AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING GOUIN AND THE SERIES METHOD TOWARD STUDENTS' WRITING SKILL AT EIGHTH GRADE OF MTs NURUL ULUM KOTAGAJAH CENTRAL LAMPUNG

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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THE INFLUENCE OF USING GOUIN AND THE SERIES METHOD TOWARD STUDENTS' WRITING SKILL AT EIGHTH GRADE OF MTs NURUL ULUM KOTAGAJAH CENTRAL LAMPUNG

Presented as a Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd)

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosah. Thank you very much.

Wassalamu'alaikumWr.Wb

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RATIFICATION PAGE

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The Undergraduated Thesis entitled: THE INFLUENCE OF USING GOUIN AND THE SERIES METHOD TOWARD STUDENTS' WRITING SKILL AT EIGHTH GRADE OF MTs NURUL ULUM KOTAGAJAH CENTRAL LAMPUNG

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PENGARUH PENGGUNAAN METODE GOUIN AND THE SERIES TERHADAP KEAHLIAN MENULIS SISWA DI KELAS VII MTs NURUL ULUM KOTAGAJAH LAMPUNG TENGAH

ABSTRAK

Oleh:

INDAH PUSPASARI

Tujuan penelitian ini yaitu pengaruh metode Gouin and the serries dalam pengajaran kemampuan menulis siswa kelas VIII MTs Nurul Ulum Kotagajah Lampung Tengah. Menulis adalah salah satu cara untuk berkomunikasi. Menulis teks prosedur adalah salah satu kompetensi menulis yang siswa harus hasikan atau lakukan.

Penelitian ini merupakan penelitian kuantitatif. Tekhnik sampling yang digunakan untuk menentukan jumlah sampel adalah cluster purposive sampling. Dalam pengumpulan data peneliti menggunakan metode tes, observasi, dan dokumentasi. Subyek penelitian adalah siswa kelas delapan A di MTs Nurul Ulum Kotagajah Lampung Tengah. yang terdiri dari 20 siswa. Untuk mendapatkan data, peneliti memberikan tes pilihan ganda kepada siswa yang terdiri dari pre-test dan post-test. Setelah mendapatkan data, peneliti menghitung dengan menggunakan T-test.

Hasil penelitian ini menunjukkan bahwa pada standar signifikan 1% atau 5%. T_{tabel} menunjukkan 1,729 dalam 5% dan 2,860 dalam 1%, sedangkan t_{hitung} adalah 16,2. Hasil interpretasi data menunjukkan t_{hitung} lebih besar dari t_{tabel} yaitu 2,860 < 16,2 > 1,729. Ini berarti bahwa ada pengaruh metode Gouin and the series terhadap kemampuan menulis siswa.

THE INFLUENCE OF USING GOUIN AND THE SERIES METHOD TOWARD STUDENTS' WRITING SKILL AT EIGHTH GRADE OF MTs NURUL ULUM KOTAGAJAH CENTRAL LAMPUNG

ABSTRACT

By:
INDAH PUSPASARI

The objective of this research was to influence of Gouin and the Series as a method of teaching in students writing skill at the eighth grade of MTs Nurul Ulum Kotagajah Central Lampung. Writing is one of the ways to communicate. Writing a procedure text is one of the writing competence that the students have to produce or perform. The must be expected to grasp the meaning of the procedure text both oral and written in the form of manual and tips. The aims of this research is to describe how is the students' skill in writing procedure text and whether teaching procedure text through Gouin and the series method is influence in students' writing skill to the eighth grade of MTs Nurul Ulum Kotagajah Central Lampung.

This research was quantitative research. Technique sampling used to determine the amount of sample was cluster purposive sampling. In data collecting of the writer applied method of test, observation, and documentation. The population of this research was the Eight grade of MTs Nurul Ulum Kotagajah Central Lampung. The sample of study is the class VIII A consists of 20 students. To get the data, the writer has given multiple choice tests to students that is pre-test and post-test. After getting the data, the writer calculated using T-test.

The result of this study shows that on the standard of significant 1% or 5%. The t_{table} shows 1,729 in 5% and 2,860 in 1%, while $t_{observed}$ is 16,2. The result of data interpretation shows $t_{observed}$ is higher than $t_{table,}$ so, 2,860 < 16,2 > 1,729. It means that there is influence of using Gouin and the Series on writing achievement.

Keywords: influence, Gouin and the series, writing skill

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliograpies mentioned.

Metro, Desember 7th, 2017

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Menyatakan bahwa skripsi ini benar-benar asli hasil penelitian dari penulis, kecuali bagian-bagian yang dikutip dari daftar pustaka yang disebutkan.

Metro, 7 Desember 2017

Penulis

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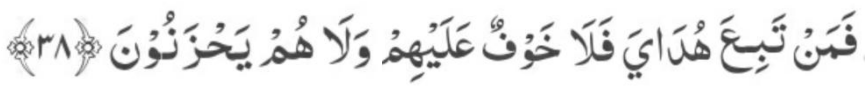
MOTTO



.....Then, whoever follows My guidance, no fear shall come upon them, nor shall they grieve.

(Al-Baqarah :38)

"Never Stop Trying, Never Stop Believing"

(Dedy Corbuzier)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:
My beloved Parents

(Mr. Supriyadi and Mrs. Hartini Wulandari)

My Beloved Brother

(Budi Wahyu Kurniawan)

My beloved Friends
(Selviya Nur Indah S. Pd, Vita Lestari S. Pd, Tri Susilowati, Fepioni,

Iis Wakhidiyanti, Ayu Oktaviani, and others)

Absolute (SOLLER) Class of TBI 2013 and My Beloved Campus IAIN Metro

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Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. The greeting always give to prophet Muhammad saw who has brought us from the darkness era into bright era. Peace be upon him, who becomes an inspiration for all people to live as Moslems.

This thesis is presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Department, entitled: "THE INFLUENCE OF USING GOUIN AND THE SERIES METHOD TOWARD STUDENTS' WRITING SKILL AT EIGHTH GRADE OF MTs NURUL ULUM KOTAGAJAH CENTRAL LAMPUNG".

The writer would like to express this thank fullness to Drs. Kuryani Utih, M. Pd as the sponsor and Mr. Ahmad Subhan Roza, M.Pd as the co-sponsor who have sincerely guided the writer to accomplish this thesis in time. The writer also does not forget to appreciate Mr. Mahfud Efendi S. Pd., as the Head Master of MTs Nurul Uum Kotagajah for providing the opportunity, to Mrs. Giyanti, S.Pd., as English teacher for being so helpful during the research process and for giving chance to conduct the research in her class, all teacher and officers, to the eighth grade students who have helped in carrying out the study. A highly regard would also be addressed to my family and friends as my motivator and spirit to finish this thesis.

The writer realize that this thesis is far from being perfect, therefore corrections, suggestions, comments, and criticism will be fully appreciated for the improvement of this thesis. At last, I hopes that the result of the research will give significant contribution in teaching learning English in MTs Nurul Ulum Kotagajah Lampung Tengah.

Metro, Desember 7th, 2017

The Writer

Indah Puspasari
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a tool, which enables us to communicate, express our ideas and feeling both oral and written with other. Writing is the last skill that mentioned on all the texts of language skills but it is not the least, because writing is the basic skill, just as important as speaking, listening, and reading. Moreover, writing is not only for communicating each others but also for expressing an idea. In addition, it can be used for remembering something and for thinking critically as well.

Writing is one of the skills in English that should be well mastered by the students who want to increase skills in English. Writing is the highest position between other skill. Because it can used parameter skill in English. Writing is simply too complex and too unwieldy an activity to be taught from a textbook. The teacher must able to handle the English so that the students could study the subject easily and most of the students in junior high school get some difficulties in learning writing. So, activity of teaching learning the teachers should be able to select the appropriate method and material in order get comprehension. One of method that can be make student interest in teaching learning activity is a series of movement. Movement series is a method that can be use to teach writing procedure text.

Teaching English to facilitate the students with the skill of communication with speakers of the laguage both in written and spoken

forms through that language. The students can express their ideas by written forms in order to make the students learn language easier.

The writing instruction process in MTs Nurul Ulum especially in VIII class has many problems that influence on the effectiveness of student's learning activity. Based on the data of pre survey at MTs Nurul Ulum especially at the eighth class, the student's skill to write still very low, more again to can write procedure text.

Many students consider that writing procedure text is not easy. It is caused the students are lack of enthusiasts in following the learning process. The students are passive in other words during the teaching learning process there is no respond, if they do the assignment, they are just forced or skirt, so they just get bad score. In writing procedure text, they have difficulties in arranging the sentences. There are many mistakes in grammar and vocabularies. It is said that they are lack of grammar and vocabularies mastery.

Table I
Data of the writing test at the eighth grade students of MTs Nurul Ulum Kauman Kotagajah Central Lampung

No	Name	The Writing Test	
		Score	Category
1	AR	65	Fair
2	AO	50	Fair
3	ARA	50	Fair
4	AS	70	Good
5	DK	60	Fair
6	LP	75	Good
7	MHR	50	Fair
8	MNB	40	Bad
9	NS	70	Good
10	NSA	60	Fair
11	NK	50	Fair
12	RPM	70	Good
13	RVC	50	Fair
14	RM	40	Bad
15	SH	40	Bad
16	SZ	70	Good
17	SI	40	Bad
18	UHS	56	Fair
19	VNA	70	Good
20	WN	50	Fair
21	WS	70	Good
22	ZA	50	Fair
Total		1246	
Average		56,7	Fair

Source : The English teacher of MTsNurul Ulum Kauman Kotagajah Central Lampung on November 19th 2016

Table 2
The Precentages of English Writing Score at the Eighth Graders of MTs Nurul Ulum Kauman Kotagajah

No	Score	Explanation	Frequency	Percentages (%)
1	70-100	Good	7	31,9%
2	60-69	Fair	3	13,63%
3	0-59	Bad	12	54,55 %
Total			22	100 %

From the table above can be know that only 31,9% (7 students) passed the test that get good score, 13,63% (3 students) passed the test that get fair score and 54,55 % (14 students) failed the test. The completeness standard of MTs Nurul Ulum Kotagajah especially in English is 60. It can be concluded that English learning achievement is very low. The researcher assumes that is caused students' writing skill is still low.

In MTs Nurul Ulum Kotagajah, facilities and existing infrastructure is insufficient. The researcher also noted that these problems were caused by the teaching learning process just focus on memorizing the list of vocabulary without training well. The lack of students' vocabulary is also cause by the lack strategy to develop their attention and motivation to study, so it makes the students bored.

From this explanation showed that the students' writing skill at the eighth grades of MTs Nurul Ulum Kotagajah are classified poor. So in this research, the researcher would like to solve the student's problem in writing especially in procedure text writing by using a new method, that is series of

movement. By using a series of movement, the students will not only be interested in writing procedure text but also they can develop their imagination.

B. Problem Identification

Based on the background above, the researcher would like to identify the problems as follow:

1. Teaching learning atmosphere is still not attractive the students' to study English.
2. Students' writing skill of MTs Nurul Ulum Kotagajah is still low.
3. The students' achievement of English subject is variation.
4. The students have less motivation and interest in following writing class.
5. The students have a low skill in arranging a sentence.
6. The students often forget the meaning of words that have been learnt.

C. Problem Limitation

From the identification above, the researcher focus on the students have less motivation and interest in following writing class. Therefore, the researcher limits the problem by using the Gouin and the Series Method to infuence students' writing skill at the Eighth Grade of MTs Nurul Ulum Kotagajah. Because the students have low skill in writing skill, so they still have difficulty to practice in writing skill.

D. Problem Formulation

Based on the problem above, the researcher formulated the problem as follow "Is there any positive and significant influence of the using Gouin and the Series as Method Toward Students' Writing Skill at the Eighth Grade of MTs Nurul Ulum Kotagajah?"

E. Objectives and Benefits of Study

1. Objectives of Study

In line with the problem above, the objective of the research is to know whether there is a positive and significant influence of using Gouin and the series method toward the students' writing skill.

2. Benefits of the Study

The benefits of the study are :

a. For the students

The result of this research is hoped can be as positive contribution for the students to increase writing skill, especially skill to write procedure text.

b. For the teacher

The result of this research is hoped can be as positive contribution for the teacher to increase the students' skil to write procedure text by using a series of movement.

c. For the Headmaster

The result of this research is hoped can be as positive contribution for MTs Nurul Ulum to increase the quality of the English teaching and learning especially in developing writing skill of MTs Nurul Ulum Kotagajah.

CHAPTER II

REVIEW OF THE RELATED THEORY

A. The Concept of Writing Skill

1. The Concept of Writing

a. Definition of Writing

Writing is a basic language skill, just as important as listening speaking, and reading. Writing has an important role in teaching English, it is one of productive skills in which students are able to produce language themselves. Students have to explore their ideas and compose them into visible as writing product. We need more words to select from, more combinations, and more strategies. It means that writing requires a mature skill in thinking to use language; in writing the students are forced to choose the appropriate word and using the correct structure for organizing the ideas into paragraph.

Writing is a greater challenge to the imagination than talking. It means that writing is more effective to increase students' creativity in figuring out their thought than speaking. So, in writing the students must be able to focus on the process of writing that leads to the final written product. The students have to develop their ideas and transform their thoughts into words, and also they have to consider about coherent organization before they produce the final product.

The researcher productive language skill is called writing. It is a skill of a researcher to communicate information to reader or group of readers. The researcher skill is also realized by his or her skill to apply the rule of the language s/he is writing to transfer the information s/he has in her or his mind readers effectively.[1] It means that writing is skill of the researcher to show his or her feeling or thought with easy language which hopefully the readers understand about his or her minds.

