long as there is internet connection and from any devices, to communicate between teachers and students, to give feedback to students, and personalized learning (Ahmad, 2019). It has a learning feature that makes teachers create and handle assignments actively and also provide feedback to students. Google Classroom makes it easier for teachers to handle students work. It is really beneficial for both teachers and students, because it is easy and simple to use.

1) How it works

The following is how to use Google Classroom correctly for a better understanding based on (Google, 2018) In (Annita Muslimah, 2018).

First, sign in using class.google.com and sign in using a Google Apps for Education account with an institution email address. To create a first class, click the "+" button next to the email address. "Create class" will appear and then press on it. After that, add the class name. The teacher can add details about the class, such as, descriptions and instructions for students on the "about" tab, and also the Google Drive folder for class material and can attach course outlines and lesson plans. Finally the class is ready and students can freely join if they have an institutional Google account and they must find the class code in the "flow" tab.

2) Features of Google Classroom

Many features activities that we can do with Google Classroom when the class takes place. First, the teacher can make an announcement. The teacher can give announcements about class updates in this section. They can attach files and class material too. Second, create assignments. This is the most substantial feature in Google Classroom. The teacher can

upload assignments for students in time to be submitted. Students can also download material that has been uploaded by the teacher to complete their assignments. Third, make questions. In this section, students can create questions to discuss with the teacher or other students if allowed by the teacher. Fourth, reuse posts. Important posts can be used by the teacher in this section, such as, announcements, assignments, and questions.

Based on explanation above, Google Classroom is an application that can make it easier for teachers and students to learn outside the classroom because students can learn anywhere and anytime by access internet connection to communicate between teachers and students.

c. The Step by Using Google Classroom

According to (Englishtina, 2016), Teachers often get frustrated by the pile of papers containing their students unmarked assignments or materials preparation for their class. Google Classroom offers a tool to help them doing their work paperless and efficient. It is a free application that can be operated using smartphone or computer.

The steps to start using Google Classroom for the teacher or admin are as follows:

Step 1: Installed the application

Google Classroom can be installed from Play Store found in smartphone for free.

Step 2: Create a class

Find the plus (+) sign on the right top side. Click it and then choose 'create class'. Complete the information about the class such as the class name, the section, the room, and the subject. Then click 'create' on the right top of the screen.

Step 3: Add the students

The students can be added by either inform the code that is provided by the application or invite the students by email.

On the other hand, the students should do the following steps to join in the class.

Step 1: Install the application

The student can find and install the Google Classroom application from Play Store without any charge.

Step 2: Join the class

Different from the steps for the educator, the students have to choose 'join class' then enter the class code and click 'join' on the right top of the screen.

Once all done, the application is ready to use. Those steps show how easy it is to use Google Classroom in teaching and learning process. The other thing the teacher and the students need to have to be able to access Google Classroom is that they have to possess a Google account. The Google account will integrate with Google Classroom and also with other Google's product such as Google Drive, Google sheet, Google Doc and many others.

d. The Advantages by Using Google Classroom

There are several advantages found in using Google Classroom. Followings are some of them as mentioned According to (Rozak & Albantani, 2018):

- 1) Easy to use and accessible from all devices.

It does not need to be a Google expert to use this application. It is very easy to use with simple format. Everyone with Google account can access this application using any gadget, such as: smartphone, computer, and tablet. The user can access it anytime anywhere as long as they have internet connection and the gadget.

- 2) Effective sharing.

Google Docs is one of Google product that can be used in Google Classroom. It can be tool for sharing the documents and it is saved online and shared with a limitless number of

people. When teacher creates an announcement or assignment using a Google doc, the students can access it immediately through their Google Drive. Teacher just needs to make sure that he/she has shared it with the students. Furthermore, Google Docs are easily organized and personalized in Google Drive folders. So emails are no longer needed to share information. Teacher just need to create a document and then share it with the students.

3) Paperless.

No more paper needed material and assignment are shared and submit in a cloud-based location. No need to worry about printing out or losing the students work anymore.