"Writing is a activity of the language user to put information in the written text." Such writing is commonly about a certain topic in which the researchers as first collect the data, and then elaborates the topic based on certain idea in order to answer question, or proves a statement, or describes an object, or exposes a new truth of a certain fact an object, or convinces the readers to believe or disbelieve a statement, or persuades those readers to take a certain course of action related to the believe or disbelieve.[2]

It means that writing is activities which used by the researcher to show information by stages and has purpose which the reader can receive or refuse and believe or disbelieve the researcher written. Moreover, Davies said that "writing is probably the linguistic skill that is least used most people in their native language".[3] It means that writing learning

[1] Irmscher, William F, *Teaching Expository Writing*. (Orlando: Holt, Rinehart, and Winston Inc, 1987), p 123

[2] Sanggam Siahaan, *The English Paragraph*, (Pematang Siantar: Graha Ilmu, 2007), p. 2

[3] Sanggam Siahaan, *Issue in Linguistic*, (Yogyakarta: Graham Ilmu, 2008), p. 15

process needs specific skill to be successful in writing such content, organization, grammar, vocabulary, and mechanic.

Also Nurgiyantoro said that there are five elements in writing, they are:

a. Content : The substance of writing ideas express.
b. Form : The contents or ideas organization.
c. Vocabulary : The section of words that suitable with the content.
d. Grammar : The employment of grammatical forms and syntactical pattern.
e. Mechanic : The use graphic conventions of language.

As one of four basic skill of language, writing is very important because it constitutes the clarification of someone's through and feeling. Through this skill the students can explore their own thinking, various feeling, and also the concept by using word or papers. In writing indeed, the students can express their ideas, thoughts, and fact in well-formed structure.

Davies and Eric Pearse stated, "good writing skills usually develop from extensive reading, some specific training, and a good deal of practice. Writing involved the following basic skills: hand writing or typing, spelling, constructing grammatical sentences, punctuating."[4] The researcher aim is the beautiful written need the knowledge which get from reading, training writing and also practice of writing itself and it has

[4] Paul Davies and Eric Pearse, *Success in English Teaching*, (New York: Oxford University Press, 2002), p. 96

basic skill which develop writing, for instant, the hand writing or typing, spelling, the grammar, punctuation. [5]

Based on statement above, the researcher concluded that in writing a person can using the knowledge of structure systematically in written forms to arrange letters, words, sentences, and paragraph and hopes the reader understand what he means.

Referring to the previous statement, writing is an activity which takes time to explore the ideas or thoughts into words and compose them into a good writing. The students have to follow the whole of writing process in order to create the meaningful writing.

b. Process of Writing

a) Planning

"Planning is a series of strategies designed to find and produce information in writing." [6] The planning is as the beginning of writing, it has enabled to identify several subjects and encouraged to gendering information on those subjects from different perspectives.

When planning, the researcher has to think about three main issues. *The first* is the purpose of the writing, it includes the type of the text the researcher wants to product, the language the researcher use, and the information the researcher choose. *The second* is the audience, who are the reader of the writing. So the researcher must attend the choice of the language informal or formal writing. *The last*

[5] Ibid, Paul Davies and Eric Pearse, p. 102

[6] Mc. Crimon, *Writing With A Purpose*, (New York: Houhton Miffin, 1983), p. 10

is the content structure that is how sequence the facts, ideas, or argumentation which the researcher decided to included.[7]

b) Drafting

"Drafting is a series of strategies designed to organize and develop a sustained piece of writing."[8] The drafting is as the selection of a subject and organizing the information about the subject into meaningful clusters. Also it is finding the connection among those clusters and discovers the relationship that links the connection.

c) Revising

"Revising is a series of strategies designed to re-examine and evaluated the choices that have created a piece of writing."[9] After it has completed the preliminary draft, it needs to stand back of the text and decide what action would seem to be most productive. It has to begin upon global revision-a complete re-creation of the world of the writing.

Based on the explanations above, in this research the researcher focus her research on the planning of the writing which identify the several topics and encourage gathering information on the topic from many perspectives in the writing activity by using the method in procedure writing text.

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[7] Jeremy harmer, *How To Teach Writing*, (England: Pearson Longman, 2007), p.5

[8] Ibid, p. 13

[9] Ibid, p. 11

c. The Purpose of Writing

Writing has purpose which is understanding the connection between the researcher and the reader is essestial for good writing, because the researcher has many different reasons, purposes, and readers. Reid said : concludes that a good researcher must be able to identify for whom he or she is writing, in order to the purpose of paragraph will become clearer and the communication with the reader will be more successful. So, understanding the connection between the researcher and the reader is essential for creating a good writing. As Reid mentions there are three purposes of writing, as follows:

1) To inform : It means that the researchers give the information about what the researchers write about to tthe readers.
2) To explain : It means that researchers interpret about something to the readers clearly.
3) To amuse the audience : It means that the researchers hold the readers' attention pleasantly, and feel entertained through reading the writing.

According to Hammer ,"...writing is used for a wide variety of purpose it is produced in many different forms." It means that there are many kind of text types in writing and every text types has their own communicative purpose.

Kemper *et al* mention there are five kinds of paragraph, they are:

a) Descriptive

A descriptive paragraph describes a person, a place, a thing, or an idea. When the researchers write descriptive paragraph, they should use words that help their readers see,

hear, smell, taste, and feel what they are describing. The researchers should tell their readers what colors things are, how big things are, what things sound like, etc. The readers should feel as if they are right there with the researchers.

b) Narrative

In narrative paragraph, the researchers tell a story by sharing the details of an experience. A narrative paragraph should pull the readers into the story and keep them wondering what will happen next. It is important to conclude a lot of colourful details to make the experience come alive.

c) Persuasive

A persuasive paragraph gives the researchers' opinion on the topic and tries to get the reader to agree with it. When the researchers write a persuasive paragraph, the researchers should give facts and examples to back up their opinions.

d) Expository

The main purpose of an expository paragraph is to give information about topic. It may explain ideas, give directions, or show how to do something. An expository paragraph uses transition words (such as *first*, *second*, and *most importantly*). These words help guide the reader through the explanation. Expository paragraph is also called exposition text which has a

purpose to give information about something happen to the readers.

e) Procedure

Procedure text is a piece of text that give us instructions for doing something. Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps.

Writing skill in this research, the researcher focus on writing procedure text.

d. The Concept of Procedure Text

A procedure text is a text which is used to tell someone how to make or to do something. This type of text comes in many forms, such as instruction manuals and recipes. Procedures are also more about process than things but explain how people perform different processes in a sequence of steps. Procedures are found in the written texts to do with science, art and craft, cookery, media studies and health as well as other subjects.[10]

[10] Mutmainnah," Improving Ability In Writing Procedure Text Through Pictures At The Tenth Year Students Of Sman 3 Polewali Mandar, (Indonesia,Jurnal Pepatudzu), Vol. 10, No. 1 November 2015, p. 33-34

According to Otong Setiawan, “Procedural text is one of text types that explain the process of thing which can be followed or done by the reader”.[11]

According to Compact Oxfor English Dictionary (1996:901), “Procedure is an estabilished or official way of doing something.” It can be said that procedure text explains how people perform different processes in a sequence of steps. According to American Heritage Dictioary (2000:1398), “Procedure text is a set of instruction that performes a spesific task of function.” We can say that procedure text describes how something is accomplished througha sequence of actions or steps.According to Wardiman (2008:1430), “Procedure text is the text that give some clues or how to do something through a series of actions.” It can also be said that procedure text gives step by step to perform an activity. Accoding to Priyana Joko (208:147), “Procedure text is text that tells how to do something.” Its used is to describe how something is completely done through a sequence of series.

From the definitions above, the researcher concludes that procedure text is a text that show a process in order to describe how something is completely done through a sequence of series.

In describing a procedure, there are three aspects that should be defined in the following:

[11] *A Genre Based Approach to Teaching Writing Years 3-6: An Approach to Writing k-12*, (Autralia: Literacy and Education Research Network and the Directorate of Studies, NSW, 1990), p. 18

1) Social function.

The social function of a procedure text is to describe how something is accomplished through a sequence of actions or steps. Procedures are also more about processes than things but explain how people perform different processes in a sequence of steps. Procedures are found in the written text to do with science, art and craft, cookery, media studies and health as well as other subject.

2) Schematic structure

It has a goal, which means it states the goal to be achieved. Usually it presents on the title. For example: How to make salad. And then the schematic structure has the materials. It lists the materials needed. If often gives detail on the size, color, number, shapes, quantity, etc. For example: 1/3 cup of orange juice, 1 tablespoon of honey, 1 ½ cups honeydew melon,1 green apple, 2 oranges, and so on.

The third of characteristics of procedure is step. It describes steps in logical order to achieve the goal. The steps are often marked with numbers (1, 2, 3, …), letter (a, b, c, …), or bullet marks (_, _, _, …). Sometimes the steps include caution (s) or warning (s). There are also drawings or pictures to make the steps clear. For examples:

(a) First, make the dressing by putting the orange juice and honey in a large bowl and mix them well.

(b) Then, add the fruit.

(c) Next, mix until all the fruit is highly coated with the dressing.

(d) Put in the refrigerator for one hour.

(e) Finally, serve it cold.

3) Language Features

(a) Focus on generalized human agents. It is usually not written in a text, often implicit. For example: “you must prepare all the materials and the equipments”.

(b) Use of simple present tense. The present tense is presented in commands or imperative sentences. for example, make the dressing by putting the orange juice and honey in a large bowl.

(c) Use of mainly temporal conjunctive relation. For example: first, second, then, next.

(d) Use of mainly material (action) clauses. A clause which is used an action verb. For example: make, mix, and add.

2. The Concept of Writing skill

b. Definition of Writing Skill

Skill is an ability to do something well (physical or mental) special natural power to do some thing well, talent, cleverness, intelligence. Based on the statement above it can be concluded that Writing skills are specific abilities which help researcher put their thought to words in a meaningful form and mentally interact with the massage.[12]

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity to a far larger audience than through face to face or telephone conversations. It means that writing is easy way to convey the messages or ideas each other than conversations with other.[13]

Sanggam Siahaan stated that writing is a psychological activity of the to put information in the written text about topic in a researcher in a context. It means that someone produce an idea into writing form that can be read by the others in order they can use it to make communication.[14]

Writing is the activity of writing, in contrast to reading, speaking etc. or a group of particular of writing, especially by particular person or on particular subject. Based on the quotation

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[12] Brown H Douglas, *Teaching by Principles*,(San Fransisco:Sanfransisci State University,2001),p.335

[13] Dorothy E Zemach and Carlos Islam, *Paragraph Writing*,(Macmillan,2005), p.9

[14] Sanggam Siahaan, *The English Paragraph*,(Yogyakarta: Graha Ilmu,2008), p.2

above, it can be inferred that skill is the level of skill to do something, especially the power to perform, whether physical, metal, financial, and intellectual to accomplish something. And from the definition above, it can be concluded that writing skills deal with the skill to arrange the graphic system such as the letter, word, and sentences of certain language being used in writing communication in order that the reader can understand the message or information.

c. The Measurement of Writing Skill

Writing is an essential skill that allows people to participate fully in today's society and to contribute to the economy. The study evaluated the reliability and validity of the Writing Assessment Measure (WAM), developed to reflect the skills which children of different abilities are expected to achieve in written expression.

Writing skills deal with the skill to arrange the graphic system such as the letter, word, and sentences of certain language being used in writing communication in order that the reader can understand the message or information. A simple sentence is a complete unit of meaning which contains a subject and a verb, followed, if necessary, by other words which make up the meaning.[15] Sentences are made of two parts the subject and verb: the subject is the person or thing that acts or is discribed in the sentence, the verb

[15]L.G. Alexander, *Longman English Grammar Practice: for Intermediate Students,* (England: Group UK Limited, 1990), P. 4-6.

is thet action or description. A clause is a group of words that contains one subject and one verb. A sentence that consists of one clause is called a simple sentence.[16] For example:

I put sugar into glass.
I walk to the window.

To measure the students' writing skill:

a. The students must know how the use to be in simple sentence
b. The students must know how the use the conjunction in procedure text
c. The students must know how the arrange the sentences into paragraph

Table 3
Writing Competence Specification

o	Writing Competence Specification	Score	Category	Standard
1.	Content	27-30	Excellent	Highly understand; very clever; very wide and complete; very suitable with title
		22-26	Good	Average to good; some knowledge of subject, mostly relevant to the topic but lack detail
		17-21	Fair	Poor to fair; limited knowledge of subject, inadequate development of topic
		13-16	Poor	Very poor; does not show knowledge, not

[16]Howard Sargeant, *Basic English Grammar*, (Singapore: Saddleback Educational Publishing, 2007), P. 123.

				pertinent to topic
2.	Form	20-18	Excellent	Very good excellent; ideas clearly stated, well organized, logical sequencing and relevant to generic structure.
		14-17	Good	Average to good; loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences
		10-13	Fair	Poor to fair; not fluent, ideas confused, lacks logical sequencing, generic structure not clear
		7-9	Poor	Very poor; does not communicate, no organization, not enough to evaluate
3.	Vocabulary	18-20	Excellent	Very good to excellent; sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
		14-17	Good	Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured
		10-13	Fair	Poor of fair: limited range, frequent errors of words/idiom, form,

				chioce, usage, meaning confused or obscured
		7-9	Poor	Very poor; essentially translation, little knowledge of vocabulary, idiom, word from, or not enough to evaluate
4.	Grammar	22-25	Excellent	Very good to excellent; effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
		18-21	Good	Average to good; effective but simple construction, minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured
		11-17	Fair	Poor to fair; major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured
		5-10	Poor	Very poor: virtually no mastery of sentence

				construction rules, dominated by errors, did not communicate, or not enough to evaluate
5.	Mechanic	5	Excellent	Very good to excellent; demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
		4	Good	Average to good; occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
		3	Fair	Poor to fair; frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
		2	Poor	Very poor; no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate
	Total Scoured[17]			

[17] Burhan Nurgiyantoro, p. 307-308

B. The Concept of the Gouin and the Series Method

1. The Definition of Gouin and the Series Method

Franscois Gouin was a French lecturer of Latin. He decided to attempt to study in the University of Berlin but realized he needed to learn German in order to continue his studies. Being a natural lover a languages, Gouin figured a brief stop in Hamburg would be enough to learn the basics of the German language.[18]

When he went to the academy to test his new language skills, he was disappointed to find out that he could not understand anything. Trying again, he similarly memorized the 800 root words of the language as well as re-memorizing the grammar and verb forms. However, the results were the same. After returning home, Gouin discovered that his three-year-old nephew had during that year become a veritable chatterbox of French. How was it that this little child succeeded so easily in a first language, in a task that Gouin in a second language had found impossible? The child must hold the secret to learning a language! So Gouin spent a great deal of time observing his nephew and other children and came to the following conclusions: language learning is primarily a matter of transforming perceptions into

[18] A.P.R. Howatt with H.G. Widdowson, *A History of English Language Teaching*, (New York: Oxford University Press, 2004), P.180

conceptions. Children use language to represent their conceptions. Language is a means of thinking, of representing the world to oneself.[19]

So Gouin set about devising a teaching method that would follow from these insights. And thus the *Series Method* was created, a method that taught learners *directly* (without translation) and conceptually (without grammatical rules and explanations) a "series" of connected sentences that are easy to perceive. The first lesson of a foreign language would thus teach the following series of fifteen sentences.

Theodore says :

"a serious effort is being made to approach the study of foreign languages rationally and scientifically. He has no hesitation in saying that M. Gouin's work (The Art of Teaching and Studying Languages) is the most important attempt that has yet been made to bring the study of languages within the sphere of practical education."[20]

Charlotte states :

"a language learned by M. Gouin's method is a liberal education in itself. One learns how few and simple are,after all, the conceptionts of which the human mind is cognisant, and how few and simple, putting mere verbiage aside, are these words necessary to express these". [21]

[19] Elena Taralunga, "Concept on the Methodology of Teaching English", (*The Economic Journal of Takasaki City University of Economics*, (Japan: Tamamura), vol.48, p 169-188

[20] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching, (*New York: Oxford University Press, 2004), P. 123

[21] Charlotte Masson, *The Original Home Schooling Series,* (New York: Oxford University Press, 2004), P. 35

Those statement prove that the repetitive use of the same subjects and complements would facilitate memorization and accurate pronounciation as well as enabling the mind to focus on each different action and the verb espressing it, this being considered the most important element of the sentence and the most difficult to master.

Gouin series is a method where sequenced actions as such concepts are taught step by step. [22]Learners will associate each sentence to the spesific movement to which it refers. It means that the Gouin series is a method that taught learners directly (without translation) and conceptually (without grammatical rules and explanations) a "series" of connected sentences taught are easy to perceive.

Gouin series is theory of language acquisition rose out of the ashes of his own failure to learn German. The Series Method was taught language as a sequence of events and experiences. For instance, leaving the house, opening the door and the others.[23] These Gouin series can be longer or shorter, depending on how much language the teacher wishes to employ at one time. Initially, the teacher models the actions and the students pantomime the actions. As soon as the teacher feels the students can respond without imitating the actions, the teacher

[22] Zainuddin et al, *Fundamental of Teaching English to Speaker of Other Languages in K-12 Mainstream Classrooms*, (Kendal: Kendal Hunt Publishing Co, 2011), 3rd ed, p 70
[23] Ibid., p 227

simply describes the action, and the students respond by demonstrating the actions. [24]

Traditionally, a Gouin series is presented in the first person, but it can also be used as a storytelling device in the 3rd person, or it can use other pronouns to repeat a specific verb conjugation. It can describe a process (how-to), or convey a mini-story. The context and the repetition make it the best for teaching vocabulary, content, and even verb conjugations.

2. The Principles of Gouin and the Series method

These principles of Gouin and the Series method, as follow :

1) Never translate : demonstrate
2) Never explain : act
3) Never make a speech : ask questions
4) Never imitate mistakes : correct
5) Never speak with single words : use sentences
6) Never speak to much : make students speak much
7) Never use the book : use your lesson plan
8) Never jump around : follow your plan
9) Never be impatient : take it easy

[24] Ibid., p 22

3. Advantages of Gouin and the Series method

Jack and Theodore explained the most common benefit of using Gouin and the Series method as follow :

a. It teaches appropiate verbal and physical behavior, making it useful for teaching cultural behaviors.

b. It is ea sy to recall because it has multiple meaning reinforcees:

   1) Physical actions

   2) Visuals and props

   3) Logical sequence

   4) Appeal to several senses

   5) Beginning, middle, and end

c. It make students' interest and active participant

d. It gives and authentic experience using the target language

e. It facilitates the natural emergence and development of oral and written communication[25]

4. Disadvantages of Gouin and the Series method

There are some disadvantages of Gouin and the Series method, as follow:

a. Class condition because some movement series make other student laugh. Some series of the movement which imitate something can make the students laugh so the environment be crowded.

[25] Jack C. Richards and Teodore S. Rodgers, *Approaches and Methods in Language Teaching,* (Hawaii : Cambridge University Press, 2001), p 9

b. Student does not understand the grammatical yet if they make written text used their own word.

c. The teacher less pay attention some students in the class.

C. Teaching Writing by Using Gouin and the Series Method

Teaching writing is a hard work because it connects with the students situations. Students learn to remember, imagine, write and see the new words in many times that they have not known before. In this case Randi Stone states that " writing teaching can be found easily in the traditional resource such as magazines and books, but they can also can be create the act than can helps the learners builds up knowledge of words in wa that will enable them to use the language efficiently and successfully".[26] In line with the statement, we can know how the importance of teaching writing for the learners, because building of writing skill will help them to use the language efficiently and successfully.

As far as possible, the teacher should also confer with every student, encouraging the researcher to reflect upon clarity, accuracy, interest and relevance of the text. Specific writing skill can be taught at the sam time through this individualsed approach. Differences in skill among the students in the class will determine the amount of time the teacher needs to spend with individuals. Mini lessons may also be provided for the whole class if

[26] Randi Stone, *Best Practices for Teaching Writing*,(California: Corwin Press Inc,20007, p 89

the teacher identifies a common problem or misunderstanding or if a particullar teaching point nedds to be made.

Peter states "shared writing and guide writing session embody basically the same principles at those applied in researchers' workshoop".[27] However guided writing usually needs more direct modelling by the teacher of specific strategies, styles and genres, followed by guided and independent application of the same strategies by the student. A teacher could begin, for example, b demonstrating at the whiteboard how to generate ideas for a given topic, how to create and organise an opening paragraph and how to develop the remairing ideas in logical sequence. Students then take it in turns to construction their sentences in their written text that guidance by the teacher.

From the some reason above the researcher assumes that teaching writing can be meaningful if the teacher can conduct the teaching process by combining the available method of teaching and hopes that a good method will be more enjoyable, interesting and motivating so that the students would not bored in teaching learning process. It would help them to get the materials stay longer. It means that the teacher has to be aware with the kinds of teaching method that they would use to come to their goals. The sequences can make the student easier to understanding the materials.

[27] Peter Westwood, *What teachers Need to Know about Reading and Writing Difficulties,*(Australia: ACER Press, 2008), p 71-72

Hornby proposed that at the beginner level patterns be taught one by one and be organized in sequences that created simple storlines. [28]

Based on the statement above, teaching writing through Gouin series was possible to be applied because this method can be used individual or in groups, however it is not an easy task to introduce Gouin series into the classroom and many factors have to be taken into account. We need to consider the number of student in the class ttheir skill to cooperate in a term, their language skill first and foremost the simple fact if they are willing to take part in the activity. In line with those ideas, it is clear that Gouin series can be used as a teaching method in order to make the lesson more enjoyable, interesting and motivating.

The procedure of teaching writing through Gouin and the Series method are :

a. The teacher greets the students. E.g. How are you doing?
b. The teacher attracts their attention by asking some questions related to procedure. E.g. Do you ever make a cup of coffee? What are you need to make it?
c. The researcher tells them that they are going to study procedure text. The researcher divides them into four groups.
d. The researcher tells the rules (one of the student go forward in front of the class and the student do the sequences that the researcher give. Then, each group discusses and guess what the student doing. They have to

[28] Ibid, A.P.R. Howatt with H.G. Widdowson, p 140

keep a close watch on series of actions. Then, they have to write what their friend do. They can use a dictionary that student have to search translation of the word in a paper. After that, the student can write the sequences in English. Times wil be over on 10 minutes for each group. Correct answer will get score 100 and the wrong answer is 50, and the highest score is the winner).

e. At the end of the activity, the scores are tallied and added. The group with the highest score is the winner.
f. The researcher reviews about the procedure text by asking them the meaning of some steps that they have learned in the activity. For instance: How to make cup of coffee?
g. The researcher will asks them randomly to repeat the steps. For example: I prepare the glass, coffee, sugar, spoon and hot water. I put ½ spoon and 1 spoon sugar into glass. Then I put hot water into the glass. After that, I mix them.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

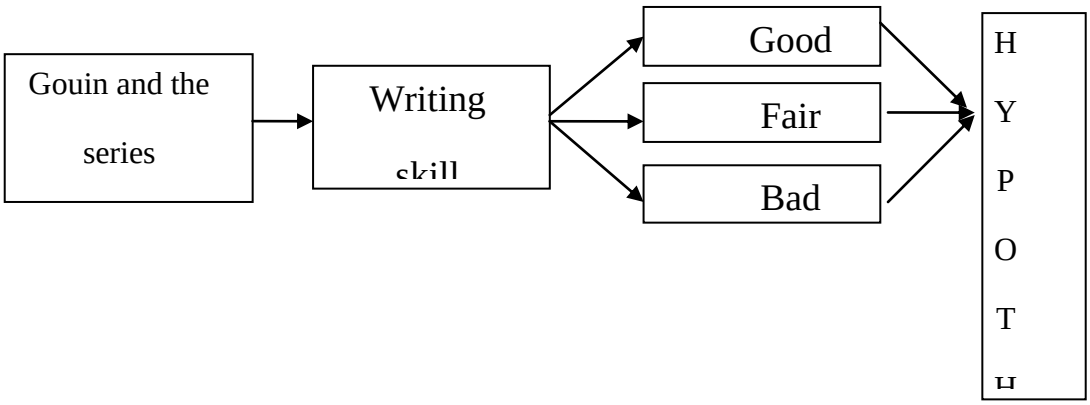
Theoretical framework is the conceptualization how to correllate between theory and factors which are identified as important problem. There are two variable in this research. They are independent variable (x) and dependent variable (y). The independent variable is Gouin and the series and the dependent variable is writing skill.

Teacher has to know many kinds of teaching technique, method, or medium in the class. They have to able to choose the appropriate technique or medium that can be use various method and medium to make their students are not getting bored in studying English. One of the method that can be used in teaching and learning process, especiallly in teaching writing skill is by Gouin and the series. So, the theoretical framework in this research if the use of Gouin anf the series method is appropriate, the students' writing skill is good. In the reverse, if the use of Gouin and the series method is inappropriate, the students' writing skill is bad.

2. Paradigm

Research paradigm is the draft that shows thinking pattern of the researcher, and the correlation between variables which are researcher. Based on the theoretical framework above, the researcher describes the paradigm as following:

Figure 1
Paradigm of the Influence of Using Gouin and the Series Method on the Students' Writing skill



Refering the figure above, it shows that if the using Gouin and the series method is good, so the students' writing skill is also good. Therefore, there is a positive and significant influence of using gouin and the series method toward students' writing skill. If the using the Gouin and the series method is bad, so the students' writing skill is also bad. Therefore, there is no a positive and significant influence of using Gouin and the series method toward students' writing skill.

E. Research Hypothesis

According to Daniel, "A research hypothesis can be defined as a tentative explanation that accounts for a set of facts and can be tested by further investigation, as we mentioned earlier".[29] Based on the theoretical frameork and paradigm above, the researcher formulates the hypothesis as follows :

1. Hypothesis formula
   a) Alternative hypothesis (Ha)

      There is a positive and significant influence of using Gouin and the series method toward students' writing skill at the eighth grade of MTs Nurul Ulum Kotagajah.

[29] Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publication, 2004), p. 16

b) Null hypothesis (Ho)

There is no a positive an significant influence of using Gouin and the Series method toward students' writing skill at the eighth grade of MTs Nurul Ulum Kotagajah.

2. Statistical Hypothesis

IF: $F_o > F_t$,Ha is accepted and H_o is rejected

IF: $F_o < F_t$,Ha is rejected and H_a is accepted

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is all of the process that is need in planning and when doing research. In this research the researcher will be use the quantitative research. Quantitative research is based on the measurement of quantity or amount.[30] This research was intended to investigate whether there is any positive and significant influence of using Gouin and the Series method on writing skill. The writer conducted the research at the eighth graders of MTs Nurul Ulum Kotagajah.

Moreover, Daniel decided that :

"there are two main types of quantitative research design, experimental design and non-experimental design. Also, the researcher done the research with the experimental design which defined as a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis".[31]

Therefore, in this research the researcher used two classes, the first class as the experimental class which received the special treatment that is teaching procedure writing using Gouin and the Series method. And the

[30]C. R. Khotari, *Research methodology*, (New Delhi: New Age International, 1990), P. 3.

[31]Daniel Muijs, *Doing Quantitative Research In Education*, London, Sage Publications: 2004, p. 13

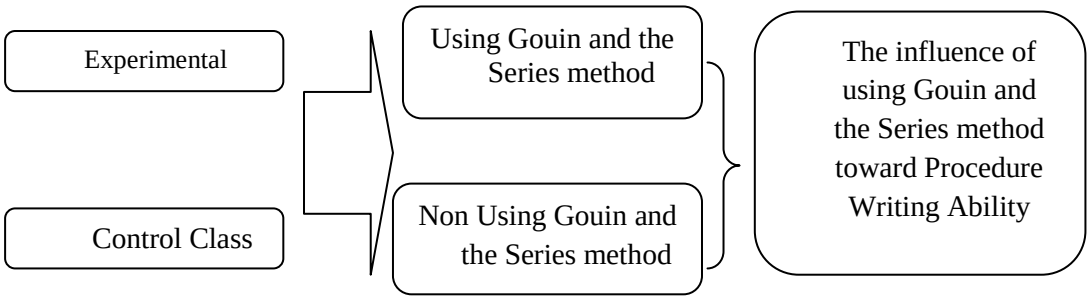
second class as the control class which didn't received the special treatment.