4) Speeds up the assignment process.

Google Classroom make the process of learning becoming fast and efficient. The students do not have to meet the teacher to hand out their work. The just need to uploaded in the provided folder. The teacher can easily see who has submitted their assignment and who is still working on it, as well as offer your feedback immediately.

5) Effective feedback.

Google Classroom gives the teacher the opportunity to offer their online support by giving feedback to the students right away. In other words, feedback becomes more effective, as fresh comments and remarks have bigger impact on students' minds.

6) Clean and user-friendly interface.

Google layout standards stay loyal to clean, Google Classroom invites the user to an environment where every single design detail is simple, intuitive, and user-friendly.

B. Review the Related Findings

The first one is the research that been According to (Nurhidayah, 2017) with his research paper entitled "An analysis of students' ability in writing narrative text AT Grade XI MTS ALI IMRON MEDAN".

In his research, students still have problems in writing good texts in English. Student scores in writing are still low. Only a few students get good grades. The problem may be caused by several aspects: The first is a rare opportunity use English because the status of English as a foreign language, not as a main daily communication. The second is students do not have enough practice in writing texts. So students can make mistakes like, determine main ideas, use appropriate words, and arrange sentences.

The second study had been According by (Englishtina, 2016) with his research paper entitled " Using Google Classroom' APP for teaching language " the conclusion of his research is that the Google Classroom application provides many benefits for teachers as well as for students who use it. Google Classroom provides features that help teachers manage classes efficiently and effectively. Google Classroom is easy to use, free, paperless, and flexible. This research found that teaching EFL students can be interesting when teachers are able to integrate teaching strategies and technologies. Students enjoy classes that directly lead to the improvement of their language skills. Additionally Google Classroom facilitates students who work effectively to access teaching materials from anywhere using their smartphone. for learning English students on news item text writing skills using the question method carried out in online classes through the google classroom application.

Based on two studies of Google Classroom as above media for writing skills there are differences and similarities. The Differences is the way of teaching used and the similarities is analyzing the ability of students to write even though the way of teaching is different. It can be concluded that the use of Google classroom as a media in writing classes has a very good impact on students in online classes. Google Classroom as a media are many benefits for teachers as well as students who use it.

C. Conceptual Framework

In the research, writing is one material that must be Teach in learning English at eleventh grade of SMAN 2 Kuok. The researcher proposed the conceptual framework entitled "Analysis on students' writing skill in online class of news item text at eleventh grade of SMAN 2 Kuok" follow.