The design is follows:

Figure 2

Influence of Using Gouin and the Series method

In Experimental and Control Group



Both groups received the pre-test on instrument is used to assess the effect of the experiment (here the test) before the treatment is given, and a post-test, the same instrument, after the treatment has been given.

The sequence therefore is:

Table 2

The True Experiment Design

Group	Pre-test	Treatment	Post-test
Experimental group	X	X	X
Control group	X		X

Following the post-test, statistical analyses are carried out to see whether the treatment has had an effect. [32]

[32] Ibid, p. 18

A. Population and Sampling

1. Population

Muijs defined, “population is the group of people we want generalize to”.[33] It means that population is the object of the research which will be observed. Whereas, the population of this research is the students at eighth graders of MTs Nurul Ulum Kotagajah in academic year 2016/2017. There were two classes which consist of 69 students and the total of students in each class is presented as bellows:

Table 3

Table of the Population of the Research

No	Class	Sex		Total
		Male	Female	
1.	VIII A	15	21	36
2.	VIII B	17	16	33
Total		32	37	69

2. Sampling Technique

According to Kusnadi the sample is “a part or vise of population that will observe”. The sample of the research is the students at eighth grade of MTs Nurul Ulum Kotagajah which consist two classes.

According Arikunto, to determine the total sample in research that “if the subject less than a hundred, all subject are used as population. Whereas, if the subjects are more than a hundred, it can

[33] Ibid, p. 15

used 10% - 25% or more population. Therefore, the entire subjects in this research are used.

Although, the student ability was homogeneous, in deciding the experiment class, the writer was used the purposive sampling, which Arikunto decided, purposive sampling is deciding a sample with certain opinion which can give the maximum data.

B. The Operational Definition of Variables

Variable can be defined a general class of objects, events, situations, characters and attributes that are of interest to the researcher.[34]

Based on the quotation above, the operational definition of this research variable as follows:

1. Independent variable

   Independent variable is the major variable which is hoped to investigate. It is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is using Gouin and the series as method which can be defined as pantomime or imitating something used for explaining or illustrating something.

   Moreover, indicator of this variable is the students can find idea and illustration for compose the topic. Also, the students can explain

[34] Mark And Peter, *Introduction Quantitative Research Methods*, Sage Publications, New Delhi, 2001, p. 46

vividly the design of the topic which teaches in procedure writing learning at MTs Nurul Ulum Kotagajah.

2. Dependent variable

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is procedure writing skill that defined as activities how to make or use something. The purpose of this text is give imformation to oteher people.[35]

C. Data Collection Method

In collecting data, the researcher has the several steps, these follows :

1. Test

The valid data can be reached through several techniques of data collection method, one of them is test. Moreover, Anderson with Arsenault decided that "instrument includes test and questionnaire, observation schedule and any other tool used to collect data".[36] Whereas, this research is a true experiment design research with applying pre-test and post-test group design. So, the researcher uses test as data collection method to measure both of variable. The researcher measures teaching procedure writing through Gouin and the series method by pre-test, treatment, and post-test.

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[35] John W. Creswell, *Educational research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research,* fourth edition, (New York: Pearson, 2012), P. 112

[36]Gary Anderson With Nancy Arsenault, *Fundamental Of Education Research*, USA, Falmer Press, 2005, p. 94

The pre-test was given to the students in the first meeting in order to find out students' ability in the beginning before using Gouin and the series method in their writing activity. Whereas, the post-test was given in the last meeting after treatment in order to find out whether the statement give any contribution to the students' ability in then experimental class is higher than the control class or is there is significant different between the experimental class and the control class scores.

2. Documentation

Documentation consist of public and private records that obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters.[37] The researcher uses this method to get the data about school history, the profile, the total of the students and teachers of MTs Nurul Ulum Kotagajah.

D. Research Instrument

The research instrument in this research held the test which has explained follows:

1. Instrument Blueprint

To earn the data related to the research problems, the researcher designed with indicators which have been decided. Moreover, the

[37] *Ibid,* P. 223

researcher used Pre-test and Post-test instrument for the experimental class and the control class.

Because of the research about procedure writing, so the research instrument which is used in present research is in the form of writing test or composing procedure writing.

2. Instrument Calibration

Instrument calibration is screening or examination of items of instrument that made by the researcher.[38] In other word, it can be inferred that instruments calibration is scale of measurement which has used to screening or examination of items instrument that made up by researcher.

Validity has three distinct aspects; they are content validity, creation validity and construct validity. Content validity refers to whether or not the content of the manifest variable is right to measure the talent concept that the researcher tries measure.[39]

Also, in this research the researcher used logical validity in the form of content validity which the writer composed the test instrument based on the subject matter content of the syllabus of this grade. Moreover, the writer was used test instrument to take the scale of instrument which the standard of the score writing test as follows :

[38] Pedoman penulisan karya ilmiah, STAIN Jurai Siwo Metro, 2016, p. 27
[39] Ibid., p 66

Table 4

The Standard Score

No	Writing Competence Specification	Score	Category	Standard
1.	Content	30-27	Excellence	Highly understand; very clever; very wide and complete; very suitable with title
		26-22	Good	Average to good; some knowledge of subject, mostly relevant to the topic but lack detail
		21-17	Fair	Poor to fair; limited knowledge of subject, inadequate development of topic
		16-13	Poor	Very poor; does not show knowledge, not pertinent to topic
2.	Form	20-18	Excellence	Very good excellent; ideas clearly stated, well organized, logical sequencing and relevant to generic structure.
		17-14	Good	Average to good; loosely organized, limited support and logical but incomplete sequencing, relevant to generic structure but sometimes using unclear sentences
		13-10	Fair	Poor to fair; not fluent, ideas confused, lacks logical sequencing, generic structure not clear

		9-7	Poor	Very poor; does not communicate, no organization, not enough to evaluate
3.	Vocabulary	20-18	Excellence	Very good to excellent; sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
		17-14	Good	Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured
		13-10	Fair	Poor of fair: limited range, frequent errors of words/idiom, form, chioce, usage, meaning confused or obscured
		9-7	Poor	Very poor; essentially translation, little knowledge of vocabulary, idiom, word from, or not enough to evaluate
4.	Grammar	25-22	Excellence	Very good to excellent; effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
		21-18	Good	Average to good; effective but simple construction, minor problem in complex construction, several

				errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured
		17-11	Fair	Poor to fair; major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/of fragment, deletion, meaning confused or obscured
		10-5	Poor	Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
5.	Mechanic	5	Excellence	Very good to excellent; demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
		4	Good	Average to good; occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
		3	Fair	Poor to fair; frequent errors of spelling, punctuation,

				capitalization, paragraphing, poor handwriting, meaning confused or obscured
		2	Poor	Very poor; no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate
	Total Scoured[40]			

E. Data Analysis Technique

To investigate whether there is the influence of Gouin and the Series method on procedure writing at eighth grade MTs Nurul Ulum Kotagajah the researcher uses the true experiment in the form of paired by using control group pre-test and post-test design and here is the formulation of t-test:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

t : t-test

M_y : Mean Sample Experiment

M_x : Mean Sample Control

N_x : Number Study Control

[40] Burhan Nurgiyantoro, p. 307-308

N_y : Number Study Experiment

X : Deviation X^2 and X^1

Y : Deviation Y^1 from the Mean Y^1

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Description of the Research Location

1. Research Setting

a. Brief History of the School

Since 1985 MTs Nurul Ulum Kotagajah has been being active in the education process in Central Lampung. To catch the goals, it needs high dedication of all elements such as: the headmaster, teachers, administration officers, students' parent and the society.

The headmaster of MTs Nurul Ulum Kotagajah, Central Lampung since 1985 until now are : Mr. Enco Sunaryo,B.A from 1985-1993 as the first principal, the next year 1994 - 1998 was lead by Drs. Aliman Marzuqi, MPd.I as second principal, the next year 1999 - 2011 was lead by Mr. Edy Sufyanto,M.Pd as the third principal, the next year 2012-2016 was led by Drs. Amir as the fourth principal, and the last was led by Mahfud Efendi, S.Pd.I as the fifth principal until now.

b. The Teacher and Staff of MTs Nurul Ulum Kotagajah

The educational background of headmaster, teachers and employees in MTs Nurul Uum Kotagajah as follows:

Table 5
The List of The Teacher and Staff of MTs Nurul Ulum Kotagajah

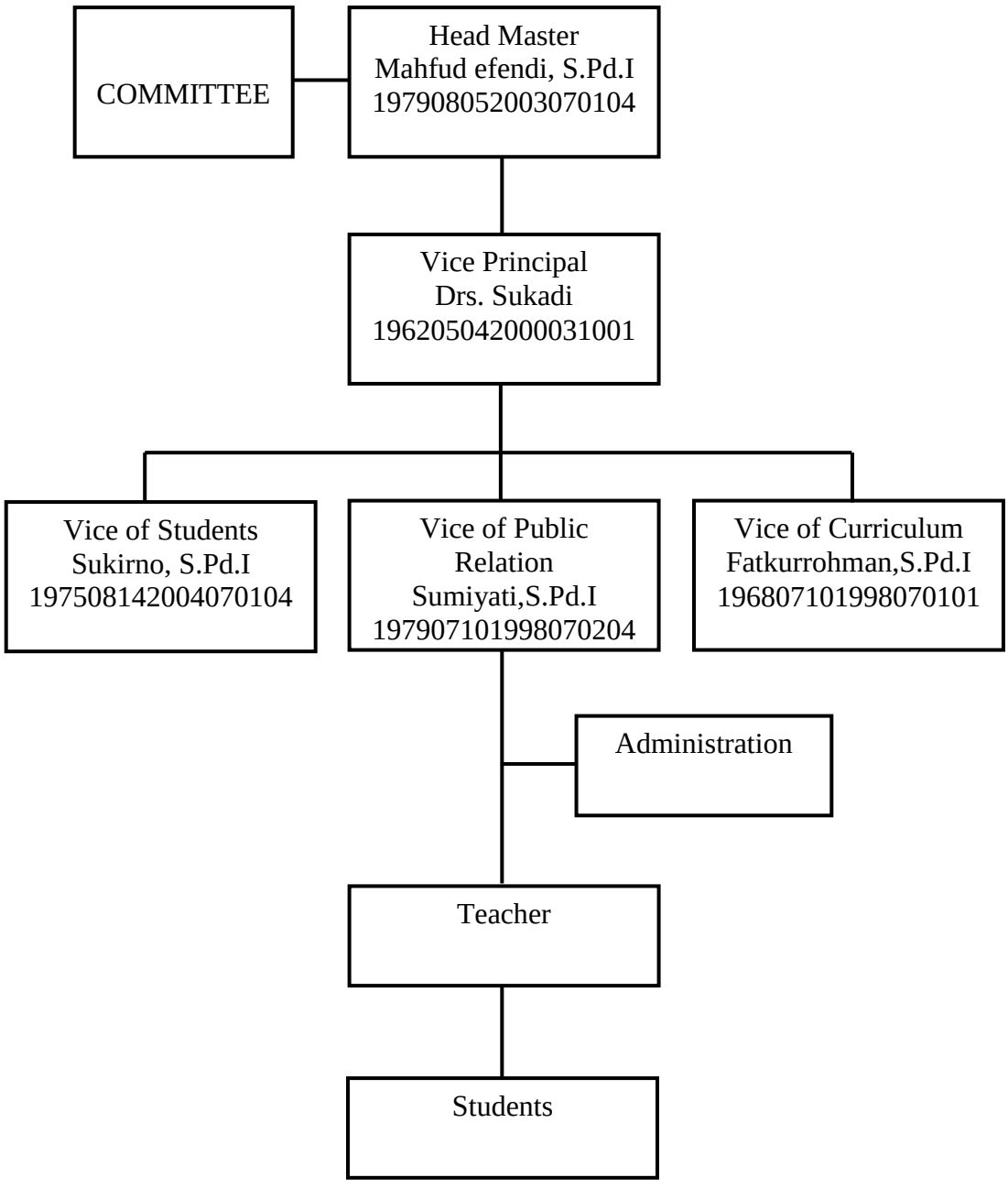
No	Name	Position	Sex
1.	Mahfud Efendi, S.Pd.I	Headmaster	Male
2.	Drs. Sukadi	Vice Principal	Male

3.	Sukirno, S.Pd.I	Vice of Students	Male
4.	Fatkurrohman, S.Pd.I	Vice Infrastructure	Male
5.	Sumiyati, S.Pd.I	Vice of Public Relation	Female
6.	Sukirno, S.Pd.I	Counselor Teacher	Male
7.	Sumiyati, S.Pd.I	Counselor Teacher	Female
8.	Istiana, S.Pd	Mathematics Teacher	Female
9.	Ansori Zuhri	Islamic Teacher	Male
10.	Widodo, S.Pd	Science Teacher	Male
11.	Sukamto, S.Pd I	Physical education Teacher	Male
12.	Dewi Hasanah, S.Pd.I	Islamic Teacher	Female
13.	Musahadad, S.Pd.I	Art Teacher	Male
14.	Mahfud efendi, S.Pd.I	Lampung Language Teacher	Male
15.	Giyanti, S.Pd	English Teacher	Female
16.	Ahmad Baderi,S.Pd.I	Civic Teacher	Male
17.	L. Supartini, S.Pd	Art Teacher	Female
18.	Suwito, S.Pd	Mathematics Teacher	Male
19.	Bibit, S.Pd	History Teacher	Male
20.	Nihayatus Sholehah, S.Pd	Indonesian langauge Teacher	Female
21.	Suwanti, S.Pd	Indonesian langauge Teacher	Female
22.	Siswanto, S.Pd I	Mathematics Teacher	Male
23.	Ari Estiarsih, S.Pd	Science Teacher	Female
24.	Asih Kusminah, S.Pd	English Teacher	female

25.	Yulida Sari, S.Pd	Islamic Teacher	Female
26.	Wasti, S.Pd	History Teacher	Female
27.	Tri Wihar Susilowati, S.Pd	Indonesian Teacher	Female
28.	Dewi Hasanah, S.Pd.I	Islamic Teacher	Female
29.	Ali Siswandi, S.Pd I	Islamic Teacher	Female
30.	Fika Pratiwi, S.Pd.I	Art Teacher	Female
31.	Dewi Rofikoh S.Pd.I	Islamic Teacher	Female
32.	Drs. Amir	Islamic Teacher	Male
33.	Dra. Suratmi	Indonesia Language Teacher	Female
34.	Hermanto, S.Pd I	Computer Teacher	Male
35.	Ansori Zuhri	Aswaja Teacher	Male
36.	Aang Abdul Barri Arrifai, S.Pd	Leader of administration	Male
37.	Ririn Ayu Saputri	Staff of administration	Female
38.	Khairul Anam	Security	Male

c. Organization Structure of MTs Nurul Ulum Kotagajah

Figure 2
Organization Structure of MTs Nurul Ulum Kotagajah



d. The Quantity Students of MTs Nurul Ulum Kotagajah

There are 186 students of MTs Nurul Ulum Kotagajah. Each grade consist of three classes. The eighth grade consist of 62 students, the eighth grade consist of 57 students, and the ninth grade consist of 67 students.