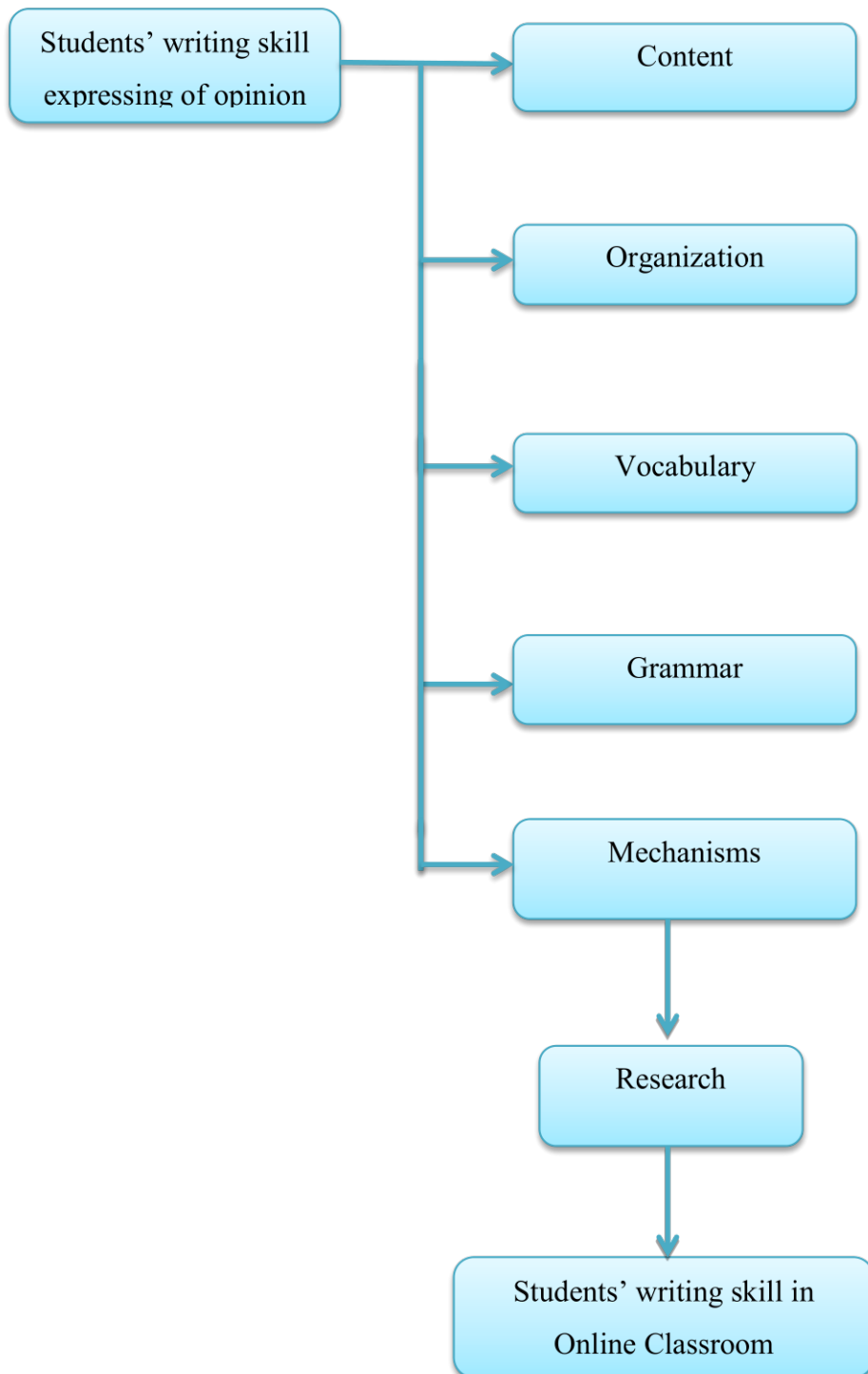


Figure 2.1

The Diagram of Conceptual Framework of the Research

CHAPTER III

METHOD OF THE RESEARCH

A. Time and Location of the Research

The research was conducted at Eleventh grade students of SMAN 2

Kuok. This research will be conducted based on the schedule below:

Table 3.1
Time Allocation of the Research

N O	Activities	Apr-20				Mei-20				Jun-20				Jul-20				Aug-20				Sep-20				Okt-20			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Filling Title of the Research		√	√																									
2	Proposal Writing				√	√	√	√	√	√																			
3	Seminar Proposal										√																		
4	Implementation of the Research													√	√														
5	Data Processing and Preparation of Thesis																√	√	√		√	√	√	√	√	√	√	√	
6	Thesis Defence																												

B. Method of the Research

The researcher used Descriptive research. This is a descriptive research, used to describe the characteristics of a population or phenomenon being studied (Nurul, 2007) In (Ayu & Viora, 2019). It employed qualitative design, used to gain the information on the particular

data holistically, such as behavior, perception, motivation, action by saying in words in natural circumstance (Moleong, 2010) In (Ayu & Viora, 2019).

The researcher used Descriptive Method in this research. Descriptive research is unique in the number of variables employed. Like other types of research, descriptive research can include multiple variables for analysis, yet unlike other methods, it requires only one variable (Borg & Gall, 1989) In (Masrul and harlinda, 2019). Three main purposes of descriptive research are to describe, explain, and validate findings. Description emerges following creative exploration, and serves to organize the findings in order to fit them with explanations, and then test or validate those explanations (Krathwohl, 1993) In (Masrul and harlinda, 2019).