Table 6
The Number of the Students' of MTs Nurul Ulum Kotagajah

No	Class	Male	Female	Total
1.	VII	38	24	62
2.	VIII	20	37	57
3.	IX	35	32	67
Total		**93**	**93**	**186**

e. The Building of MTs Nurul Ulum Kotagajah

The condition of facilities and buildings in MTs Nurul Ulum Kotagajah was good. The description of building in MTs Nurul Ulum Kotagajah is as follows:

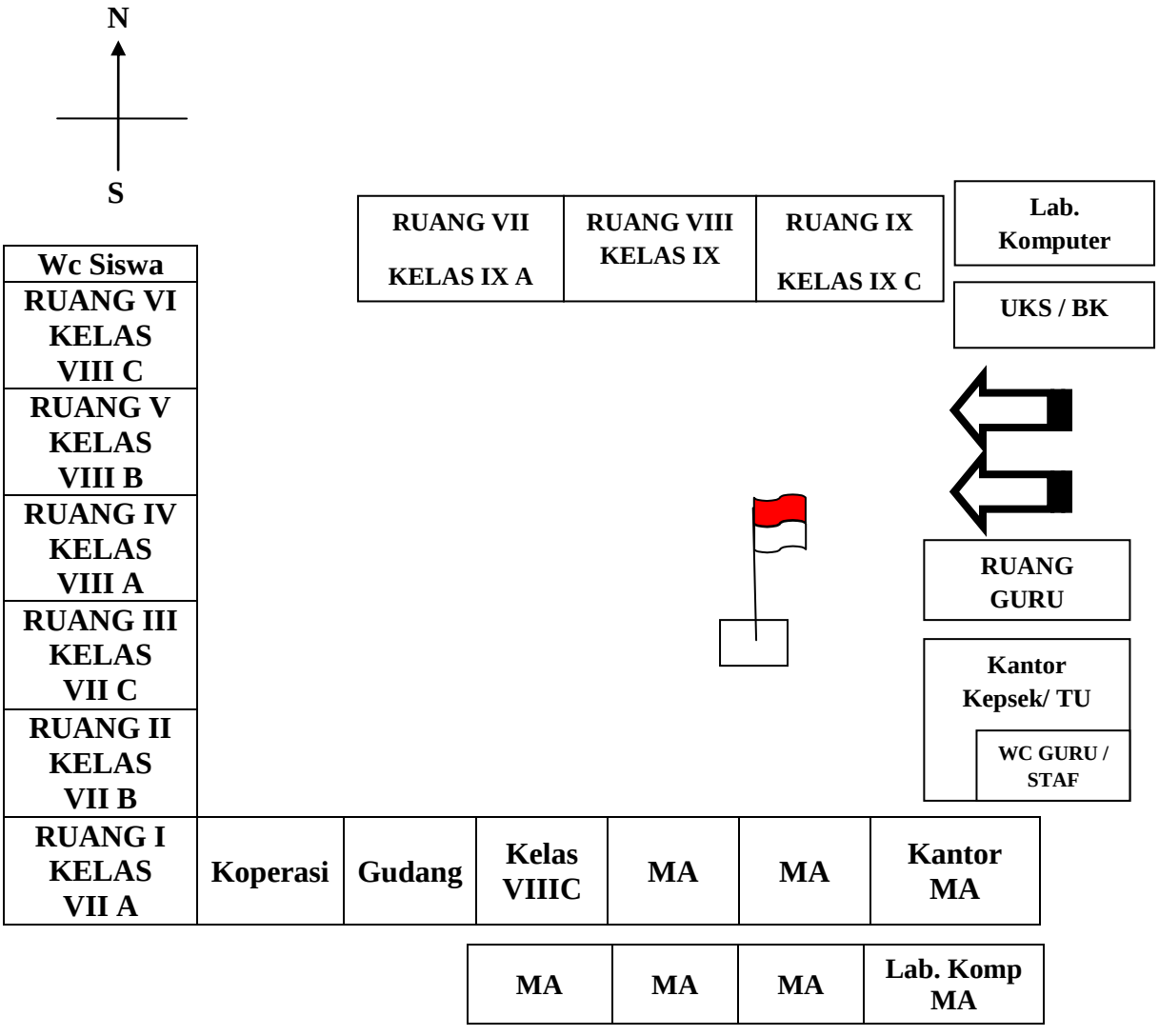
Table 7
The Buildings of MTs Nurul Ulum Kotagajah

No	Names of Building	Total
1.	Classroom	9
2.	Library	1
3.	Headmaster Room	1
4.	Vise Principle Room	2
5.	Teacher Room	1
6.	Staff Room	1
7.	Counselor Room	1
8.	IPA Laboratory	1
9.	Computer Laboratory	1
10.	Toilet Teacher	1
11.	Toilet Student	1

12.	UKS Room	1
13.	OSIS Room	1
14.	Storage Room	1
15	Mosque	1
16	Kitchen	1
17	Canteen	2
19	Parking Area	1

f. The Sketch Location of MTs Nurul Ulum Kotagajah

Figure 3
The Sketch Location of MTs Nurul Ulum Kotagajah



2. Research Data

a. The Students' Pre Test Result

The writer conducted pre test on November 8th, 2017 at class VIII A. It was done to know the comprehending students before treatment. The pre test in this research is written test. The result of pre test can be identified as follow:

Table 8
The Result of the Students' Writing Skill in Pre Test at the Eighth Grade of MTs Nurul Ulum Kotagajah

No	Students' Name	The Score of Pre Test	Category
1	AR	65	Fair
2	AO	70	Good
3	ARA	45	Bad
4	AS	40	Bad
5	DK	55	Bad
6	LP	80	Good
7	MHR	30	Bad
8	MNB	35	Bad
9	NS	50	Bad
10	NSA	40	Bad
11	NK	45	Bad
12	RPM	50	Bad
13	RVC	60	Fair
14	RM	55	Bad
15	SH	55	Bad
16	SZ	70	Good
17	SI	65	Fair
18	UHS	45	Bad
19	VNA	50	Bad
20	WN	55	Bad
Total (∑X)		1065	
Average		1065/20= 53,25	Bad
Maximal score		80	
Minimal score		30	

Source: pre test was taken on November 8th, 2017

The test was followed by 20 students. Based on the table above, the writer measured the class interval by using formulation as follows:

R = The highest score – The lowest score + 1^2

R = 80 - 30 + 1

= 51

K = 1 + 3,3 log n

= 1 + 3,3 log (20)

= 1 + 4,29

= 5,29

= 5

P = $\frac{R}{K}$

= 51 / 5,29

= 10,2 = 10

Note :

R = A distance from score maximum and score minimum

K = The number of interval class

P = The length of interval class

The total of the class interval (K) for pre test was 5. After knowing the interval class, then the data was taken from interval above was put on the table frequency distribution, as follows:

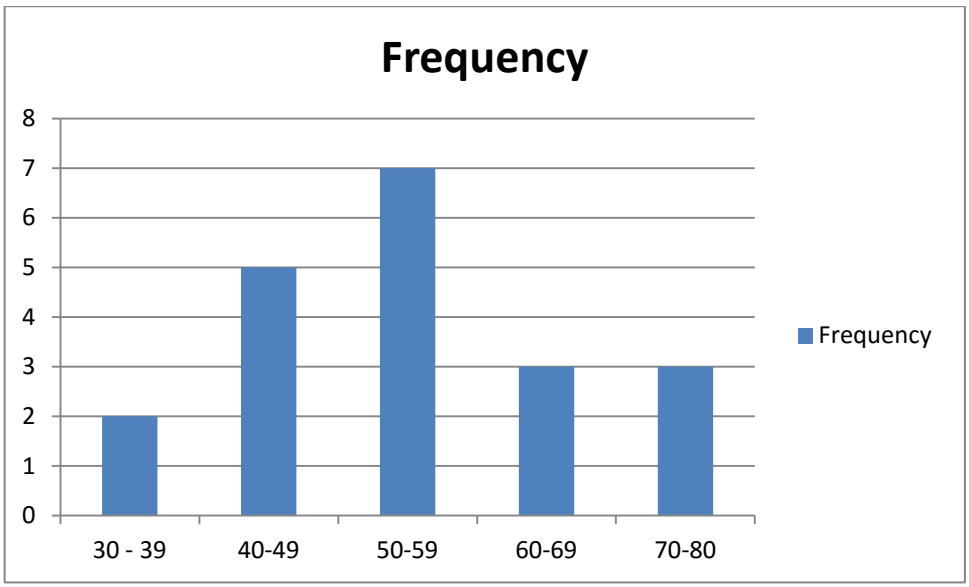
Table 9
Frequency Distribution of the Students' Writing Skill in Pre Test at the Eighth Grade of MTs Nurul Ulum Kotagajah

No	Clas interval	Frequency	Percentage (%)	Category
1	70 – 80	3	15%	Good
2	60 – 69	3	15%	Fair
3	50 – 59	7	35 %	Bad
4	40 – 49	5	25 %	Bad
5	30 – 39	2	20 %	Bad
Total		20	100 %	

Based on the table distribution above, it can inferred that from 20 students as the research sample, there were 3 students who got the score 70-80 (15%), 3 students who got the score 60-69 (15%), 7 students who got the score 50-59 (35%), 5 students who got the score 40-49 (25%), and the last there were 2 students who got the score 30–39 (20%). It shows that the result of students' writing skill in pre-test was unsatisfactory because there was many students got bad score. In addition, the chart below illustrated the frequency distribution of the students' writing skill in pre test.

Diagram I

The Chart of Frequency Distribution of the Students' Writing Skill in Pre Test at the Eighth Grade of MTs Nurul Ulum Kotagajah



b. The Students' Post Test Result

Post test was employed in the last program of this research after giving some treatments and used Gouin and the series method before the students giving exercises to the students. The post-test was carried out in order to know the students' achievement after treatments. The result of the students' pre-test and post-test is to find out whether the treatments by using Gouin and the series method influenced the students' writing skill. The result of students' post test can be identified as follows:

Table 10
The Result of the Students' Writing Skill in Post Test at the Eighth Grade of MTs Nurul Ulum Kotagajah

No	Students' Name	The Score of Post Test	Category
1	AR	85	Good
2	AO	90	Good
3	ARA	75	Good
4	AS	60	Fair
5	DK	75	Good
6	LP	95	Good
7	MHR	55	Bad
8	MNB	60	Fair
9	NS	75	Good
10	NSA	55	Bad
11	NK	65	Fair
12	RPM	70	Good
13	RVC	75	Good
14	RM	75	Good
15	SH	85	Good
16	SZ	95	Good
17	SI	75	Good
18	UHS	75	Good
19	VNA	70	Good
20	WN	70	Good
Total (∑X)		1.475	
Average		73,75	Good
Maximal score		95	
Minimal score		55	

Source: post test was taken on November 10th, 2017

The test was followed by 20 students. Based on the table above, the writer measured the class interval by using formulation as follows:

R = The highest score – The lowest score + 1^2

R = 95 – 55 + 1

= 41

K = 1 + 3,3 log n

= 1 + 3,3 log (20)

= 1 + 4,29

= 5,29 = 5

$$P = \frac{R}{K}$$

= 41 / 5

= 8,2 = 8

Note :

R = A distance from score maximum and score minimum

K = The number of interval class

P = The length of interval class

The total of the class interval (K) for post test was 5. After knowing the interval class, then the data was taken from interval above was put on the table frequency distribution, as follows:

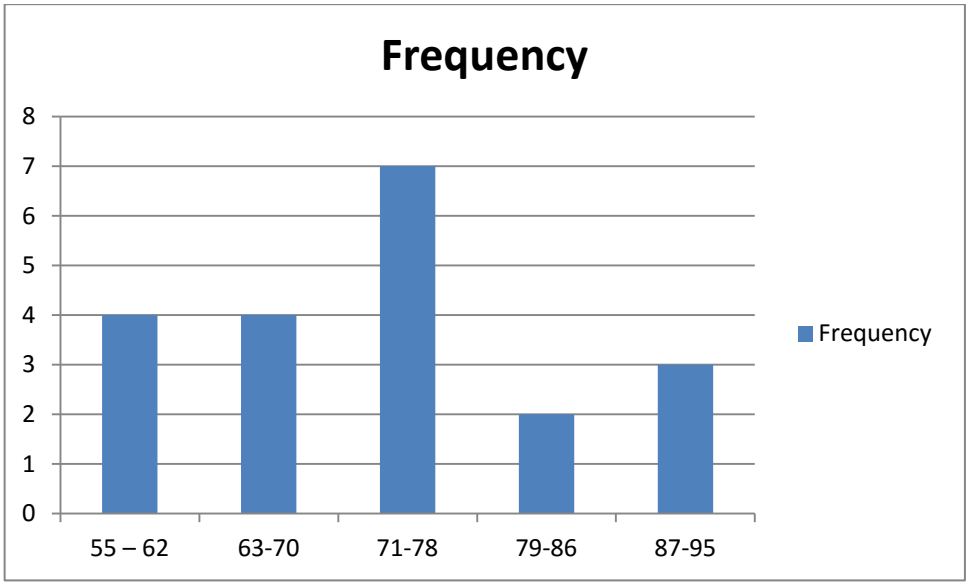
Table 11
Frequency Distribution of the Students' Writing Skill in Post Test at the Eighth Grade of MTs Nurul Ulum Kotagajah

No	Class interval	Frequency	Percentage (%)	Caregory
1	87 – 95	3	15 %	Good
2	79 – 86	2	10 %	Good
3	71 – 78	7	35 %	Good
4	63 – 70	4	20 %	Fair
5	55 – 62	4	20 %	Bad
Total		20	100 %	

Based on the table distribution above, it shown that the result of post test after using Gouin and the series method can fulfill the students' writing skill. it can inferred that from 20 students as the research sample, there were 3 students who got the score 87–95 (15%), 3 students who got the score 79–86 (10%), 7 students who got the score 71-78 (35%),4 students who got the score 63-79 (20%) and the last there were 4 students who got the score 55–62 (20%). It shows that their average of post-test scores increased. So, it means that the treatment using Gouin and the series method was success in improving the students' writing skill or their English learning result. In addition, the chart below illustrated the frequency distribution of the students' writing skill in post test.