Based on explanation above, the descriptive research is a researcher only use one variable and purpose of this research is to analyze the students' writing skill expressing of opinion.

C. The Population and Sample of the Research

1. Population

The population of this research is the eleventh grade students of SMAN 2 Kuok. In class XI IIS and In class XI MIPA. The total number 34 students. 17 students from class XI IIS and 17 students from class XI MIPA. The research population can be seen as follows:

Table 3.2
The Population of the Eleventh Grade Students of
SMAN 2 Kuok

NO	Class	Population		
		Male	Female	Total
1	MIPA	11	6	17
2	IIS	7	10	17
Total		18	16	34

2. Sample

The sample is a part of the population that represents all the characteristics of the population. A population with a large quantity can be taken in part with a sample quality that represents exactly the quality of the population with the word representative. The number of samples is not always large nor is it always small. this depends on the representation of the character of the sample. (Gay,et.al.2006:106) In (Awwaliyah, 2018).

Therefore, from the population of SMAN 2 Kuok which consist of 34 students, the writer used a total sampling technique. The total sampling technique is a sampling technique where the number of samples is equal to the population. In this case, class XI IIS and class XI MIPA were used as a sample of this researcher consisting of 34 students.

D. Instruments of The Research

In this research, the researcher used two kind of instruments to collect the data, They are: Test and Questionnaire.

1. Test

The researcher gave the test to all the students. The type of the test is writing test. The purpose of the test is to know the students writing skill expressing of opinion. This type of test is writing skill in the expressing of opinion using their own words. The researcher analyzes the data using writing indicators such as ideas or content, Organization, Grammar, Vocabulary, and Mechanics to get scores on students' expressing of opinion text writing skills. In assessing students, researchers use the writing skills rubric. The rubric below:

Table 3.3 Writing Assessments Sheet

No	Student	Content (1-5)	Organization (1-5)	Vocabulary (1-5)	Grammar (1-5)	Mechanisms (1-5)	Value
1							
2							
3							
4							

Maximum score = $5 \times 5 = 25$

Final score = $\frac{\text{total score}}{\text{maximum score}} \times 100\%$

2. Questionnaire

According to Sugiyono In (Awwaliyah, 2018) Questionnaire is data collection technique that is carried out by giving a set of questions or statements to respondent to answer. Questionnaire is data collection technique that is efficient. It was contained about some questions for students about using the google classroom application in learning expressing of opinion text writing skills.

E. Technique of Collecting Data

The researcher will use test and questionnaire to collect the data. The researcher will give a test to students to analyze news text writing skills at SMAN 2 Kuok. Firstly, Researcher prepare material to be tested and given to students. Secondly, students are asked to write something related to the expressing of opinion text. Thirdly, students must make the paragraph based on expressing of opinion text writing skills indicators. After that, the students made the expressing of opinion text the researcher examined the text to find the results. Researchers can analyze and collecting data.

Then the researcher made questionnaire for students related to news text writing skills at SMAN 2 Kuok. The researcher makes questionnaire and gives them to students to fill in. Total of 10 questionnaire. The students are asked to answer questions that have been given by researchers.

F. Technique of Analyzing Data

In analyzing the data, this researcher will use descriptive analysis technique. First, the researcher identify and analyze the students' writing skill expressing of opinion text. Second, the writer collect the data from the test. Third, the researcher found out the students' level of mastery in writing. The formula can be seen as follow :

$$1. X : \frac{N}{n} \times 100 \%$$

Note :

X : The score of each students

N : The number of correct answer

n : The number of item.

2. To find out level of the students score, the researcher will use the following classification measurement as below :

Table 3.4
The Criteria of The Students' Level of Mastery

Score	Level of Mastery
80 – 100	Excellent
70 – 79	Good
60 – 69	Fairly good
50 – 59	Weak
0 – 49	Poor