Diagram II

The Chart of Frequency Distribution of the Students' Writing Skill in Post Test at the Eighth Grade of MTs Nurul Ulum Kotagajah



B. Hypothesis Testing

After applying test and getting the documentation, the researcher analyzed the data by using Chi-Square and T-test in order to prove whether there is a positive and significant influence of using Gouin and the series method toward the students' writing skill at the eighth grade of MTs Nurul Ulum Kotagajah, as follows:

1. Putting the data by using of Chi-Square (χ^2)

   After administering the written test method, the writer analyzed the data by using Chi-Square (χ^2)with two variable in order to prove whether using Gouin and the series method toward the students' grammar mastery at the students' writing skill at the eighth grade of MTs Nurul Ulum Kotagajah has normal distribution or not, as follows:

$$\chi^2 = \sum\left[\frac{(\mathrm{Fo}-\mathrm{Fe})^2}{\mathrm{Fe}}\right]$$

Table 12
The Contigency Table of the Expected Frequency at the Result of the Students' Writing Skill in Pre Test and Post Test

Variables	Total			Total
	Good	Fair	Bad	
Pre test	1 3	2 4	3 13	r N = 20
Post test	4 15	5 3	6 2	r N = 20
Total	c N = 18	c N =7	c N =15	N = 40

Hypothesis testing by using Chi-Square analyzed as follows:

Table 13
The Testing of Data

Sel:	f_o	$f_e = \frac{Cn \times Rn}{N}$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	3	$\frac{18\times20}{40} = 9$	-6	36	4
2	4	$\frac{7\times20}{40} = 3,5$	0,5	0,25	0,08
3	13	$\frac{15\times20}{40} = 7,5$	5,5	30,25	4,03
4	15	$\frac{18\times20}{40} = 9$	6	36	4
5	3	$\frac{7\times20}{40} = 3,5$	-0,5	0,25	0,08
6	2	$\frac{15\times20}{40} = 7,5$	-5,5	30,25	4,03
Total	N = 40	$f_e = 40$	0	-	$\chi^2 = 16,22$

Furthermore, put the data into the formula of Chi-Square. It can be calculated by using the formula as below:

$$\chi^2 = \sum\left[\frac{(Fo-Fe)^2}{Fe}\right]$$

$$\chi^2 = \frac{36}{9} + \frac{0,25}{3,5} + \frac{30,25}{7,5} + \frac{36}{9} + \frac{0,25}{3,5} + \frac{30,25}{7,5}$$

$\chi^2 = 4 + 0{,}07 + 4{,}03 + 4 + 0.07 + 4{,}03$

$\chi^2 = 16{,}22$

From the data above, the value of Chi-Square was 16,2. Then, to know the critical value of Chi-Square the writer firstly counted df. It was degree of freedom. The formulation of df as follows:

Df = (c-1) (r-1)

Df = (3-1) (2-1)

= 2

Note :

Df = Degrees of freedom

c = Column

r = Row

The degrees of freedom is 2. So, the values of χ^2 table on degree of freedom are 5% = 5,991 and 1% = 9,210. From all data analysis above, it could be known that:

a. $X^2_{observed}$ = 16,2

b. $X^2_{table\ of\ expectancy}$ = 5% (5,9914) and 1% (9,2103)

Based on the data above, it can be seen if the distribution was normal. It means that alternatif hypothesis (Ha) which explains that “there is positive and significant influence of using Gouin and the series method toward the students’ writing skill” is accepted.

2. Putting the Data into Formula T-test

To find whether there is positive and significant influence of using Gouin and the series method toward the students' writing skill at the eighth grade of MTs Nurul Ulum Kotagajah, the writer used T-test formula. Firstly, the writer prepared the table and put the data into the formula T-test as below to get "$t_{\_observation}$".

Table 14
The Score Pre test and Post test Result of the Students' Writing Skill at the Eighth Grade of MTs Nurul Ulum Kotagajah

No	Name	Pre test (X_1)	Post test (X_2)	$D\|X_2-X_1\|$	$D^2\ \|X_2-X_1\|^2$
1	AR	65	85	20	400
2	AO	70	90	20	400
3	ARA	45	75	30	900
4	AS	40	60	20	400
5	DK	55	75	20	400
6	LP	80	95	15	225
7	MHR	30	55	25	625
8	MNB	35	60	25	625
9	NS	50	75	25	625
10	NSA	40	55	15	225
11	NK	45	65	20	400
12	RPM	50	70	20	400
13	RVC	60	75	15	225
14	RM	55	75	20	400
15	SH	55	85	30	900
16	SZ	70	95	25	625
17	SI	65	75	10	100
18	UHS	45	75	30	900
19	VNA	50	70	20	400
20	WN	55	70	15	225
				$\sum D = 420$	$\sum D^2 = 9400$

The average of D ($\overline{D}$) = (420 : 20) = 21

After that, put the data into the formula of T test. Then, calculate of T test. It can be calculated by using the formula below:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{21}{\sqrt{\frac{9400 - \frac{(420)^2}{20}}{20(20-1)}}}$$

$$t = \frac{21}{\sqrt{\frac{9400 - (8820)}{20 \times 19}}}$$

$$t = \frac{21}{\sqrt{\frac{580}{380}}}$$

$$t = \frac{21}{\sqrt{1{,}52}}$$

$$t = \frac{21}{1{,}23} = 17{,}08$$

Therefore, $t_{\_observation}$ is 17,08 as the result of counting by using T-test formula above. To know the critical value of T test ($t_{\_table}$), the writer firstly caunted *df* (degree of freedom). The formulation of *df* = N-1. N is the number of population.

df = N-1

= 20-1

= 19

After considering the T-test table by using *df* 19, so it can be found that :

Table 15
Critical Value of $t_{\_test}$

Level Significant	**5%**	**1%**
df 19	1,729	2,860

To df 26 with 5% is 1,729 and 1% is 2,860 with $t_{\_observed}$ is 17,08. Finally, data confirmed to $t_{\_table}$ 1,729 < $t_{\_observed}$ 17,08 > 2,860. It means that "$t_{observed}$" higher that "t_{table}" or it can be written as 1,729 < 17,08 > 2,860. From the value above, it can be inferred that there is positive and significant influence of Using Gouin and the Series Method toward the Students Writing Skill at the Eighth Grade of MTs Nurul Ulum Kotagajah.

C. Interpretation

1. Interpretation of "$\chi^2_{observed}$"

The writer formulated "$\chi^2_{observed}$" to "χ^2_{table}", as follows:

If $\chi^2_{observed} > \chi^2_{table}$, Ha is accepted and Ho is rejected

If $\chi^2_{observed} < \chi^2_{table}$, Ha is rejected and Ho is accepted

The critical value of "$X^2_{observed}$" was 16,2, in conclusion, Gouin and the Series Method can influence students Writing Skill at the Eighth Grade of MTs Nurul Ulum Kotagajah.

2. Interpretation of "$t_{observed}$"

The writer formulated "$t_{observed}$" to "t_{table}", as follows:

If $t_{observed}$" > "t_{table}", Ha is accepted and Ho is rejected

If $t_{observed}$" < "t_{table}", Ha is rejected and Ho is accepted

The researcher has formulated the Alternative Hypothesis (Ha) such as: "there is a positive and significant influence of Using Gouin and the Series Method toward the Students Writing Skill at the Eighth Grade of MTs Nurul Ulum Kotagajah.

Finally, the data confirmed that "$t_{observed}$" = 16,2 is higher than "t_{table}" 1,729 in 5% and 2,860 in 1%. Therefore, it can be concluded that "there is a positive and significant influence of Using Gouin and the Series Method toward the Students Writing Skill at the Eighth Grade of MTs Nurul Ulum Kotagajah."

D. Discussion

In this research, there are two variables, the independent variables that is Gouin and the series method (X) and dependent variables, that is writing skill (Y). The variables were tested by using calculation of Chi-Square and T test to investigate whether there is a positive and significant influence of Using Gouin and the Series Method toward the Students Writing Skill at the Eighth Grade of MTs Nurul Ulum Kotagajah.

During the research, the researcher observed that the children were interested in learning writing through the Gouin and the series method. They

were enthusiastic during the learning process. All students always attended the class from the first treatment until the last treatments, they were also active in the class during the presentation of the material by using Gouin and the series method.

The researcher assumed that teaching and learning by using Gouin and the series method can influence students' writing skill. Through Gouin and the series method, the students learn a new information in an easier way because the students could memorize structure procedure text more easily and effectively. Finally, the result of this research explained that the theory of the influence of using Gouin and the series method toward the students' writing skill was succes at the eighth grade of MTs Nurul Ulum Kotagajah.

E. Limitation

This research was conducted at MTs Nurul Ulum Kotagajah. The subjects of the research were the eighth grade at the first semester in the Academic year 2017/2018. The research not discussed all of the problems that are faced by the students, but focus on the students' writing skill problem in learning English as a foreign language. So, the result of it cannot be generalized.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

After implementation quantitative research at the eighth grade of MTs Nurul Ulum Kotagajah and according to the result of pre-test and post-test, it could be summarized that there was a positive and significant influence of using Gouin and the series method toward the students writing ability. It means that using Gouin and the series method in teaching writing is helpful. It could be shown from the result of pre-test and post-test.

There was significant influence of using Gouin and the series method toward the students' students writing ability at the eighth grade of MTs Nurul Ulum Kotagajah. It could be seen from the critical value "$\chi^2_{observed}$" = 16,2 and "χ^2_{table}" in 5% = 1,729 and 1% = 2,860, the data confirmed that "$X^2_{observed}$" was higher than "X^2_{table}". Besides that, the data confirmed that "$t_{\_observed}$" 16,2 was higher than "$t_{\_table}$" in 5% = 1,729 and in 1%.= 2,860.

Based on the data analysis data above, the researcher concluded that "there was a positive and significant influence of using Gouin and the series method toward the students' students writing ability at the eighth grade of MTs Nurul Ulum Kotagajah.".

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. To the Teachers

   The English teacher should give motivate for the students to be active in the classroom and do not afraid for making mistakes. Besides that, the teacher should use an interesting way or interesting method to support the students easier and not bored in English teaching learning process. Furthermore, the teacher is very recommended to apply method in learning process.

2. To the Students

   The students must be active in English learning process. They are suggested to use teens magazine as medium in learning English to add knowledge for themselves. It makes the students enjoy in English learning process.

3. To the headmaster

   The headmaster is suggested to support the English learning process by preparing the facilitation and instrument completely.

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APPENDICES

SILABUS PEMBELAJARAN

Sekolah **:MTs Nurul Ulum Kotagajah**

Kelas **: VIII (delapan)**

Mata Pelajaran **: Bahasa Inggris**

Semester **: 1 (satu)**

Standar Kompetensi : 12. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima	1. Teks fungsional Instruksi Daftar barang Pengumuman Ucapan selamat 2. Kosakata terkait tema / jenis teks. 3. Ciri kebahasaan	1. Tanya jawab yang berkaitan dengan materi 2. Membahas dan mengembangkan kosakata dan tata bahasa: *noun, noun phrase, adj, verb, adverb, simple Pr tense,*	• Menulis teks fungsional pendek berbentuk : - Instruksi - Daftar barang - Pengumuman - Ucapan	Test tulis Test tulis Penugasan	Melengkapi Menyusun kata acak Esai bebas Tugas	*1. Complete the sentences* *2. Rearrange the words into good sentences* *3. Write down your own*	4x40 menit	- Buku teks - Alat peraga - Tempat-tempat umum yang ada teks fungsional

untuk berinteraksi dengan lingkungan terdekat	teks fungsional. 4. Tanda Baca 5. Spelling	*imperative* 3. Membuat frasa, kalimat sesuai dengan materi 4. Membahas struktur atau ciri-ciri teks tulis fungsional pendek 5. Membuat teks tulis fungsional pendek terpimpin ataudengan teman 6. Membuat teks tulis fungsional pendek sendiri dengan bebas	Selamat • Menulis kalimat sederhana		rumah	*shopping list based on the situation given.* *4. Write down list of instructions to be on time to school* *5.Write a greeting card to your friend on his/her birthday* *Listen and make a draft of retelling descriptive/procedure text*		
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*) Tanggung jawab (*responsibility*)								

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkunguan terdekat dalam teks berbentuk *descriptive/ procedure*	• Teks monolog berbentuk • *Descriptive / procedure* • *Unsur bahasa terkait teks.* • *Langkah retorika terkait teks.* • *Spelling* • *Tanda baca*	1. Mendengarkan dan merespon introduction tentang penulisan teks monolog deskriptif / prosedur. 2. Memperhatikan penjelasan tentang kosakata dan tatabahasa yang berkaitan dengan penulisan teks monolog deskriptif / prosedur 3. Memperhatikan dan membaca teks deskriptif / prosedur. 4. Menulsi frasa-frasa, kalimat-kalimat yang diperlukan untuk menulis teks deskriptif / prosedur.	1. Melengkapi teks - *descriptive* - *procedure* 2. Menyusun teks 3. Menulis teks berbentuk - *Descriptive/ procedure*	Tes tulis	melengkapi menyusun teks Esai	*1. Complete the blank spaces Correctly.* *2. Arrange the jumbled sentences into a good descriptive/procedure text* *3. Write down a simple descriptive/procedure text based on the picture / with your own words*	6x40 menit	Buku teks Alat peraga Teks otentik

		5. Menulis teks deskriptif / prosedur dengan struktur teks yang benar.						
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Satuan Pendidikan : MTs Nurul Ulum Kotagajah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / I (Ganjil)
Skill : Writing
Materi Pokok : Procedure Text
Alokasi Waktu : 2 x 45 menit

A. KOMPETENSI INTI (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Mengungkapkan rasa syukur karena masih diberi kesempatan dapat belajar bahasa Inggris.
2.	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	Menyapa guru dan teman dengan rasa santun. Merangkai kata-kata menjadi sebuah kalimat yang utuh. Melengkapi text rumpang dengan kalimat yang sesuai. Menuliskan kata suruh dengan benar.
3.	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk manual dan kiat-kiat (*tips*), sesuai dengan konteks penggunaannya.	Menuliskan generic structure text prosedur dengan benar Menjawab pertanyaan dari teks prosedur Menyebutkan kata-kata sifat dalam teks prosedur Melaporkan tentang cara melakukan atau membuat sesuatu Mengidentifikasi fungsi social dan struktur teks prosedur secara tertulis Mengidentifikasi unsur kebahasaan dalam teks prosedur secara tertulis.

4.	Menangkap makna teks prosedur, lisan dan tulis, berbentuk manual dan kiat-kiat (*tips*).	Mengidentifikasi gagasan utama dalam teks prosedur secara tertulis Mengidentifikasi makna explicit dan implicit dalam teks prosedur secara tertulis Mengidentifikasi pesan dalam teks prosedur secara tertulis

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik :

1. Mampu menidentifikasi bagian-bagian dan ciri-ciri kebahasaan di dalam teks prosedur
2. Mampu menggunakan kalimat perintah dengan benar
3. Mampu menyusun kumpulan kedalam kalimat perintah yang benar.
4. Mampu menulis teks prosedur berdasarkan gerakan-gerakan yang telah diberikan.

D. MATERI PEMBELAJARAN

Text Procedure

- *Fungsi sosial*

1. Menjaga hubungan interpersonal dengan guru dan teman
2. Menjelaskan kepada pembaca bagaimana melakukan, mengunakan atau membuat sesuatu.

- *Generic structure of the text*

1. Tujuan *(Judul teks prosedur)*
2. Daftar materi *(bahan yang diperlukan)*

3. Rangkaian cara *(1,2,3..... atau menggunakan kata sekarang, selanjutnya, setelah ini)*

Social Function	Generic Structure	Significant Lexicogrammatical features
To tell the reader how to do, operate, or make something.	• Aim or goal The title of procedure text • List of materials Ingredients/ materials • A sequence of steps Shows a sequence usually is shown by numbers (1,2,3 ...) or by using words such as now, next, and after this sometimes are used as well.	• Sentences begun with action verb *(imoerative sentences).* E.g., *pour hot water into the cup.* • Sequence words or temporal conjuctions (e.g.,, firstly, next, then) and numbers (e.g., 123) that show the order for carrying out the procedure. • Adverb of manner to describe how the actions should be performed. E.g., quickly, firmly. • Precise terms and technical language. E.g., ml, grams, etc

Examples :

HOW TO MAKE AN OMELETTE

Ingredients:

1. Two eggs
2. Onions
3. Garlics
4. Chilli (if you like spicy)
5. Salt

6. Vegetable oil

Steps:

1. Firstly, cut into pieces the garlic, onions, and chilli
2. Second, break the egg into a bowl
3. Third, put the garlics, onions, chilli, and salt into the bowl
4. Then, mix them gradually
5. The next step, heat a frying pan
6. After that, pour the dough into the frying pan, wait until it looks yellowish
7. Next, lift using spatula and put it in a plate
8. Finally, omellete is ready to serve

E. METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Strategi : Pengamatan, pemodelan, kerja kelompok, dan mempraktekkan (Role Play).

F. MEDIA PEMBELAJARAN

Media : Gambar dalam bentuk orang, hewan, dan tumbuhan, LCD, Laptop

G. SUMBER BELAJAR

Buku SMA kelas VIII yang relevan

H. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN (10 menit)	
Tahap	**Kegiatan**
Kegiatan Awal	- Apersepsi dan motivasi - Bernyanyi "*If you are happy, clap your hand!*" - Menampilkan gambar orang yang terkenal dan bangunan sejarah terkenal - Penyampaian tujuan pembelajaran
KEGIATAN INTI (70 menit)	
Observation	- Peserta didik mengamati gambar yang disajikan dalam slide atau poster (Task 1) - Peserta didik menyebutkan nama dan kata sifat yang melekat pada gambar (Task 2)

	- Peserta didik mengidentifikasi fungsi sosial, struktur teks, dan language feature di dalam teks prosedur yang diberikan (Task 3)
Questioning	Peserta didik membuat pertanyaan berdasarkan contoh teks prosedur yang diterima.
Exploration	Peserta didik belajar menemukan fungsi sosial, struktur teks, dan language feature di dalam teks prosedur yang diberikan (Task 4)
Assosiation	Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari (Task 6) Guru memberikan penguatan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang dipelajari
Experimenting	Peserta didik membuat teks prosedur sederhana tentang caramelakuan sesuatu secara berkelompok. (Task 7)
Networking	Peserta didik menempatkan hasil kerja kelompoknya berupa teks prosedur di papan informasi yang ada di dalam kelas (task 8).
PENUTUP (10 menit)	
Penutup	- Menyimpulkan hal-hal yang telah dipelajari - Guru dan siswa secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. - Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. - Guru menjelaskan rencana kegiatan

	pembelajaran yang akan datang. - Refleksi - Penugasan

I. PENILAIAN

1. Sikap spiritual dan sosial
   a. Jenis/Teknik Penilaian : Non tes
   b. Bentuk Instrumen : Lembar pengamatan
   c. Kisi-kisi :

No.	Sikap/nilai	Butir Instrumen
1.	Rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris	Lampiran 1
2.	Santun	

   d. Instrumen: lihat Lampiran 1
   e. Pedoman Penskoran:

2. Pengetahuan
   a. Teknik Penilaian : Tes Tertulis
   b. Bentuk Instrumen : Esay
   c. Kisi-kisi:

No.	Indikator	Butir Instrumen
1.	Disajikan teks prosedur tertulis, peserta didik dapat menentukan fungsi sosialnya dengan benar.	Soal No. 1
2.	Disajikan teks prosedur tertulis, peserta didik dapat menentukan struktur teks dengan benar.	Soal No. 2
3.	Disajikan teks prosedur tertulis, peserta didik dapat menentukan unsur kebahasaan	Soal No. 3 – 5

	dengan benar.	

d. Instrumen: lihat *Lampiran*

e. Pedoman penskoran: Setiap jawaban benar diberi skor 1 (satu)

Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K
D-	1	1	

Rubrik Penilaian

No	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	100% isi sesuai	5
		80% isi sesuai	4
		60% isi sesuai	3
		40% isi sesuai	2
		20% isi sesuai	1
2	Pilihan kata	100% pilihan kata tepat	5
		80% pilihan kata tepat	4
		60% pilihan kata tepat	3
		40% pilihan kata tepat	2
		20% pilihan kata tepat	1

3	Keterpaduan kalimat	100% kalimat terpadu dan runtut	5
		80% kalimat terpadu dan runtut	4
		60% kalimat terpadu dan runtut	3
		40% kalimat terpadu dan runtut	2
		20% kalimat terpadu dan runtut	1
4	Penulisan kosa kata	100% penulisan kosa kata tepat	5
		80% penulisan kosa kata tepat	4
		60% penulisan kosa kata tepat	3
		40% penulisan kosa kata tepat	2
		20% penulisan kosa kata tepat	1
5	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	5
		80% penggunaan tata bahasa tepat	4
		60% penggunaan tata bahasa tepat	3
		40% penggunaan tata bahasa tepat	2
		20% penggunaan tata bahasa tepat	1
		80% tulisan hasil pemikiran sendiri	4
		60% tulisan hasil pemikiran sendiri	3
		40% tulisan hasil pemikiran sendiri	2
		20% tulisan hasil pemikiran sendiri	1

		40% penulisan kosa kata tepat	2
		20% penulisan kosa kata tepat	1
5	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	5
		80% penggunaan tata bahasa tepat	4
		60% penggunaan tata bahasa tepat	3
		40% penggunaan tata bahasa tepat	2
		20% penggunaan tata bahasa tepat	1
		80% tulisan hasil pemikiran sendiri	4
		60% tulisan hasil pemikiran sendiri	3
		40% tulisan hasil pemikiran sendiri	2
		20% tulisan hasil pemikiran sendiri	1

Kotagajah, 7 November 2017

Mengetahui,
Guru Bahasa Inggris

Giyanti, S.Pd
NPY. 198203242008070204

Peneliti

Indah Puspasari
NPM:13107427

Headmaster of MTs Nurul Ulum Kotagajah

YAYASAN NURUL ULUM
Madrasah Tsanawiyah
NURUL ULUM
TERAKREDITASI
KOTAGAJAH LAMPUNG TENGAH

Mahfud Efendi, S.Pd.I
NPY. 197908052003070104

HOW TO MAKE FRIED RICE?

Steps how to make it

1. First, mix and mill chili, garlic, onions and a little salt
2. Second, heat vegetable oil on a frying pan.
3. Third, put the pounded garlic and salt, and onions into the hot vegetable oil. Fry them a while.
4. Fourth, put one plate of rice. Fry and mix them around 3 menit.
5. Fifth, add ketcup and sauce for optional. Continue frying until the rice is hot enough.
6. Finally, put the fried rice on a plate.

HOW TO MAKE A CUP OF COFFEE

PROCEDURE :

1. Prepare two spoons of sugar, a cup, hot water, a spoon of coffee powder, a spoon.
2. Put 2 spoons of sugar and a spoon of coffee powder into the cup.
3. Pour some hot water into the cup.
4. Stir it slowly and the hot coffee is ready to drink

DAILY ACTIVITY

1. I wake up at 5.00 a.m then I sweep my bedroom
2. I help my mother in the kitchen
3. Then, I go to the shower
4. After that, I wear a pants and shirt
5. After that, I go to the school.
6. After school, I going to back home.
7. Then I change my clothes
8. I sleep in my bedroom

RIDING THE MOTORCYCLE

a. Prepare the key motorcycle
b. Then I wear a helmet and jacket
c. Take the key to the hole key
d. After that turning to the right
e. Turn on the mechine
f. Ride the motorcycle becarefully

Name : Windi Hoviansyah

St. Number : 80

WORKSHEET

TEST OF WRITING PROCEDURE TEXT (Post-Test)

70

Theme : How to riding the motorcycle

Kind of text : Procedure Text

Time Allotment : 35 minutes

Instruction :

1. Write your name and class on the left top of paper.
2. Make a short procedure text about how to riding the motorcycle
3. If you need, you can open your dictionary

First, Prepare the key motorcycle
second, I ~~case~~ helm and jacket
Third, enter key to ~~the~~ hole key
Fourth, Turning key to right

Fifth, trun on mechine with ~~my~~ step start motorcycle
last, ~~drive~~ ride motorcycle with carefull and obedient arrangement traffic sign

ATTENDANCE LIST OF PRE TEST

Class : VIII A

Date : December 8th, 2017

NO	NAME	SIGNATURE
1	Afifatur Rohmah	1.
2	Ana Olviana	2.
3	Anisa Ramadani	3.
4	Aziz Sucandra	4.
5	Dea Kumalasari	5.
6	Linda Purwaningsih	6.
7	Muhammad Hisyam Rifai	7.
8	Muhammad Nurul Bayhaqi	8.
9	Nailatus Salma	9.
10	Novita Savitriani	10.
11	Nur Khasanah	11.
12	Rindi Pitri Mariska	12.
13	Rizki Virgina Cahyanti	13.
14	Rohmatul Mahfudhoh	14.
15	Sinta Hestiana	15.
16	Siti Zairani	16.
17	Sofiyah Imani	17.
18	Ummi Hidayatus Sholiha	18.
19	Vira Nur Azizah	19.
20	Windi Novriansyah	20.

ATTENDANCE LIST OF POST TEST

Class : VIII A

Date : December 10th, 2019

NO	NAME	SIGNATURE
1	Afifatur Rohmah	1.
2	Ana Olviana	2.
3	Anisa Ramadani	3.
4	Aziz Sucandra	4.
5	Dea Kumalasari	5.
6	Linda Purwaningsih	6.
7	Muhammad Hisyam Rifai	7.
8	Muhammad Nurul Bayhaqi	8.
9	Nailatus Salma	9.
10	Novita Savitriani	10.
11	Nur Khasanah	11.
12	Rindi Pitri Mariska	12.
13	Rizki Virgina Cahyanti	13.
14	Rohmatul Mahfudhoh	14.
15	Sinta Hestiana	15.
16	Siti Zairani	16.
17	Sofiyah Imani	17.
18	Ummi Hidayatus Sholiha	18.
19	Vira Nur Azizah	19.
20	Windi Novriansyah	20.

YAYASAN NURUL ULUM KOTAGAJAH
المدرسة الثانوية "نورالعلوم" كوتاغاجه
MTs NURUL ULUM KOTAGAJAH
STATUS TERAKRIDITASI (A) No : 140/BAP-SM/12-LPG/RKO/2015
NPSN : 10816577 NSM : 121218020075
Alamat : Jalan Raya Gunung Sugih Kotagajah Lampung Tengah 34153 Telp. (0725) 49345

No : 028/MTs.NU / E.7 / KG / 2016
Lampiran : -
Perihal : Pemberian Izin Pra Survey

Kepada

Yth, Ketua Jurusan Tarbiyah Jurai Siwo Metro

Di

Metro

Yang bertanda tangan di bawah ini kepala MTs Nurul Ulum Kotagajah memberikan izin kepada Mahasiswa :

Nama : Indah Puspasari

NPM : 13107427

Semester : 7 (Tujuh)

Program Studi : TBI

Untuk mengadakan Pra Survey sebagai pengumpulan data dalam penyelesaian Tugas Akhir/Skripsi di MTs Nurul Ulum Kotagajah Kabupaten Lampung Tengah.

Demikian izin ini diberikan, untuk dapat dipergunakan seperlunya.

Kotagajah, 18 November 2016
Kepala Madrasah

YAYASAN NURUL ULUM KOTAGAJAH LAMPUNG TENGAH
Madrasah Tsanawiyah NURUL ULUM TERAKREDITASI

Drs. AMIR

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : P.1543 /In.28/FTIK/PP.00.9/06/2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Sdr. Drs. Kuryani Utih, M.Pd.
2. Sdr. Ahmad Subhan Roza, M.Pd.

Dosen Pembimbing Skripsi
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama	:	Indah Puspasari
NPM	:	13107427
Fakultas/Jurusan	:	Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
   a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
   a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 21 Juni 2017
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: 0345/In.28/D.1/TL.01/09/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**INDAH PUSPASARI**
NPM	:	13107427
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTs NURUL ULUM KOTAGAJAH, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF GOUIN AND THE SERIES METHOD TOWARD STUDENTS WRITING SKILL AT EIGHTH GRADE OF MTs NURUL ULUM KOTAGAJAH CENTRAL LAMPUNG".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 25 September 2017

Mengetahui,
Pejabat Setempat

YAYASAN NURUL 'ULUM KOTAGAJAH LAMPUNG TENGAH
Madrasah Tsanawiyah NURUL ULUM TERAKREDITASI

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : 0346/In.28/D.1/TL.00/09/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTs NURUL ULUM
KOTAGAJAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: 0345/In.28/D.1/TL.01/09/2017, tanggal 25 September 2017 atas nama saudara:

Nama	:	**INDAH PUSPASARI**
NPM	:	13107427
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTs NURUL ULUM KOTAGAJAH, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF GOUIN AND THE SERIES METHOD TOWARD STUDENTS WRITING SKILL AT EIGHTH GRADE OF MTs NURUL ULUM KOTAGAJAH CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 September 2017
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

YAYASAN NURUL ULUM KOTAGAJAH
المدرسة الثانوية "نورالعلوم" كوتاغاجه
MTs NURUL ULUM KOTAGAJAH
STATUS TERAKRIDITASI (A) No : 140/BAP-SM/12-LPG/RKO/2015
NPSN : 10816577 NSM : 121218020075
Alamat : Jalan Raya Gunung Sugih Kotagajah Lampung Tengah 34153 Telp. (0725) 49345

No : 094/MTs.NU / E.7 / KG / 2017
Lampiran : -
Perihal : Pemberian Izin Research

Kepada

Yth, Wakil Dekan I IAIN Metro

Di

Metro

Yang bertanda tangan di bawah ini kepala MTs Nurul Ulum Kotagajah memberikan izin kepada Mahasiswa :

Nama	: Indah Puspasari
NPM	: 13107427
Semester	: 9 (Sembilan)
Program Studi	: Pendidikan Bahasa Ingris

Untuk mengadakan Research dalam rangka menyelasaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul " THE INFLUENCE OF GOUIN AND THE SERIES METHOD TOWARD STUDENTS WRITING SKILL AT EIGHTH GRADE OF MTs NURUL ULUM KOTAGAJAH CENTRAL LAMPUNG ".

Demikian izin ini diberikan, untuk dapat dipergunakan seperlunya.

Kotagajah, 8 November 2017
Kepala Madrasah

YAYASAN NURUL ULUM KOTAGAJAH LAMPUNG TENGAH
Madrasah Tsanawiyah NURUL ULUM TERAKREDITASI

Mahfud Efendi,S.Pd.I
NIP.

YAYASAN NURUL ULUM KOTAGAJAH
المدرسة الثانوية "نور العلوم" كوتاغاجه
MTs NURUL ULUM KOTAGAJAH
STATUS TERAKRIDITASI (A) No : 140/BAP-SM/12-LPG/RKO/2015
NPSN : 10816577 NSM : 121218020075
Alamat : Jalan Raya Gunung Sugih Kotagajah Lampung Tengah 34153 Telp. (0725) 49345

No : 094/MTs.NU / E.7 / KG / 2017
Lampiran : -
Perihal : Telah Melaksanakan Research

Yth, Wakil Dekan I IAIN Metro

Di

Metro

Yang bertanda tangan di bawah ini Kepala MTs Nurul Ulum Kotagajah Lampung Tengah.

Menerangkan dengan sebenarnya bahawa :

Nama	: Indah Puspasari
NPM	: 13107427
Semester	: 9 (Sembilan)
Program Studi	: Pendidikan Bahasa Ingris

Yang bersangkutan telah selesai melaksanakan Research di MTs Nurul Ulum Kotagajah dari tanggal 8-13 November 2017.

Demikian surat keterangan ini dibrtikan untuk dapat dipergunakan sebagaimana mestinya.

Kotagajah, 13 November 2017
Kepala Sekolah

YAYASAN NURUL ULUM KOTAGAJAH LAMPUNG TEN
Madrasah Tsanawiyah NURUL ULUM TERAKREDITASI

Malifud Efendi,S.Pd.I
NIP

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Indah Puspasari
NPM : 13107427
Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	15 - 5 - 2017	✓		Revice Footnote and Bibliography.	
2.	22 - 5 - 2017	✓		Revice Chapter I	
3.	29 - 5 - 2017	✓		Revice Chapter I and II	
4.	06 - 6 - 2017	✓		Revice Chapter III	
5.	08 - 6 - 2017	✓		Acc Seminar	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Indah Puspasari
NPM : 13107427
Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday, April 14, 2017		✓	- Revice Title - Revice chapter I	
2.	Monday, April 17, 2017		✓	- Revice chapter II - Revice chapter III	
3.	Thursday, April 20, 2017		✓	- Revice Footnote - Acc seminar	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TAHBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Indah Puspasari
NPM : 13107427
Jurusan : Tadris Bahasa Inggris
Semester : IX

No	Hari /Tanggal	Pembimbing I	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	11/12 2017	✓		Revisi Bab IV & V	
2	15/12 2017	✓		Acc Kemungkinan	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd.
NIP. 19620215 199503 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TAHBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Indah Puspasari
NPM : 13107427
Jurusan : Tadris Bahasa Inggris
Semester : IX

No	Hari /Tanggal	Pembimbing I	Pembimbing II	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	Wednesday, Nov 29, 2017		✓	Revise chapter 3 and 5	
2.	Wednesday Des 6, 2017		✓	Revise abstract and footnote Revise motto	
3.	Friday, Des 8, 2017		✓		

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Documentation of Pre Test

The Researcher Give the Written Test

Document of Pre Test

The Researcher explain about procedure text

Documentation of Post Test

The Student do the Gouin and the Series

Documentation of Post Test

The Students do the Exercise

THE OBSERVATION OF STUDENTS' ACTIVITIES

Meeting : 1st meeting

Day/Date : November 8th, 2017

No	Students Activities	Respondent																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Pre-activities																					
1.	Interest to following the class	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.	Respond the topic enthusiastically	√		√	√		√		√		√	√		√		√	√		√		√
While activities																					
3.	Pay attention to teacher explanation	√		√	√	√		√		√	√		√	√			√	√	√	√	
4.	Focus on the learning material		√	√		√	√		√		√	√			√	√	√		√		√
5.	Focus on the using Gouin and the series method	√			√	√		√		√			√	√		√		√	√	√	

6.	Able to know about the content of Gouin series		√	√	√		√		√		√	√			√		√			√
7.	Able to answer the question		√		√		√		√		√		√		√	√	√		√		√
Post-activities																				
8.	Concluding the result of learning	√		√	√	√		√	√			√		√		√		√		√	
9.	Closing	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
TOTAL		**6**	**5**	**7**	**8**	**6**	**6**	**5**	**7**	**4**	**7**	**6**	**5**	**6**	**5**	**7**	**7**	**5**	**7**	**5**	**6**
CATEGORY		**fair**	**bad**	**fair**	**good**	**fair**	**fair**	**bad**	**fair**	**bad**	**fair**	**fair**	**bad**	**fair**	**bad**	**fair**	**fair**	**bad**	**fair**	**bad**	**fair**

Statement

Category:

8 – 9 = Good

6 – 7 = Fair

3 – 5 = Bad

THE OBSERVATION OF STUDENTS' ACTIVITIES

Meeting :2nd Meeting

Day/Date :November 10th, 2017

No	Students Activities	Respondent																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Pre-activities																					
1.	Interest to following the class	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.	Respond the topic enthusiastically	√		√		√			√		√		√	√	√	√		√	√	√	
While activities																					
3.	Pay attention to teacher explanation		√		√	√		√		√		√		√		√	√	√			√
4.	Focus on the learning material	√	√	√		√	√		√		√	√	√		√	√		√	√	√	
5.	Encourage to ask the question	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
6.	Able to answer the question	√	√	√		√	√		√	√	√		√		√	√		√		√	√

7.	Practice in front of the class		√	√	√			√	√	√		√	√		√		√		√	√	√
Post-activities																					
8.	Concluding the result of learning	√	√	√		√	√	√	√	√		√	√	√		√	√	√	√		
9.	Closing	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
TOTAL		**7**	**8**	**8**	**5**	**8**	**6**	**6**	**8**	**7**	**6**	**7**	**8**	**6**	**7**	**8**	**6**	**8**	**7**	**7**	**6**
CATEGORY		**fair**	**good**	**good**	**bad**	**good**	**fair**	**fair**	**good**	**fair**	**fair**	**fair**	**good**	**fair**	**fair**	**good**	**fair**	**good**	**fair**	**fair**	**fair**

Statement

Category:

8 – 9 = Good

6 – 7 = Fair

3 – 5 = Bad

WRITING SKILL OBSERVATION SHEET

PRE TEST

Date :Wednesday, November 8th 2017

Class :VIIIA

No	Name	Content				Form				Vocabulary				Grammar				Mechanics				Score	Total Score	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	AR		√				√					√				√				√		13	65	Fair
2	AO			√			√				√						√			√		14	70	Bad
3	ARA	√					√				√				√				√			9	45	Bad
4	AS	√				√						√		√					√			8	40	Bad
5	DK		√					√		√					√					√		11	55	Bad
6	LP			√				√					√			√				√		16	80	Bad
7	MHR	√				√					√			√				√				6	30	Bad
8	MNB		√			√					√			√				√				7	35	Bad
9	NS		√				√					√		√					√			10	50	Bad
10	NSA	√				√						√		√					√			8	40	Bad
11	NK	√						√			√			√						√		9	45	Bad
12	RPM			√		√							√		√			√				10	50	Bad

13	RVC	√					√					√				√				√		12	60	Fair
14	RM	√				√						√				√				√		11	55	Bad
15	SH	√					√				√						√		√			11	55	Bad
16	SZ			√			√					√				√				√		14	70	Good
17	SI		√				√					√				√				√		13	65	Fair
18	UHS	√					√				√				√				√			9	45	Bad
19	VNA		√				√					√		√					√			10	50	Bad
20	WN		√					√		√						√				√		11	55	Bad

$$\text{Total Score} = \frac{(\text{Content x } 25) + (\text{Form x } 25) + (\text{Vovabulary x } 25) + (\text{Grammar x } 25) + (\text{Mechanics x } 25)}{5} = 100$$

WRITING SKILL OBSERVATION SHEET

POST TEST

Date : Friday, November 10th 2017

Class : VIIIA

No	Name	Content				Form				Vocabulary				Grammar				Mechanics				Score	Total Score	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	AR				√				√		√					√					√	17	85	Good
2	AO				√				√			√				√					√	18	90	Good
3	ARA			√			√					√					√			√		15	75	Good
4	AS	√					√					√			√						√	12	60	Fair
5	DK	√							√				√				√		√			15	75	Good
6	LP				√				√			√					√				√	19	95	Good
7	MHR	√					√				√						√		√			11	55	Bad
8	MNB		√					√		√						√				√		12	60	Fair
9	NS			√			√				√						√				√	15	75	Good
10	NSA	√				√						√				√				√		11	55	Bad
11	NK		√				√					√				√				√		13	65	Fair

12	RPM			√			√				√						√			√		14	70	Good
13	RVC	√							√				√				√		√			15	75	Good
14	RM	√							√				√				√		√			15	75	Good
15	SH			√				√					√			√					√	17	85	Good
16	SZ				√			√					√				√				√	19	95	Good
17	SI			√			√					√					√			√		15	75	Good
18	UHS			√		√							√			√					√	15	75	Good
19	VNA			√			√				√						√			√		14	70	Good
20	WN		√				√					√					√			√		14	70	Good

$$\text{Total Score} = \frac{(\text{Content x } 25) + (\text{Form x } 25) + (\text{Vovabulary x } 25) + (\text{Grammar x } 25) + (\text{Mechanics x } 25)}{5} = 100$$

CURRICULUM VITAE

The writer's name is Indah Puspasari. She was born in Kotagajah, Central of Lampung on July 19th, 1995. She is the first child of happy couple Supriyadi and Hartini Wulandari. She graduated from SDN 2 Purworejo in 2007. Then, she continued her study to MTs Ma'arif 02 Kotagajah and graduated in 2010. In the same year, she entered MA Ma'arif 9 Kotagajah and graduated in 2013. The writer was registered as the student S-I English Department at 2013 in IAIN Metro.